



# **BOARD OF REGENTS**

## **AGENDA BOOK**

**December 7, 2021  
9:00 AM  
Virtual Meeting**





## Land Acknowledgement Statement

***Founded in 1889, The University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.***





# The Board of Regents of the University of New Mexico

December 7, 2021; 9:00 AM

Open Session and Executive Session

Virtual Meeting<sup>1</sup>: <https://live.unm.edu/board-of-regents>

## AGENDA

- I. Call to Order, *Chair Douglas M. Brown* TAB
  - A. Confirmation of a Quorum
  - B. Land Acknowledgement Statement
  - C. Adoption of Agenda
- II. Approval of the Minutes of the October 19, 2021 regular meeting..... 1
- III. Public Comment<sup>2</sup> [*Limit 3 minutes per comment; additional written comments sent to [regents@unm.edu](mailto:regents@unm.edu) are welcomed.*]
- IV. Comments from Regents
- V. President's Administrative Report, *Garnett S. Stokes* ..... 2
- VI. Regents' Committee Reports

### Approval of Consent Docket

Action items on Regent's Committee agendas may be moved to the Board of Regents' consent docket; 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."

- A. [SSTAR]\* Approval of Form C: CERT Honors College ..... C-1
- B. [SSTAR] Approval of Form D: Post Professional Doctoral Degree in Occupational Therapy (New)..... C-2
- C. [SSTAR] Approval of ASUNM Constitutional Amendment..... C-3
- D. [HSSC]\* Approval of UNM Medical Group Election of Certain Directors: Nomination of Dr. Richard Miskimins to the UNMMG Board of DirectorsC-4
- E. [F&F]\* Approval of 1<sup>st</sup> Quarter Financial Actions Report and Certification through September 30, 2021; and Informational Item: 1<sup>st</sup>-Qtr Consolidated Financial Report through September 30, 2021 ..... C-5
- F. [F&F] 1<sup>st</sup> Quarter Athletics' Enhanced Fiscal Oversight Program Report and Certification through September 30, 2021; and Informational Item: 1<sup>st</sup>-Qtr Athletics' Report by Sport through September 30, 2021 ..... C-6
- G. [F&F] Approval of Project Construction:
  - 1. University Libraries Turnstiles..... C-7
  - 2. Center for High Tech Materials Roof Replacement ..... C-8
  - 3. Computer & Information Resources & Technology (CIRT) Restroom Renovation & ADA Update ..... C-9

[END CONSENT DOCKET]

\* [SSTAR] Student Success, Teaching and Research; [F&F] Finance & Facilities; [HSCC] Health Sciences Center Committee



## **Student Success, Teaching and Research Committee -Regent Rael, Chair**

### Action Items

- A. Approval of Posthumous Degree, *Lisa Lindquist, Director, LoboRESPECT Advocacy Center* .....3
  - Jerry Surveyor: Master of Public Administration (MPA)
- B. Approval of Fall 2021 Degree Candidates, *Finnie Coleman, President, Faculty Senate* .....4
- C. Approval of Form D: Native American Studies Doctoral Degree Program (NAS) (New), *Tiffany Lee, Chair & Professor, Native American Studies*.....5

## **Finance and Facilities Committee -Regent Begay, Chair**

### Action Items [See Consent Docket]

## **Health Sciences Center Committee -Regent Schwartz, Chair**

### Action Items

#### A. Approval of UNM Hospital Capital Items:

*Mike Chicarelli, COO UNMH; Bonnie White, CFO, UNMH*

- 1. UH Main Interventional Radiology Room 4 (IR-4) Equipment Replacement (\$575K).....6
- 2. Lamberton Tenant Improvement (NTE \$3m) .....7
- 3. Senior Health Clinic (\$950K increase, revised project total \$9.7m).....8
- 4. Comprehensive Movement Disorder Center (\$950K increase; revised project total \$9.7m).....9
- 5. UNM Hospital NHT Vertical Expansion (\$41m) .....10
- B. Approval of 4 Re-Appointments to the UNM SRMC Board of Directors:.....11

*Jamie Silva-Steele, Pres. & CEO, UNM Sandoval Regional Medical Center*

  - 1. Joanna Boothe    3. Charlotte Garcia
  - 2. Dave Panana    4. Dr. Chris Guest

*Note: This item was not on the Nov.30<sup>th</sup> HSC Committee agenda, so it did not receive committee approval; the item is coming directly to the Board of Regents for approval.*

#### VII. Advisors' Comments [*limit 3 mins.*] ..... 12

#### VIII. Roll Call Vote to close the meeting and proceed in EXECUTIVE SESSION

>\*Break: a 10-minute break in the virtual meeting\*<

- A. Discussions, and where appropriate determination, of matters subject to attorney-client privilege pertaining to threatened or pending litigation, as permitted by Section 10-15-1H(7), NMSA (1978)



- B. Discussions of bargaining strategy preliminary to collective bargaining and collective bargaining between a policymaking body and an employee bargaining unit, as permitted by Section 10-15-1H(5), 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

IX. Vote to 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 certain matters will be taken in Open Session.

## X. Adjourn

<sup>1</sup>Under the current guidelines from the Governor, and in order to slow the spread of COVID-19, the UNM Regents will meet online on the Zoom platform. Additionally, following the NM Attorney General’s guidelines for Open Meetings Act compliance, public access to view or listen to Regent meetings is provided via a livestream of the virtual meeting on this public website: <https://live.unm.edu/board-of-regents>

<sup>2</sup>Public comments will be heard during the meeting. Comments may be limited to 10 per topic. Due to the nature of online meetings and the logistics of getting speakers connected, anyone wishing to provide public comment during the meeting *must register their intent to speak before noon on Monday, December 6, 2021*. In order to sign up for public comment, please email [regents@unm.edu](mailto:regents@unm.edu) with the subject, “Request to provide public comment at 12/7 Regents’ Meeting”, and include the following information:

1. First and last name
2. Email address and telephone number
3. Affiliated organization & Professional Title (if applicable)
5. Topic you would like to address

Instructions on steps to follow in order to provide public comment will be emailed to registered speakers.

Please consider submitting comments in writing to [regents@unm.edu](mailto:regents@unm.edu) and comments will be forwarded via email to the Regents for their attention and consideration.



**Minutes of the Regular Meeting of  
The Board of Regents of the University of New Mexico  
October 19, 2021; 9:00 AM  
Virtual meeting via Zoom; livestreamed for public viewing**

Members Present

Douglas M. Brown, Chair  
Kim Sanchez Rael, Vice Chair  
Sandra K. Begay, Secretary/Treasurer  
Jack L. Fortner  
Randy Ko  
William H. Payne  
Robert L. Schwartz

Administration Present

Garnett S. Stokes, President; Douglas Ziedonis, EVP of UNM Health Sciences and CEO of the UNM Health System; Loretta Martinez, University Counsel; James Holloway, Provost and EVP for Academic Affairs; Teresa Costantinidis, SVP for Finance and Administration; Kate Becker, CEO UNM Hospitals; Michael Richards, Vice Chancellor for Clinical Affairs; Assata Zerai, VP for Equity and Inclusion; Eddie Nunez, AD; Terry Babbitt, President's Chief of Staff; Liz Metzger, University Controller; and others

Advisors Present

Finnie Coleman, Faculty Senate President; Tim Backes, Retiree Association President; Ryan Mummert, UNM Foundation Board Chair; David Saavedra, GPSA President; Greg Romero, ASUNM President; Scott Sanchez, Staff Council President

Presenters

Sidney Mason-Coon, University Policy Officer; Kim Murphy, Lobo Development Corporation Consultant

CALL TO ORDER AND CONFIRMATION OF A QUORUM

Regent Chair Brown called the meeting to order at 9:00 AM and confirmed a quorum with all 7 members present virtually via Zoom.

LAND ACKNOWLEDGEMENT STATEMENT

Regent Brown read aloud UNM's Land Acknowledgement Statement:

*Founded in 1889, The University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.*

VOTE TO ADOPT THE AGENDA

**The motion to adopt the agenda passed unanimously (1<sup>st</sup> Payne; 2<sup>nd</sup> Begay; roll call vote – all members voted yes).**

APPROVAL OF MINUTES: AUGUST 19, 2021 SPECIAL MEETING AND SEPTEMBER 14, 2021 SPECIAL MEETING

**The motion to approve the minutes of the August 19 and September 14 Board of Regents special meetings passed unanimously (1<sup>st</sup> Fortner; 2<sup>nd</sup> Begay; roll call vote – all members voted yes).**

PUBLIC COMMENT (no comments)



COMMENTS FROM REGENTS (no comments)PRESIDENT'S ADMINISTRATIVE REPORT

President Stokes opened her report outlining the first major goal the Regents set for her for 2021-2022, "Drive aligned, fiscally strong strategic plan for UNM", with its 6 components: 1) develop the UNM 2040 vision including five and ten-year strategic goals ensuring institutional leadership in the new higher education landscape; 2) complete the UNM 10-year financial and business plan including contingencies for adverse economic circumstances; 3) integrate asset planning at UNM to generate comprehensive UNM capital, master, and facilities investment need plans; 4) efficiently enroll and integrate key stakeholders [HSC, Main and Branch campuses, Foundation, Regents, and affiliated entities] in strategic and fiscal planning; 5) develop and implement a near- and long-term strategic and fiscal plan for UNM's Intercollegiate Athletic Department; and 6) increase first-year, graduate and transfer student enrollment; admit 8800 new first-year students for Fall 2021. President Stokes said that she would touch on a lot of these components in her report.

President Stokes gave an update on the COVID crisis. Regarding the vaccine mandate, approximately 96% of faculty and 95% of staff are vaccinated with largely the balance having received approval for a valid exemption or have exemptions pending review. About 86% of students are fully vaccinated and 4% have gotten an approved exemption; the balance are either partially vaccinated, pending exemption approval, or have not responded. Overall, the numbers are positive at every level. Regarding caseloads, there was a small COVID surge in September, but basically the numbers have stabilized and are continuing to decline. President Stokes mentioned the recent NM Department of Health announcement of a new public health order that allows health care facilities to transition to crisis standards of care in order to manage demand. The President thanked UNM's health care workers who have all had to work under pressure due to the demands on the health care system during the COVID pandemic.

President Stokes gave an update on enrollment. Overall, enrollment is flat compared to last year which saw declines from the previous year. Branch campus enrollments have stabilized and the Albuquerque campus saw an overall increase of over 10%, with the bulk of the increase in first time in college students and graduate and professional students. President Stokes talked about the impact of the first year, freshman class, not the only segment where attention is put, but an important segment because it has the largest impact on the overall enrollment. New students tend to take full course loads and those that come to UNM for their first year tend to have good retention and graduation rates. The President also touched on enrollment projections. Based on the current enrollment stabilization and projected retention rates, there is an uptrend out to 2028. The President spoke about UNM's continued commitment to improving graduation rates - reducing time to completion of degrees - which is financially beneficial to students, and she clarified that this critical metric for assessing UNM's own success lends to the pressure to focus on bringing in new students to replace those who have graduated. President Stokes discussed transfer students and some of the challenges they may have including transferred credits not counting toward a desired degree. She discussed data from a study of business students that showed that transfer students had almost 11 hours of excess credits over the degree requirement, and both transfer students and first-time students at UNM ended up with about 5 credit-hours that were unusable. President Stokes clarified that, based on data analysis, all students, not just the business students, are taking a portion of their classes at other institutions while they are at UNM, adding that students are making choices, and the options they have are not always under UNM's control.

President Stokes reported on recent notable activities and successes. The Grand Challenges Sustainable Water Resources team secured a \$15 million, five-year project from the National Science Foundation to lead the effort to engage communities in the American Intermountain



West to collaboratively address the impacts of climate change. The Grand Challenge on Substance Use Disorders is also seeing success, as researchers at UNM's Center on Alcohol, Substance Use and Addictions (CASAA) received an NIH grant for over \$10 million for the creation of the Integrative Management of Chronic Pain and Opioid use disorder for Whole Recovery (UNM IMPOWR) Center. Additionally, researchers at UNM's HSC are participating in a national study on the care and treatment of opioid-exposed newborns experiencing neonatal withdrawal syndrome with the support of a 2-year, \$445K grant award from the NIH's Helping to End Addiction Long-Term (HEAL) Initiative.

In the area of faculty support, UNM implemented the WeR1 Faculty Success Program to support faculty as they rise to meet the challenges posed by the COVID-19 pandemic, and through the program provided 87 faculty with summer research support. More than two-thirds of the applicants were women and 83% of the submissions were from assistant and associate professors. The Office of the Vice President for Research (OVPR) has committed over \$1 million in funding for this program over the next 2 years. The President emphasized that not all universities are stepping up in the way that UNM is in trying to help faculty overcome the challenges that COVID brought.

President Stokes spoke about other successes including the UNM Comprehensive Cancer Center (UNMCCC) receiving again the highest designation and rating in the U.S. for cancer treatment and research programs, a designation from the National Cancer Institute. UNM's cancer center is one of only 51 leading cancer centers in the nation to get the CCC designation, and the only one in the state. In other areas, *Forbes Magazine* named UNM as one of the top three best employers in New Mexico. Additionally, *The Statewide Impact of the University of New Mexico* report that came out in August quantified the impact of the entire UNM enterprise, including the Health Sciences Center, branch campuses, and the contributions of its alumni on the greater New Mexico economy in 2021, to be \$5.2 billion, up from \$3.1 billion in 2018. The President recognized several individuals, including Professor Emeritus of Family and Community Medicine and Economics, Robert Otto Valdez, for his nomination to serve as the Assistant Secretary for Planning and Evaluation (ASPE); and Stephanie Bennett-Smith for her long-time service and support to UNM including her recent support of the Harwood Museum in Taos, establishing an education endowment for the museum.

President Stokes spoke about future planning efforts underway at the University, including the combined enterprise 10-year financial plan; the College of Nursing expansion plans to address nursing shortages; and UNM's 2040 Vision initiative. The 2040 Vision exercise is overseen by the President and her Project Team which started work in April 2021 with solicitation of community input through focus groups, town halls and interviews, and which will continue throughout the project. A steering committee that was formed in June advises and provides insights and recommendations on themes and revisions. The 2040 Vision efforts thus far have already produced a draft framework that includes UNM's Vision and Purpose, 2 Mission Statement options, and an outline of values and goals [see [opportunity.unm.edu](https://opportunity.unm.edu)]. The next phase for the 2040 Vision project will implement task forces to identify key activities that need to occur during the next five years to execute the plan's goals. The final vision plan will be rolled out in February 2022.

President Stokes entertained Regents' comments and questions.

Regent Begay thanked President Stokes for her report and said she was excited about the 2040 Vision project. Regent Begay reflected upon the impact the University's mission and values had upon her since her years as a student at UNM and also now in her professional work, adding that she hoped the same for her family members currently attending the



University. Regent Begay also requested to get periodic updates in F&F Committee on the 10-year enterprise plan outlook.

Regent Begay and Regent Brown thanked Stephanie Bennett-Smith for her support of the Harwood Museum in Taos.

Regent Rael thanked President Stokes for a comprehensive and informative update and extended congratulations for the fall enrollment news. Regent Rael said she'd like to continue to hear the successes from the Grand Challenges, and regarding the faculty support that was awarded, Regent Rael inquired in what form the support was in and how would Administration expect it will impact those faculty members' careers and research trajectories? Regent Rael also inquired regarding the study on the business school students that found that a large percentage take classes elsewhere, could there be an opportunity for UNM's business school in the area of teaching and learning opportunities to possibly be part of a broader network of interscholastic institutions? President Stokes responded and clarified there is really no difference among UNM students, business school students or others, in the proportion of classes taken outside of UNM, but she agreed that whether this provides an opportunity is an interesting question. President Stokes added that as UNM learns more, more will emerge regarding the area of opportunities and ways UNM can keep students enrolled. Regent Brown said that pre-requisites for upper division courses may account for some classes taken elsewhere and he emphasized that there are tremendous opportunities for UNM to collaborate with CNM and San Juan College and others to integrate programs. President Stokes confirmed that Administration is looking at the percentage of upper division versus lower division courses that are taken elsewhere. Provost Holloway added that students across all majors are transferring courses, and most of those courses are general electives.

Regarding the faculty support that Regent Rael inquired about, President Stokes asked Provost Holloway to discuss some of the specifics and she said that Dr. Ziedonis could speak in the future about the significant things the HSC has been doing for its faculty. The Provost explained that the summer support program was targeted primarily for junior faculty in early career offering \$5K grants to be utilized to support a variety of activities critical for meeting research deadlines. He explained that other faculty support programs have taken place to help faculty to come out of the COVID crisis. There was further discussion about the impact COVID had on parents of young children, notably affecting women, many of whom were not able to continue, for example their research, due to the disruptions that the pandemic brought on.

Regent Schwartz thanked President Stokes for her report and inquired more details about the faculty support, adding that it is wonderful to hear the emphasis that Administration is placing on helping faculty do the research that they need to do, because it's incredibly important. Provost Holloway responded that there were 110 applications for the summer \$5K grant support and 87 were granted. There was discussion about continuation of the program and the how the academic output would be measured to evaluate whether the program was successful.

Regents applauded President Stokes on the work mandating the faculty, staff and student vaccines. There was discussion about the numbers of faculty, staff and students who have complied with the vaccine mandate and the number of students who have not responded. President Stokes explained that there are about 400 students who are not in compliance and said they have all been notified. There was discussion about an appeals process that may be delaying compliance and about the requirement of full compliance, being fully vaccinated or with an exemption, before being allowed to enroll for spring semester.

ANNUAL UNM FOUNDATION UPDATE (information item)



Jeff Todd, President and CEO, and Ryan Mummert, Chair of the Foundation's Board, presented the Foundation's annual update. This past fiscal year 2020-2021, the Foundation raised over \$85 million in new commitments, surpassing the goal of \$80 million. Main Campus and Health Sciences achieved 129 and 122% of their respective goals, with the central development units achieving 130% of their goal. The Consolidated Investment Fund's (CIF) performance gained over 31%, with an end of year value of the CIF portfolio at \$579 million. The CIF distributed \$18.3 million to support students, faculty, research, programming, and patients, with over \$9 million of the distributions supporting UNM students. Over 100 Presidential Scholarships were awarded to NM high school graduates. Currently, there are 400 Presidential Scholars from over 90 institutions, including home schools of every size, from every corner of the state. There was a brief overview of the Foundation's strategic plan priorities, its new board members and board officers, board priorities and the overall Foundation priorities for the current year, among them, a fundraising goal of \$88 million and continued focus on planning the next comprehensive campaign, advancing university-wide initiatives such as the Grand Challenges and building ROTC presence and enhancing the grateful patient giving program.

The Regents expressed thanks and congratulated the Foundation on the investment returns and the successful fundraising efforts as well as the new board members.

#### APPROVAL OF CONSENT DOCKET

Regent Brown addressed the consent docket; there being no requests to remove any items for discussion, he asked for a motion to approve the following items listed on the docket:

#### A. [SSTAR]\* Approval of Posthumous Degrees:

1. Brandon Ray – B.S. Biology
2. Michael Sanchez – B.S. Computer Science with Minor in Psychology

#### B. [SSTAR] Approval of Form D's (New Graduate Programs)

1. Graduate Certificate in Elementary Education with K-8 Licensure
2. Graduate Certificate in Indigenous Planning

#### C. [SSTAR] & [HSSC]\* Approval of Endowed Professorships (Naming Items) and Approval of Appointments to Endowed Professorships and Chairs:

1. Creation of the, 'Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology'
2. Appointment of Dr. Sara G.M. Piccirillo, PhD as the, 'Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology'
3. Appointment of Dr. Anne Greene, MD as the holder of the, 'Dr. Irene Uhrik Boone Endowed Chair in Pediatrics'
4. Appointment of Dr. Zoneddy Ruiz Dayao, MD as the, 'Maralyn S. Budke Endowed Professor in Cancer Care Delivery'
5. Creation of the, 'Dana C. Wood Professor in Cancer Immunotherapy'
6. Appointment of Dr. Eric C. Bartee, PhD as the, 'Dana C. Wood Professor in Cancer Immunotherapy'
7. Creation of the, 'Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities'
8. Appointment of Dr. Shiraz Mishra, MBBS, PhD as holder of the, 'Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities'
9. Creation of the, 'Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement'
10. Appointment of Dr. Andrew Sussman, PhD as holder of the, 'Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement'

#### D. [HSSC] Approval of Other Naming Items:

1. Establish the, 'Gorvetzian Professorship Quasi-Endowment'



2. Establish the, 'Peter A. Winograd Research Professorship Quasi-Endowment'
- E. [HSCC] Approval of UNM Hospital Items:
  1. Cerner Corporation – 7 Year Initial Term Agreement e-Consent Software System (\$2,275,648)
  2. Cerner Corporation – 5 Year Agreement Cloud-Based Dictation and Transcription Platform Software (\$5,000,000)
  3. Capital Project – UNMH Crisis Triage Center Design (\$2,900,000)
  4. Capital Project – Psychiatric Emergency Services Design (\$1,750,000)
  5. Capital Project – UH Main 2<sup>nd</sup> Floor Sterile Processing Department – Decontamination Renovation (\$1,290,000)
  6. Capital Project – 1600 University Eye Clinic Renovation and Addition (\$5,750,000)
  7. Capital Project – Operational Project – UNMH Main Section 16 Roof and Skylight Replacement (\$1,225,000)
- F. [HSCC] Approval of UNM Medical Group Election of Directors
  1. Michael Richards, MD, MPA, Interim Dean, UNM School of Medicine
  2. Aimee Smidt, MD, Department of Dermatology, UNM School of Medicine
- G. [HSCC] Approval of the Appointment of Dr. Christopher Guest, MD to the SRMC Board of Directors
- H. [F&F]\* Approval of Contracts:
  1. NMPBS – SpectraRep Agreement
  2. NEC Enterprise Voice System Maintenance Renewal
  3. Microsoft A5 Licensing for UNM Main and Branches
- I. [F&F] Approval of Project Construction:
  1. Fire Safety Improvements: Fitz Hall & BRF
  2. Los Alamos Library Renovation Re-Approval
  3. Cancer Research Facility Roof Replacement
  4. Central & Girard Site Improvements
  5. Clinical Translational Science Center Roof Replacement
- J. [F&F] Approval of Lobo Development Corporation Board of Directors and Reappointment of Four Non-Positional Directors:
  1. Louis Abruzzo
  2. Maria Griego-Raby
  3. Steven Ciepiela
  4. Rick Siegel
- K. [F&F] Approval of Appointment and Reappointment of Board Nominated Members to Harwood Foundation Governing Board:
  1. Scott McAdams
  2. Karl Halpert (reappointment)

*[END CONSENT DOCKET]*

\* [SSTAR] Student Success, Teaching and Research Committee; [F&F] Finance & Facilities Committee; [HSCC] Health Sciences Center Committee

**The motion to approve the items on the consent docket passed unanimously (1<sup>st</sup> Ko; 2<sup>nd</sup> Schwartz; roll call vote – all members voted yes).**

- *5-Minute Break in the virtual meeting at 10:36 AM*

APPROVAL OF AD HOC GOVERNANCE COMMITTEE ACTION ITEMS – REVISIONS TO REGENTS' POLICY MANUAL [RPM]

Regent Schwartz introduced the items - proposed revisions to 4 sections of the Regents' Policy Manual (RPM).

A. Proposed Revisions to Section 7.4 "Purchasing"

SVP Costantinidis presented the item. The proposed revisions to RPM – Section 7.4 would delegate authority to the University President to approve the execution of contracts of the



purchase of goods and services costing \$5 million or more per year per contract, eliminating the current requirement that Regents approve purchases in excess of \$1 million. Additionally, the revisions institute a twice-per-year report to the Regents listing purchases in excess of \$5 million. SVP Costantinidis explained that RPM 7.4 exists to ensure that UNM operates in the most economical and efficient manner while also staying in compliance with the state procurement code. Unfortunately, however, the policy's current procurement limit of \$1 million with the requirement that the University obtain Regents' approval before making purchases beyond that amount has caused delays resulting in increased costs. The delays cause UNM to miss out on things like discounts for timely procurement or the ability to obtain lower prices by signing multi-year agreements that would go over the limits outlined in the current policy. SVP Costantinidis clarified that in response to the proposed change, the Regents' Ad Hoc Governance Committee requested additional information about safeguards that are in place to assure there is sufficient oversight of purchases, and she brought attention to the summary of UNM's procurement process that was provided to the Regents, outlining how UNM strictly adheres to the State Procurement Code, statute 13-1-125.

There was discussion about the elimination of Regents' approval on purchases. Regent Fortner said he was uncomfortable with the proposal since the Regents have fiscal oversight of the University. SVP Costantinidis confirmed Regents' approval would no longer be required on any amount, but anything over \$5 million would be reported to the Board. Regent Schwartz clarified that the University President would have to approve anything \$5 million or above, but the Regents would no longer be involved in the approval process. SVP Costantinidis clarified that this is for goods and services only, and Regents would still have to approve capital construction which tend to be larger items. Regent Payne noted that historically the larger contracts for goods and services were with the Health Sciences Center, and he said he understood the need for efficiencies. Regent Payne inquired at what point there would be issues with multi-year contracts and the budgeting process. Bruce Cherrin, Chief Procurement Officer, responded that appropriation language is added to the contracts to mitigate risk if in the future UNM were not to get an appropriation. There was further discussion.

Regent Fortner requested to add in that the University President would notify the Board President of any purchase of goods and services in excess of \$5 million per year, prior to approval. The Regents also agreed to modify the proposal to include that any purchases in excess of \$5 million would be reported to the Board at the next regular meeting.

Regent Fortner motioned; Regent Begay seconded. There was discussion and acceptance of the friendly amendment that specified that the policy include the wording that any reporting to the Regents be at the Board's next regular meeting.

**The motion to approve revisions to RPM – Section 7.4 as discussed passed with a vote of 6-0-1 (1<sup>st</sup> Fortner; 2<sup>nd</sup> Begay; roll call vote – Regents Brown, Begay, Ko, Fortner, Schwartz, and Payne voted yes; Regent Rael abstained). [See Attachment A for proposal memo, proposed red-line version and the final, approved draft of the policy.]**

**B. Proposed Revisions to the Section on, "Maintenance of the Regents' Policy Manual"**

SVP Costantinidis presented the item. The proposed revisions to the section in the RPM, "Maintenance of the Regents' Policy Manual", delegate narrow authority to the University Policy Officer to make minor changes to Regents' policies to correct departmental or other unit names, position titles, grammatical errors, typographical errors, stylistic inconsistencies, URL links, or references. The revisions also add language to clarify policy



regarding Development of Policy, Publicity and Public Input, Approval and Publication of Policy, and Policy Archives.

Regent Schwartz requested removing the entire first section paragraph, as it was redundant.

Regent Brown requested that any minor revisions also include things to produce gender neutrality. SVP Costantinidis affirmed those types of revisions would be included in the grammatical and stylistic changes.

Regent Ko inquired how the Regents would be informed of any modifications to the Policy Manual. General Counsel Martinez recommended a report be provided to Regents listing changes and that the Regents could decide at a future time if they wish to continue receiving the report. Ms. Mason-Coon affirmed that a record of all changes to Regents' Policies is kept in the Policy Office. Regent Begay agreed that since Regents oversee any changes to the RPM, a periodic update of the minor changes would be helpful and it would address Regents' concerns. Regent Ko was in agreement, confirming that Regents could decide at another time whether the report is useful, or not.

**The motion to approve revisions to RPM – Section on “Maintenance of the Regents’ Policy Manual” as discussed passed unanimously (1<sup>st</sup> Schwartz; 2<sup>nd</sup> Rael; roll call vote – all members voted yes). [See Attachment B for proposed red-line version and the final, approved draft of the policy.]**

- C. Proposed Revisions to Sections 1.2 “Structure of the Board of Regents”, and 1.8 “Code of Conduct and Conflicts of Interest Policy”
- Addressing Board of Regents Officer Titles
  - Establishment of a Regents’ Standing Committee on Governance
  - Student Regent Leadership Stipend
  - Timing on Agenda Item Requests

General Counsel Martinez presented the item and guided the Regents through the proposed revisions. **[Attachment C]**

Regarding the officer title changes, General Counsel Martinez explained that changing the title from President to Chair would eliminate a lot of confusion about which President, Regent President or University President, is being referred to, and she clarified that this title modification would be made throughout the RPM. Regarding the proposed modifications, Regent Schwartz recommended the following wording, a slight modification to the proposal:

*“The Board of Regents is required by statute to meet in Albuquerque on the second Monday in March of each year to elect a president, who shall be Chair of the Board of Regents, and a secretary-treasurer. At this time, the Board also shall elect a vice chair”.*

Regent Begay agreed that the title, Chair, was appropriate as it was consistent with titles utilized in other committees and the related research and tech park boards. Regent Schwartz clarified that the Board Chair would statutorily be the President of the Board.

Regarding the establishment of a Regents’ Standing Committee on Governance, Regent Schwartz clarified that one of the tasks of the committee would be to address coordinating the formal charges for all of the standing committees. General Counsel Martinez added that the committees’ charges, outlining each standing committee’s duties and responsibilities, would be incorporated into the Regents’ Policy Manual. She also



explained that the original intent of establishing the Ad Hoc Governance Committee was that it could potentially become a standing committee, adding that 70% of HE boards have an active Governance Committee that addresses such topics as the board's education, retreats and orientations, and other governance issues, and that having such a committee would be a positive signal to the public and to accrediting bodies.

Another couple of minor modifications to RPM 1.2 involved outlining a deadline of 'normally 10 days before the meeting' for requests of any agenda items not coming through committee, and also the deletion of the Regents' Operations Committee, which General Counsel explained had been defunct for some time.

Regarding the proposal for establishing a leadership stipend for the student regent, General Counsel Martinez explained that this was discussed extensively in the Ad Hoc Governance Committee and that her office did extensive research about the ability to do this, assuring the Regents there were no statutory constraints that would preclude establishing such a stipend for the Student Regent. There was discussion. Regent Fortner asked what NMSU does for its student regent. General Counsel Martinez responded that NMSU does compensate its student regent but the actual amount was unknown, adding that the recommended amount of the stipend of \$2K per month was arrived at after looking at compensation levels for the UNM student government leaders. There was further discussion.

Regent Payne inquired what the source of the funds would be, and he clarified that the Student Regent is a Regent, not a student leader. General Counsel Martinez recommended the funds come out of the Board of Regents Office Budget. Regent Brown concurred and added that the Board of Regent Office expenses have been under budget since the COVID pandemic requires all meetings be virtual. Regent Begay clarified that with regard to the Board of Regents' Office Budget, Regents are not paid but they can receive travel reimbursements. Terry Babbitt affirmed that there were substantial carry-forward balances that could be used to fund the stipend for the near future.

Regarding the proposed revisions to RPM 1.8, General Counsel Martinez explained that the proposed revisions made it clear that the student regent leadership stipend was outside the policy's definition of a financial interest, adding that the policy also stipulates that Regents are required by the Financial Disclosures Act to file a report every year with the New Mexico Secretary of State concerning financial interests, if any.

**The motion to approve the proposed revisions to RPMs 1.2 and 1.8, including the leadership stipend for Student Regent of \$2,000/month to take effect on November 1, passed with a vote of 6-0-0 (1<sup>st</sup> Fortner; 2<sup>nd</sup> Begay; roll call vote – Regents Begay, Brown, Fortner, Payne, Rael and Schwartz voted yes; Student Regent Ko recused himself from the vote).**

**[See Attachment C for General Counsel's memo of proposals, the proposed red line versions, and the final, approved drafts of the policies.]**

Regent Schwartz reported two more items from the Ad Hoc Governance Committee. The first, regarding the Committee's discussion on whether or not the Board should return to monthly meetings, Regent Schwartz reported that the Sense of the Committee was that the current meeting schedule, a reduced frequency from monthly meetings to 6 meetings per year, is preferred from a governance perspective, but added that the schedule may need to be tweaked to ensure the meetings occur during optimal months. Secondly, the Committee discussed Public Comment on Board of Regents agendas and whether additional limitations should be imposed. Regent Schwartz reported that the Committee agreed that, overall, any



potential problems or risks with public comments were not significant enough now to recommend any change in current policy and Committee members concurred that the current practice for public comment is working well.

**AUDIT AND COMPLIANCE COMMITTEE – SUMMARY NOTES FROM THE OCTOBER 14 MEETING** (information item)

Regent Brown reported that in committee there were presentations and approvals of two internal audit reports as well as presentation and approval of the Internal Audit fiscal years' 2022 and 2023 Audit Plan. The Exit Conference for the fiscal year 2021 financial statements external audit, which would have normally happened at the last meeting, was postponed until later in the month due to process delays due to the COVID pandemic.

**APPROVAL OF MOA WITH THE ALBUQUERQUE INSTITUTE OF MATHEMATICS AND SCIENCE (AIMS)**

Regent Kim Rael, Chair of the Student Success, Teaching and Research Committee (SSTAR), asked Provost Holloway to introduce the item. The University hosts on its Albuquerque campus the Albuquerque Institute of Mathematics and Science (AIMS), a charter school focused on math and science for students in grades 6 through 12. The MOA is the renewal of the agreement with the school. The SSTAR Committee voted to approve this item and it also voted to not require future renewals be approved by the Regents' as this can be considered a routine matter. Of particular note in the agreement is a non-compete clause, or an exclusivity clause, about which University Counsel worked with AIMS over the last few weeks to clarify the clause so that it states that UNM will not enter into a similar agreement with another charter school focused on math and science. This would allow UNM to enter into an agreement with a charter school focused on the arts, for example. Provost Holloway affirmed that reasonableness of the exclusivity clause and also its importance for AIMS as well.

Regent Rael thanked Provost Holloway and confirmed that she enthusiastically supported the renewal of the MOA.

**The motion to approve the MOA with AIMS passed unanimously (1<sup>st</sup> Fortner; 2<sup>nd</sup> Ko; roll call vote – all members voted yes).**

**PRESENTATION ON THE SURVEY RESULTS OF THE RACIAL AND INTERSECTIONAL MICRO AGGRESSIONS (RIMA) SURVEY – 2021 REPORT TO THE REGENTS** (information item)

Regent Rael asked Dr. Assata Zerai, VP for Equity and Inclusion, to present the item, results from UNM's racial and intersectional micro aggressions (RIMA) survey. Dr. Zerai spoke to several slides that were provided in the eBook. The purpose of the survey is to enhance the inclusive climate at UNM. Dr. Zerai explained that the Division for Equity and Inclusion has been leading workshops to practice interrupting micro aggressions, and this has not been done in a vacuum. Data has been collected, some from first time student on campus, to get a sense of their experiences. The definition of micro aggressions are insults often experienced daily by people of color, persons with disabilities, and queer and trans persons, and although they can be subtle and may be dismissed by perpetrators, they can affect targets emotionally and physically, and unfortunately result in creating inequities in higher education. Dr. Zerai provided micro aggression examples and summary results of the information collected, one being that students with disabilities reported the highest incidents of micro aggressions with over half reporting they felt excluded on campus because of their disability and a sizable proportion felt invisible on campus because of their disability. Other results of the survey indicated that a majority of LGBTQ students felt support by the University environment, but a sizable proportion still experienced negative or insulting comments on the basis of their sexual orientation, gender identity and expression, and experienced feelings of isolation. Dr. Zerai



spoke about other survey results and explained what UNM is doing to raise awareness among students, faculty and staff by practice interrupting micro aggressions through workshops and the training of upstanders, people who acknowledge the experiences of individuals and are willing to serve as an ally and an advocate for those who experience micro aggressions.

The Regents thanked Dr. Zerai for her report and all of the effort put into it, for raising awareness in this area, and for the examples and suggestions on how to intercede.

Regent Fortner made one request, that religious diversity also be included at some point with some survey regarding religious discrimination, specifically including Muslims, Jews, and Christians, to see if they also felt some type of discrimination. Dr. Zerai responded that focus group discussions are already being planned to address this to learn about experiences and to come up with ways to have a positive impact.

Regent Rael asked if this work can be overlaid with the student experience work of Dr. Pamela Cheek, adding that she would be very interested to hear more at a future SSTAR Committee meeting about improving the student experience, based on Dr. Zerai's and Dr. Cheek's data, and how the University is envisioned out of that collaborative effort. Dr. Zerai affirmed that she and Dr. Cheek were in the process of collaborating their work in the area of improving the student experience.

#### APPROVAL OF SOUTH CAMPUS TIDD MASTER DEVELOPMENT AGREEMENT

Regent Begay, Chair of F&F Committee, noted that there was one public comment that was submitted in writing regarding the agenda item and it included questions that Regent Begay said were not difficult and could be answered by the administration. Regent Begay asked Teresa Costantinidis to present the item. SVP Costantinidis noted that the South Campus Tax Incremental Development District master development agreement was approved by the Lobo Development Corporation Board of Directors at its September 9<sup>th</sup> meeting, and she asked Kim Murphy to explain some of the details. Mr. Murphy explained that this is the first step in the creation of a partnership with the City of Albuquerque that focuses economic development on UNM's South Campus and also on the Science and Technology Park that is located there. The agreement is a 3-party agreement between the City, local development acting on behalf of the University, and the District. The District was created and formed by the City on October 4<sup>th</sup> when the City Council adopted the formation resolution. The agreement addresses three main issues. The first is how the public infrastructure that is supported with public tax revenue gets designed, constructed, installed and transferred to the appropriate governmental entities and how does the developer, including the City if it installs infrastructure, get reimbursed from revenue that flows to the district. The second major issue the agreement addresses is how the district issues bonds that are supported by the tax revenue coming to the district. The third addresses development approvals and land use controls and so forth. Mr. Murphy added that several years ago, when the University did a land transfer with the City so it could move a fire station to Gibson, the MOA that was set up with the City outlined the process that protects the integrity of the University as a state entity in terms of its exemption from land use controls, and it set forth a fairly detailed process by which infrastructure like public streets, waterlines, sewer lines, and things of that nature get installed. Mr. Murphy explained that that same process would be followed moving forward in terms of governmental approvals. He added that this has been an ongoing, three-year effort that began with an MOU between the University and the City to study the feasibility of a TIDD for South Campus. Mr. Murphy thanked President Stokes, SVP Costantinidis, others on the UNM leadership team, and for support from the City, thanking Mayor Keller and the City Council, with special recognition to City Counselors, Isaac Benton and Pat Davis. He asked if the Regents had any questions.

Regent Fortner inquired if anything unusual happened at the public hearing in October. Mr. Murphy responded that there was nothing unusual, adding that the announcement of the



public hearing went out to 20 or 21 neighborhood associations that could potentially be impacted geographically by the project, and no adverse reactions from those associations were received, in fact, several were positive. The City Council gave unanimous support as well.

Regent Begay said that this received unanimous approval in F&F Committee.

**The motion to approve the South Campus TIDD Master Development Agreement passed unanimously (1<sup>st</sup> Begay; 2<sup>nd</sup> Payne; roll call vote – all members voted yes).**

#### ADVISORS' COMMENTS

Tim Backes, Retiree Association President, reported on the Association's recent work, including a strategic planning retreat to set this year's goals for benefits communications, a membership program and a legislative committee. The legislative committee is comprised of retired staff and faculty members who volunteer many hours focusing efforts to protect the Education Retirement Board (ERB), defined pension benefits and cost of living adjustments. A couple of new things implemented this year included the legislative committee inviting key legislators to its monthly meetings and the institution of UNM Retiree Recognition awards.

Scott Sanchez, Staff Council President, reported on recent Council events, including outstanding supervisor recognition and the upcoming annual staff-as-students information day; he commented on staff vaccination status, and added that UNM staff have played a key role in keeping campus open and ensuring UNM continues to be a great place to work, learn and live.

Mike Silva, Alumni Association Board President, reported on the recent and upcoming alumni activities and events, including the Fall Hatch Green Chili Roast that regional alumni chapters participated in, hosting their own local events all over the U.S.; a scholarship fundraiser through sales of jugs of red and green chili to alums all over the U.S.; recognition of outstanding alumni at the recent annual alumni awards ceremony; and the upcoming homecoming week that will include a great lineup of events throughout the week.

#### VOTE TO CLOSE THE MEETING A PROCEED IN EXECUTIVE SESSION (roll call vote)

Regent Begay motioned to close the meeting; Regent Ko seconded; all members voted yes. The meeting closed at 12:15 PM, there was a 5 minutes break before executive session started.

- Regent Begay had to leave the meeting at 1:00 PM during the closed session discussions.
  1. Discussions, and where appropriate determination, of matters subject to attorney-client privilege pertaining to threatened or pending litigation, as permitted by Section 10-15-1H(7), NMSA (1978)
  2. Discussions of bargaining strategy preliminary to collective bargaining and collective bargaining between a policymaking body and an employee bargaining unit, as permitted by Section 10-15-1H(5), NMSA (1978)
  3. Discussion of "limited personnel matters" as defined in and permitted by Section 10-15-1.H(2), NMSA (1978) - regarding: employee appeal

#### VOTE TO RE-OPEN THE MEETING AND CERTIFICATION THAT ONLY THOSE MATTERS DESCRIBED IN THE CLOSED SESSION AGENDA WERE DISCUSSED AND IF NECESSARY, FINAL ACTION WITH REGARD TO CERTAIN MATTERS WILL BE TAKEN IN OPEN SESSION

The meeting re-opened at 1:19 PM; Regent Brown certified that only matters described in the closed session agenda were discussed during executive session and confirmed that there one item the Board needed to act upon in open session.



**The motion to not accept an employee appeal (dated September 7, 2021) passed unanimously with 6 regents present and voting (1<sup>st</sup> Schwartz; 2<sup>nd</sup> Rael; roll call vote – all members voted yes)**

**ADJOURN**

There being no further business, Regent Brown asked for a motion to adjourn the meeting; Regent Rael motioned; Regent Fortner seconded; all were in favor; the meeting adjourned at 1:20 PM.

**Approved:**

**Attest:**

---

**Douglas M. Brown, Chair**

---

**Sandra K. Begay, Secretary/Treasurer**





**DATE:** September 14, 2021

**TO:** The Regents of the University of New Mexico

**FROM:** Office of the Senior Vice President for Finance and Administration

**SUBJECT:** Action Item for Ad Hoc Governance Meeting on September 20, 2021 - *AUTHORIZATION FOR REVISIONS TO REGENTS POLICY MANUAL 7.4 - PURCHASING TO ALLOW PRESIDENT TO APPROVE PURCHASES IN EXCESS OF \$5,000,000*

## Executive Summary

UNM Purchasing proposes that The University of New Mexico Board of Regents approve edits to the *Regents' Policy Manual – Section 7.4: Purchasing* that will delegate authority to the President of UNM to approve the execution of contracts of the purchase of goods and services costing \$5,000,000 or more per year per contract, eliminating the current requirement that Regents approve purchases in excess of \$1,000,000. The revisions also institute Regental oversight via a twice-per-year report to the UNM Board of Regents listing purchases in excess of \$5,000,000. The edits also update a reference to an employee's title. A redline version of the policy is shown as ATTACHMENT 1.

## Background

Originally adopted in 1996, the policy exists to make sure that UNM operates in the most economical and efficient manner possible while making sure that there is oversight so that the university follows State Procurement Code. The current practice introduces procurement delays that keep the University from operating in the most economical manner. Our objective is to improve the effectiveness of our operation, including contract approval timeliness and efficiency, to help us get access to best value while still ensuring that all purchases continue to be made in accordance with University policies and procedures. A procurement limit of \$1,000,000 and the requirement that the University obtains Regental approval before making purchases beyond that amount has caused delays resulting in increased costs. In order to obtain the best obtainable prices from vendors, employees often need to meet deadlines to achieve a more favorable price. Multi-year agreements at lower price points often take the grand total over the allowable limit.

Note that in comparison, several of our institutional competitors have no Regent approval limits or the limits are set very high to allow procurement flexibility. Please also note that the UNM Board of Regents has approved all of the recent Purchasing items that have come before them since 2016. The list of items is enclosed as ATTACHMENT 2.

## Purchasing Safeguards

### By Comparison – Institutional Regent Approval \$ Limits

- Clemson University – \$5M/\$1M w/ term >5 years
- Indiana University – No \$ Limit/Authority delegated to President (except for transactions that require Higher Ed Comm. Approval)
- Oregon State University – No \$ Limit, delegated to President
- The University of Massachusetts – No \$ Limit, delegated to President/CFO
- The University of Chicago – No \$ Limit, delegated to President
- Virginia Tech University – No \$ Limit, delegated to President
- The University of Washington – \$15M
- University of Maryland – \$5M
- University of Oregon – \$5M
- The Penn State University – \$3M
- Iowa State University – \$2M
- Texas A&M University – \$1M
- The University of New Mexico - \$1M
- Oklahoma State University – \$250K



UNM procurement has safeguards in place to make sure there is oversight of purchases. The University policy on purchasing governs all purchases of supplies, materials, equipment, construction and contractual services for the University and clearly stipulates that the University of New Mexico Purchasing Department will make such purchases or oversee delegations. Per the State Procurement Code statute 13-1-125, procurement less than \$60,000 is subject only to University regulations. Those regulations are summarized below.

\$0 - \$10,000	Services	Small Purchase - Delegation to trained personnel
\$0 - \$10,000	Goods	Small Purchase - Delegation to trained personnel
\$10,000 – \$59,999		Informal Purchase - Competition or knowledge of competition expected, but can be waived.
\$60,000+		State Bid Limit. Advertised, written competition required; bids or proposals are required unless an exception applies (Sole Source, Exempt from Procurement Code, etc).

Purchasing also has the option to apply Federal Procurement Thresholds on purchases made with Federal funds as outlined in Uniform Guidance.

### UNM Requisition/Purchase Order Process

A Purchase Requisition is required to originate the process of purchasing goods from off-campus vendors, unless the purchase is authorized with Purchasing Card (PCard), Petty Cash or Chrome River Expense Report.

- A University department initiates a LoboMart electronic purchase requisition for a vendor in order to request that the Purchasing department place an order for goods or services on their behalf via a Purchase Order.
- LoboMart has several electronic catalog vendors which allow the end user to build a requisition from content in the vendor's website. With these vendors, users also have the ability to use a PCard as method of payment in lieu of the requisition/PO process on orders up to \$10,000. Most requisitions, however, are created without the use of integrated electronic catalog content.
- The initiating department attaches their supporting documentation to their LoboMart requisition so it can be viewed by the requisition's approvers and by the Purchasing department.
- Once created by the originating department, a LoboMart requisition routes through an electronic approval process inside LoboMart based on the indexes/funds that are to be charged. After the originating department(s) approves the requisition, it then routes to the appropriate central accounting office(s) for approval. The central accounting office is responsible for ensuring the appropriate index and account codes are used, and that the expenditure is reasonable, allocable and allowable.

### Buyer Limits

Individual authorized Buyers must approve the purchase requisitions. Their limits are as follows:

Title	Limit
Sr. Purchasing Rep	\$20,000
Contracts Specialist	\$100,000
Associate Director-Finance & Admin/ Manager – Purchasing/ Sr Contracts Specialist	\$500,000 or as designated by Chief Procurement Officer**
Chief Procurement Officer	Unlimited
** See comprehensive list as noted in UNMBPP Manual 2010, Exhibit B	



- Under the proposed edits to Regents Policy 7.4, the Chief Procurement Officer will obtain presidential approval before authorizing any purchase in excess of \$5,000,000.
- Once a Purchase Order is issued in LoboMart, the Purchase Order is automatically exported into Banner, creating a matching Banner Purchase Order that receives additional scrutiny.

#### **Other Purchase Order Notes**

- A Purchase Order (PO) serves as the University's contract with the vendor. It therefore is UNM's official authorization to the vendor to make shipment/delivery of goods or to perform services. The PO includes a description of goods, quantity, vendor, date, the estimated price of goods or services needed. A PO also encumbers the funds of the originating department, committing them for the use on the PO.
- A PO can be authorized only by the Chief Procurement Officer or by that Officer's designee (usually a Contracts Specialist). UNM issues two types of Purchase Orders: Regular Orders (goods) and Standing Orders (services – one-time and recurring).
- On large purchases, the Contract Specialist may use a General Services Agreement (GSA), State Contract, and other cooperative pricing agreements in lieu of bidding as per State Statutes 13-1-129 & 13-1-135.
- Sole Source Purchases are posted in the UNM Sunshine Portal for 30 days prior to Purchase.
- Effective 7/1/14, Conflict of Interest Forms are only required on Request for Proposals (RFP)/ Invitation for Bid (IFB) and Sole Source Purchases.
- UNM employs best practices in proactive procurement. As such, the ratio of RFPs & Bids to bid-limit POs is not typically a 1:1 ratio. The majority of our RFPs exist for multi-year contracts, many of which can be used by many departments throughout campus. It is not uncommon for dozens, even hundreds of POs and purchases to be made off a single bid or proposal.

#### **ATTACHMENT 1**

Regents' Policy Manual - Section 7.4: Purchasing DRAFT of 09.09.21 (Redline Copy)

#### **ATTACHMENT 2**

Board of Regents Requests for Approval from 2016-2021



## ATTACHMENT 1



### **DRAFT of 09.09.21 (Redline Copy)**

## **Regents' Policy Manual - Section 7.4: Purchasing**

Adopted Date: 09-12-1996

Amended: 04-08-2014

### **Applicability**

This policy applies to the purchase of supplies, materials, equipment, and contractual services. It also applies to the reimbursement of employees for expenses incurred in the performance of University business.

### **Policy**

The University of New Mexico is committed to operating in the most economical and efficient manner possible. The University shall follow the State Procurement Code unless the Board of Regents expressly determines that an alternative procedure is required in a specific area in order to carry out the University's mission. The Board has made no such determination as of the effective date of this policy. All funds received by the University, regardless of their source, are considered to be University funds and all purchases shall be made in accordance with University policies and procedures.

Except as otherwise provided in this manual with regard to real estate matters ([RPM 7.9](#)) and construction projects ([RPM 7.12](#)), the ~~President~~ ~~Regents~~ shall authorize the execution of contracts for the purchase of goods or services ~~costing in excess of \$54,000,000 or more per year~~ ~~contract~~. A report of purchases in excess of \$5,000,000 will be presented to the Regents twice a year for review.

### **Implementation**

The President shall establish specific procurement policies that assure the procurement of goods and services of acceptable quality at the lowest possible cost. The President shall also establish policies and procedures for the reimbursement of employees for appropriate expense incurred in the performance of University business, such as travel, recruitment and hiring of new employees, hospitality of guests of the University, and business expenses. All such policies and procedures shall ensure compliance with all applicable state and federal laws regarding the



procurement and management of goods and services. The President may also establish policies to assure minimum performance standards and compatibility with other University investments in facilities and equipment.

## Delegation of Authority

UNM's Chief Procurement Officer shall be its Central Purchasing Officer, under the general direction of the Senior Executive Vice President for Finance and Administration. The Chief Procurement Officer shall have the sole authority to establish the institutional procedures for obligating the University for the procurement of supplies, materials, equipment and contractual services.

The purchase of goods and services for clinical components of the Health Sciences Center may be performed by the University of New Mexico Hospital Purchasing Department, as a separate satellite purchasing office of the University, in compliance with University procurement policies and procedures and under the direction of the Chief Procurement Officer.

## References

The University of New Mexico is exempt from the requirement that all purchasing for state agencies be performed by the State Purchasing Agent. NMSA 1978, § 13-1-98.



## ATTACHMENT 2

Board of Regents Request for Approval- Main Campus		
Date	Item	Cost
8/18/2016	SciQuest Software Renewal	\$ 550,000
11/15/2016	High Gradient Magnetic Resonance Imaging Scanner	1,800,000
12/13/2016	University Libraries and Health Science Library and Informatics Center-Periodical Subscriptions	3,500,000
3/13/2017	Cogeneration Turbine Unit #1 Engine Overhaul	1,000,000
3/12/2018	UNM Press Fulfillment Services-Longleaf Services, Inc.	1,290,000
10/21/2020	Nike All-Sport Agreement	1,500,000
2/16/2021	UNM Learning Management System	2,498,376
Board of Regents Request for Approval- UNMH		
Date	Item	Cost
2/11/2016	Approval of UNM Hospitals Contract with MSI Consulting, LLC, dba Surgical Directions	\$ 2,253,200
2/11/2016	Approval to Establish the Judy Putnam Dirks Quasi-Endowment Chair for Gynecologic Cancer Care,	750,000
2/11/2016	Approval of the Motion Regarding Approval of the Master Development Planning and Financial Planning for the Proposed Replacement Hospital Project	3,000,000
5/13/2016	Approval of the UNM Hospitals Contract with Cerner Corporation for Electronic Medical Record Remote Hosting Services	20,233,924
5/13/2016	Approval of the UNM Hospitals Contract with Infor (US), Inc	2,439,475
5/13/2016	Approval of the UNM Hospitals Contract with Jaynes Corporation for the Interventional Radiology Computed Tomography Repair and Replacement Project	1,000,000
5/13/2016	Approval of the UNM Hospitals Contract with Siemens Medical Solutions USA, Inc. for the Purchase of Two Bi-Plane Angiographic Rooms,	3,500,000
5/13/2016	Approval of the UNM Hospitals Contract with Medline Industries for Custom Packs..	11,000,000
12/13/2016	Approval of the UNM Hospitals Contract with Philips Healthcare Informatics, Inc	12,000,000
1/20/2017	Approval of the UNM Hospitals Contract with Covidien Sales, LLC, a Medtronic Company	11,900,000
5/11/2017	Approval of UNM Hospitals Contracts with Cerner Corporation, Siemens Medical Solutions USA, Inc., and CareFusion Solutions, LLC	Cerner- \$5,588,483.00 Siemens- \$3,385,965.00 CareFusion- \$6,847,620.00
12/12/2017	Approval of the UNM Hospitals Contracts with Eco-Tex Healthcare Linen Service Corp	1,910,372
2/13/2018	Approval of the UNM Hospitals Contracts with B. Braun Medical, Inc	8,400,000
3/12/2018	Approval of UNM Hospitals Contracts with Fidelity Management Trust Company and Stryker Sales Corporation	Fidelity- \$46,116,000.00 Stryker- \$2,661,378.00
11/15/2018	UNMH request for approval of Siemens Vision 600 PET-CT Scanner	2,701,100
2/12/2019	Request for the Approval of Program Management – Modern Medical Facility	6,789,262
2/12/2019	Request for the Approval of Architect/Design – Modern Medical Facility	33,858,800
5/9/2019	Request for Approval of the Biosense Webster Catheter Agreement	1,400,000
5/9/2019	Request for Approval of the Pharmacy Coumadin Clinic	2,400,000
5/9/2019	Request for Approval of UH Main Facilities AHU 117 Replacement	473,000
9/17/2019	Approval of Zimmer US Trauma Services	1,400,000
9/17/2019	Approval of KCI Wound Care VAC Therapy	5,500,000
9/17/2019	Approval of Cerner Corporation Maternity and Fetal Monitoring Software	2,921,564
9/17/2019	Approval of Cerner Corporation Electronic Prescriptions for Controlled Substances Software System	833,280
1/24/2020	Discussion and Approval of MOU with the City of Rio Rancho relative to development of Health Sciences Rio Rancho Campus, including NMFA funding of the Orthopedic Center of Excellence	20,802,411
2/18/2020	Approval of Perfusion and ECMO Services and Supplies – CCS Perfusion Service	7,500,000
3/9/2020	CTH-Radiology-EOS Imaging Machine and Spatial Reconfiguration	525,000
3/9/2020	UH Main 2nd Floor Sterile Processing Dept. Decontamination Renovation	690,000
3/9/2020	UH Main 4th Floor Pulmonary Lab Renovation	545,000
7/14/2020	Approval of UNM Comprehensive Cancer Center Integrated Informatics System	3,022,000
7/14/2020	Agreement with Cerner Corporation: Remote Hosting Services	34,788,936
7/14/2020	Agreement with Cerner Corporation: Existing Solutions	25,218,261
7/14/2020	Agreement with LivaNova re Vagus Nerve Stimulation Therapy System	26,000,000
10/21/2020	Approval of Contract: Elekta Inc. for the Service Maintenance and Repair of Linear Accelerators- Dept. of Radiation Oncology at the UNM Comprehensive Cancer Center	2,347,850
12/9/2020	Approval of HSC Upper Plaza Collaboration Structure	
12/9/2020	Approval of UNM Hospital Items Colburn Hill	14,250,000
12/9/2020	Approval of UNM Hospital Items Telehealth Platform and Platform Software Support	2,250,000
2/16/2021	Medical Equipment Consultant	2,347,325
2/16/2021	1209 University Clinic – DOH Licensing	1,265,000
2/16/2021	2400 Tucker Clinic – DOH Licensing	2,500,000
2/16/2021	Crisis Triage	1,300,000
2/16/2021	Uptown Clinic Lease	193,600
4/13/2021	Approval of Clifton Larson Allen (CLA) services	1,917,670



# Regents' Policy Manual - Section 7.4:

## Purchasing

Adopted Date: 09-12-1996

Amended: 04-08-2014

Amended: 10-22-2021

### Applicability

This policy applies to the purchase of supplies, materials, equipment, and contractual services. It also applies to the reimbursement of employees for expenses incurred in the performance of University business.

### Policy

The University of New Mexico is committed to operating in the most economical and efficient manner possible. The University shall follow the State Procurement Code unless the Board of Regents expressly determines that an alternative procedure is required in a specific area in order to carry out the University's mission. The Board has made no such determination as of the effective date of this policy. All funds received by the University, regardless of their source, are considered to be University funds and all purchases shall be made in accordance with University policies and procedures.

Except as otherwise provided in this manual with regard to real estate matters ([RPM 7.9](#)) and construction projects ([RPM 7.12](#)), the University President shall notify the Chair of the Board of Regents prior to authorizing the execution of contracts for the purchase of goods or services in excess of \$5,000,000 per year. A report of purchases in excess of \$5,000,000 will be presented for information at the next regular Board of Regents meeting.

### Implementation

The President shall establish specific procurement policies that assure the procurement of goods and services of acceptable quality at the lowest possible cost. The President shall also establish policies and procedures for the reimbursement of employees for appropriate expense incurred in the performance of University business, such as travel, recruitment and hiring of new employees, hospitality of guests of the University, and business expenses. All such policies and procedures shall ensure compliance with all applicable state and federal laws regarding the procurement and management of goods and services. The President may also establish policies to assure minimum performance standards and compatibility with other University investments in facilities and equipment.

### Delegation of Authority

UNM's Chief Procurement Officer shall be its Central Purchasing Officer, under the general direction of the Senior Vice President for Finance and Administration. The Chief Procurement Officer shall have the sole authority to establish the institutional procedures for obligating the University for the procurement of supplies, materials, equipment and contractual services.



The purchase of goods and services for clinical components of the Health Sciences Center may be performed by the University of New Mexico Hospital Purchasing Department, as a separate satellite purchasing office of the University, in compliance with University procurement policies and procedures and under the direction of the Chief Procurement Officer.

## **References**

The University of New Mexico is exempt from the requirement that all purchasing for state agencies be performed by the State Purchasing Agent. NMSA 1978, § 13-1-98.





**DATE:** September 23, 2021

**TO:** The Regents of the University of New Mexico

**FROM:** Office of the Senior Vice President for Finance and Administration

**SUBJECT:** Action Item for Ad Hoc Governance Meeting on October 1, 2021 - *AUTHORIZATION FOR REVISIONS TO REGENTS' POLICY MANUAL – MAINTENANCE OF THE REGENTS' POLICY MANUAL - TO ALLOW UNM POLICY OFFICER TO MAKE CORRECTIONS TO REGENTS' POLICIES*

---

## Executive Summary

The Office of the Senior Vice President for Finance and Administration proposes that The University of New Mexico Board of Regents approve edits to the *Regents' Policy Manual – Maintenance of the Regents' Policy Manual* that will delegate narrow authority to the University Policy Officer to make minor changes to Regents' policies to correct departmental or other unit names, position titles, grammatical errors, typographical errors, stylistic inconsistencies, URL links, or references. The revisions also add language to clarify policy regarding Development of Policy, Publicity and Public Input, Approval and Publication of Policy, and Policy Archives. A redline version of the policy is shown as ATTACHMENT 1.

## Background

Originally adopted in 1996, and not having been revised since original adoption, the Regents' Policy Manual – Maintenance of the Regents' Policy Manual section exists to explain how Regents' policies are recommended, approved, and implemented. According to current practice, a majority vote of the Board is required to address inconsistencies with departmental titles, position titles, style, grammatical and typographical errors, and broken URL links. There have been attempts to review the entire RPM for updates in the past (both technical and substantive), however this has proven to be a daunting and mundane task for the Board to have to vote on every minor policy correction. We believe there exists a better approach to the periodic, substantive review that is outlined in the original adoption of this policy. Our objective is to improve the accuracy of the Regents' Policy Manual by allowing minor policy corrections to be made by the University Policy Officer.

In addition, the current policy does not delineate important policy information such as Development of Policy, Publicity and Public Input, Approval and Publication of Policy, and Policy Archives. Note that the University Administrative Policies and Procedures has a comprehensive policy dedicated to the development and maintenance of UNM's administrative policies, specifically outlining the requirements pertaining to development and maintenance of policy, authority, publication, and archival of historic versions. The University Policy Officer has been given authority to unilaterally make corrections to the minor policy items we have outlined above. This has allowed for timely correction to University Administrative Policies, and has freed up time for more substantive policy review by Process Owners and the University President when warranted. Please see University Administrative Policies (UAP) 1100: Development and Approval of Administrative Policies, for additional reference - ATTACHMENT 2.



ATTACHMENT 1

Regents' Policy Manual – Maintenance of the Regents' Policy Manual DRAFT of 09.23.21  
(Redline Copy)

ATTACHMENT 2

University Administrative Policies (UAP) 1100: Development and Approval of Administrative  
Policies





## DRAFT 09.23.21 (Redline Copy)

# Regents' Policy Manual - Maintenance of the Regents' Policy Manual

Adopted Date: 09-12-1996

## Applicability

This policy applies to all policies adopted by the Board of Regents.

## Policy

Any Regents' policy, including the policies contained in this Regents' Policy Manual, may be modified by a majority vote of the Board of Regents at any of its meetings. ~~It is the intention of the Regents that proposed new policies and proposed revisions to existing policies will receive adequate publicity and discussion prior to their adoption.~~

Periodically, the Board shall review all policies in the Regents' Policy Manual, and all policies adopted or revised since the previous review, and make any changes it deems appropriate.

## Implementation

### Development of Policy

Members of the University community may propose new or revised Regents' policies by submitting them, ~~in the format used in this Manual,~~ to the University President ~~of the University~~. The President will submit proposed policies, together with any appropriate background information and administrative recommendations, to the Board for consideration. ~~Proposed policies must be approved by the Regents before they may be put into effect. All new or revised policies adopted by the Regents shall be promptly published as additional or replacement pages of this Regents' Policy Manual.~~

### Publicity and Public Input

~~It is the intention of the Regents that proposed new policies and proposed revisions to existing policies will receive adequate publicity and discussion prior to their adoption. As set forth in RPM 1.3: Public Notice of Regents' Meetings, public notice of proposed new policies and proposed revisions to existing policies should be included in BOR meeting agendas, made available at least seventy-two (72) hours prior to the meeting, and placed on the regents.unm.edu~~



[website. An opportunity for public input shall be provided at regular meetings during Board consideration of the policy agenda item in question, and via email at \[regents@unm.edu\]\(mailto:regents@unm.edu\).](#)

## **Approval and Publication of Policy**

[Proposed policies must be approved by the Regents by a majority vote before they may be put into effect. All new or revised policies adopted by the Regents shall be promptly published as additional or replacement pages of this Regents' Policy Manual. Upon approval by the Regents, policies are issued on the UNM Policy Office website, the official repository for the Regents' Policy Manual.](#)

## **Corrections to Policy**

[The Board of Regents gives narrow authority to the University Policy Officer to make minor changes to Regents' Policies to correct departmental or other unit names, position titles, grammatical errors, typographical errors, stylistic inconsistencies, Uniform Resources Locator \(URL\) links, or references.](#)

## **Policy Archive**

[The UNM Policy Office maintains an archive of historic versions of Regents' Policies that are available upon request.](#)



# **Regents' Policy Manual - Maintenance of the Regents' Policy Manual**

**Adopted Date: 09-12-1996**

**Amended: 10-22-2021**

## **Applicability**

This policy applies to all policies adopted by the Board of Regents.

## **Policy**

Proposed Regents' policies must be approved by the Regents by a majority vote before they may be put into effect. All new or revised policies adopted by the Regents shall be promptly published as additional or replacement pages of this Regents' Policy Manual. Upon approval by the Regents, policies are issued on the UNM Policy Office website, the official repository for the Regents' Policy Manual.

## **Development of Policy**

Members of the University community may propose new or revised Regents' policies by submitting them to the University President. The President will submit proposed policies, together with any appropriate background information and administrative recommendations, to the Board for consideration.

## **Publicity and Public Input**

It is the intention of the Regents that proposed new policies and proposed revisions to existing policies will receive adequate publicity and discussion prior to their adoption. As set forth in [RPM 1.3: Public Notice of Regents' Meetings](#), public notice of proposed new policies and proposed revisions to existing policies should be included in BOR meeting agendas, made available at least seventy-two (72) hours prior to the meeting, and placed on the regents.unm.edu website. An opportunity for public input shall be provided at regular meetings during Board consideration of the policy agenda item in question, and via email at [regents@unm.edu](mailto:regents@unm.edu).

## **Corrections to Policy**

The Board of Regents gives narrow authority to the University Policy Officer to make minor changes to Regents' Policies to correct departmental or other unit names, position titles, grammatical errors, typographical errors, stylistic inconsistencies, Uniform Resources Locator (URL) links, or references.

## **Policy Archive**

The UNM Policy Office maintains an archive of historic versions of Regents' Policies that are available upon request.



To: Board of Regents

From: Loretta P. Martinez, General Counsel

Date: October 14, 2021

Re: Recommendation for Revisions to Regent Policies 1.2 and 1.8 concerning student regent compensation, changing the status of the ad hoc governance committee to a standing committee, and other general revisions

---

At its October 11, 2021 meeting, the Ad Hoc Governance Committee recommended changes to the full Board of Regents regarding Regent Policies 1.2 and 1.8. The Committee had requested these changes at its September 20, 2021 committee meeting. The changes to Regent Policies 1.2 and 1.8 are summarized below as well as the Committee's recommendation to the full Board of Regents regarding compensation of the student regent beginning November 1, 2021. Redlined and clean copies of RPM 1.2 and 1.8 are attached.

**With regard to RPM 1.2, key changes are recommended to the following sections:**

Compensation: Amended to create an exception from the "no remuneration" rule for regents to allow the student regent to receive a leadership stipend.

Standing Committees: Inserts a governance committee into the list of standing committees.

Operations Committee: Deletes entire section due to the defunct nature of the committee.

General: Changes references to President of the Board of Regents to Chair of the Board of Regents to allow flexibility of use of the term "Chair" of the Board of Regents where preferred; states that committees have recommending powers only except for the dispensation of surplus property by either the Finance and Facilities Committee or the Health Sciences Committee.

**Recommendation Regarding Student Regent Leadership Stipend:**

After discussing the alternative methods for compensating student regents for their work as regents and comparing the compensation amounts of other UNM student leaders, the Ad Hoc Governance Committee recommended to the full Board of Regents that the student regent receive a monthly leadership stipend of \$2000 per month. If adopted, this stipend amount will take effect on November 1, 2021 and shall apply to each student regent upon confirmation and shall continue until the confirmation of a successor student regent, resignation of the student regent, or a cessation in active service by the student regent, whichever occurs earlier.

**With regard to RPM 1.8, a change is recommended to the following section:**

Section 3: Excludes the leadership stipend of the student regent from the definition of a prohibited financial interest held by a regent.



# Regents' Policy Manual - Section 1.2: Structure of the Board of Regents

Adopted Date: 09-12-1996

Amended: 09-09-2003

Amended: 08-10-2004

Amended: 12-14-2004

Amended: 03-14-2005

Amended: 10-10-2006

Amended: 12-14-2010

Amended: 09-12-2014

Amended: 06-12-2015

Amended: 08-14-2015

Amended: 03-14-2016

Amended: 02-16-2021

## Appointment of Members

The Board of Regents is composed of seven members who are appointed by the Governor of New Mexico, with the consent of the Senate, for staggered terms of six years except for the student regent who is appointed for a two-year term. The Governor and the Secretary of Education are designated as ex-officio, non-voting members, and the Presidents of the Faculty Senate, Staff Council, Associated Students of UNM, Graduate and Professional Student Association, Alumni Association, UNM Retiree Association, UNM Parent Association, and the Chair of the UNM Foundation are non-voting advisors.

## Removal of Members

Members of the Board of Regents shall not be removed except for incompetence, neglect of duty, or malfeasance in office. A member may not be removed without notice of hearing and an opportunity to be heard. The New Mexico Supreme Court has original jurisdiction over proceedings to remove a member of the Board of Regents in accordance with such rules as the Court may promulgate, and its decision in such matters is final.

## Officers

The Board of Regents is required by statute to meet in Albuquerque on the second Monday in March of each year to elect a president, who shall be chair and referred to hereafter as chair, a secretary-treasurer, at which time, though not required by statute, the Board also elects a vice presidentchair. The PresidentChair presides at all meetings of the Board and signs all instruments required to be executed by the Board. When the PresidentChair of the Board of



Regents is absent, the Board of Regents hereby appoints the Vice ~~PresidentChair~~ to serve as ~~PresidentChair~~ pro tem.

## Compensation

Members of the Board are not remunerated for their services, except for the student regent, who is eligible for a leadership stipend. ~~They are, however, Regents are~~ eligible for travel reimbursement, pursuant to the University's travel reimbursement policies. (See, RPM 7.7 and UAP 4030 ("Travel").)

## Conflict of Interest

Members of the Board are subject to the "Regent Code of Conduct and Conflicts of Interest Policy." (See, RPM 1.8.)

## Orientation of New Members

When a new member is appointed to the Board, the member may choose to receive hard copies of the Faculty Handbook and the Regents' Policy Manual, or elect to access the manuals online at <http://handbook.unm.edu> and at <http://policy.unm.edu/regents-policies/index.html>, respectively. New members also will receive a compilation of current New Mexico statutes pertaining to the Regents. The President and Chair of the Board of Regents will arrange briefing sessions for newly appointed Regents.

## Standing Committees

In order to facilitate the work of the Board of Regents, the ~~PresidentChair~~ of the Board of Regents appoints members to standing committees each year and appoints chairs and vice-chairs of each committee. The ~~PresidentChair~~ of the Board of Regents may appoint him or herself as a member of any standing committee. The ~~PresidentChair~~ of the Board of Regents shall consult with the Board of Regents concerning such appointments to committees.

Consistent with the requirements of the University Research Park and Economic Development Act ("URPEDA"), the ~~PresidentChair~~ of the Board of Regents nominates members to serve on the various boards of directors of URPEDA corporations in which the University is a member following the approved bylaws of each URPEDA corporation and nominees will be appointed to each such Board upon the vote of a majority of the Regents.

The standing committees of the Board of Regents are Audit and Compliance; Finance and Facilities; Student Success, Teaching and Research; Governance; and the Health Sciences Center (HSC). The ~~PresidentChair~~ of the Board of Regents may name other standing committees with the consent of the Board of Regents.

Each standing committee shall consist of three Regent members. ~~One Regent must be a member of both the Finance and Facilities Committee and the HSC Committee.~~ A quorum of a Regents' committee consists of a majority of the appointed members of that committee. The ~~PresidentChair~~ of the Board of Regents may designate him or



herself or another Regent as alternate members of a standing committee or board who may serve as voting members whenever any of the Regent members are not present.

Each standing committee shall have a designated vice-chair responsible for assisting the chair of the committee. The chair of each committee shall be responsible for preparing the agenda for the committee meetings, in consultation with the University President, ~~and the President~~Chair of the Board of Regents ~~and committee staff~~. The University President may submit agenda items for the committee to the ~~President~~Chair of the Board of Regents and the chair of the committee. All action items for the Board of Regents are typically first reviewed by a standing committee.

The duties and responsibilities of the HSC Committee are set forth in RPM 3.5. The duties and responsibilities of the Audit and Compliance Committee are set forth in RPM 7.3. The other standing committees' duties and functions are determined by the Board of Regents, and shall include at least gathering information, conferring with members of the administration, faculty, staff, student body, and public on the topics within the committee's duties, and making recommendations for action by the Board of Regents. The chairs of the standing committees (or vice-chairs in the absence of the chairs) shall report the committee recommendations to the Board of Regents at its meetings. Standing committees do not constitute a quorum of the Board of Regents and have no authority to act for the Board of Regents except with regard to disposal of surplus property per RPM 7.9. All standing committees will abide by the New Mexico Open Meetings Act, except that in addition to the exclusions listed in the Act, the standing committees may close meetings, when less than a quorum of the Board of Regents is present, in the following instances: (1) to meet with internal or external auditors to discuss any examination or audit prior to the release of an audit report; and/or (2) to meet with attorneys from the Office of University Counsel and/or hired outside counsel to discuss any matter that is protected by the attorney-client privilege.

## Consent Agenda Matters

Certain matters, or categories of matters, may be referred by the Board of Regents for discussion and recommendation by a standing committee and thereafter placed on the Board of Regents' consent agenda for approval by the Board of Regents without further discussion. All matters, or categories of matters, within the subject matters regularly assigned to a standing committee shall be deemed to have been referred by the Board to that standing committee. 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.

## Operations Committee

~~In addition to the standing committees, there shall be an Operations Committee which shall consist of the President of the Board of Regents as chair, together with two other Regent members appointed by the President of the Board. The Operations Committee will meet informally, including by telephone conference, to discuss the agenda for upcoming Board of Regents meetings and other items of business likely to come before the Board of Regents. The meetings of the Operations Committee will not be subject to requirements of the Open Meetings Act.~~



## Ad Hoc Committees

From time to time the PresidentChair of Board may appoint ad hoc committees consisting of two or three Regent members to gather information and make recommendations to the Board of Regents about specified matters. Public notice of such meetings will be given and public attendance and participation permitted as deemed appropriate by the committee chair.

## Quorum for Meetings of the Board

Four of the seven members of the Board shall constitute a quorum for the transaction of business.

## Agenda for Meetings

Items are typically considered by the appropriate Board of Regents' committee before going to the full Board of Regents. The University President is responsible for preparation of the written agenda for Board of Regents meetings; the President consults with the PresidentChair of the Board of Regents about each agenda. Copies of the agenda are distributed to the Regents, the University President, other administrators, representatives of the news media, other interested parties, and posted on the University's website.

Additions to the agenda may not be made less than 72 hours prior to the meeting, except in the case of an emergency as defined in the Open Meetings Act. The Board of Regents will consider such emergency changes to the agenda at the beginning of each meeting, but once the Board of Regents formally approves the agenda, it will be followed.

Persons or groups wishing to place an item on the agenda of the Board of Regents, whether for possible Board of Regents action or for purposes of addressing the Board of Regents about an item, must submit a letter to that effect to the PresidentChair of the Board of Regents via the University President normally not less than tenfour working days prior to the scheduled meeting. Final decisions to place items on the agenda or to refer items to committee will be rendered by the PresidentChair of the Board of Regents after consultation with the University President.

## Conduct of Meetings

Parliamentary procedure shall be governed by the most current revision of Roberts' Rules of Order, except that New Mexico law or other applicable Regents' policies will govern if there is a conflict with Roberts' Rules of Order.

## References

N.M. Const, art. XII, § 13 ("Board of regents")

N.M. STAT. ANN. §§ 21-1-9 ("Expenses of members of boards of regents"), 21-1-13 ("Ex officio board memberships of governor and superintendent of public instruction"), 21-7-5 ("Annual organization meeting of board; election of officers; bond of secretary-treasurer; conditions"), 21-7-6 ("President; secretary and treasurer; duties and powers") (1978)



# Regents' Policy Manual - Section 1.8: Regent Code of Conduct and Conflicts of Interest Policy

Adopted Date: 09-12-1996

Amended: 07-15-2003

Amended: 09-09-2003

Renumbered from 6.4: June 9, 2004

## Applicability

This policy applies to members of the University Board of Regents.

## Policy

1. Members of the Board of Regents ("Regents") are expected to perform their duties faithfully and efficiently and never to give rise to suspicion of improper conflict with interests of the University. Regents shall not accept favors or gratuities of significant economic value from any firm, person, or corporation that is engaged in, or attempting to engage in, business transactions with the University. They must avoid any conflict of interest that may affect their independent judgment in the impartial performance of their duties. They may not use their positions to enhance their direct or indirect financial interest or use confidential information learned as a Regent for anyone's private gain. Regents shall comply with state conflict of interest laws as well as University policies.
2. No Regent shall maintain a financial interest in a firm or corporation with which the University is engaged in business. In addition, a Regent shall not participate directly or indirectly in any decisions relating to any transaction between the University and a business entity of which the Regent or any member of the Regent's immediate family is a director or trustee.
3. For the purposes of this policy, "financial interest" includes any direct or indirect financial interest, but does not include the leadership stipend of the student regent. This includes any transaction between the University and the Regent or a member of the Regent's immediate family. An immediate family member is a family member who shares a home with a Regent; or is a person who receives financial support of more than twenty-five percent (25%) of his or her annual income from a Regent; or is a person who is claimed as a dependent for federal income tax purposes by a Regent. "Financial interest" also includes any transaction between the University and a business entity (corporation, sole proprietorship, partnership, LLC, or similar entity) including parents or subsidiaries of the business entity, in which the Regent or a member of the Regent's immediate family:
  - a. has an ownership interest (other than as owner of less than one percent (1%) of the stock of a publicly traded corporation); or



- b. is a partner or officer of such business entity or an employee of such business entity whose compensation is related to business transacted with the University.
- 4. A member of the Board of Regents will have 120 days from the date the Board of Regents approves the "Regent Code of Conduct and Conflicts of Interest Policy" ("Code") to fully comply with the Code. Each Regent will annually certify compliance with the Code on a form approved by the Regents. Each annual certification shall be filed by the Regents with the University Counsel who shall furnish a copy to the Executive Vice President for Administration. If a Regent fails to file an annual certification or fails to comply with the Code, the Board of Regents shall give written notice to the Governor of the State of New Mexico. The Regents shall make any such notice public. Violation of the Code by a Regent will be grounds for removal of that Regent pursuant to Article XII, Section 13 of the Constitution of New Mexico.
- 5. Members of the Board of Regents are required by the Financial Disclosure Act, Section 10-16A-1, *et seq.*, NMSA 1978, to file a report with the New Mexico Secretary of State concerning the Regent's financial interests. A copy of such report shall also be filed by the Regent with the University Counsel who shall furnish a copy to the Executive Vice President for Administration and distributed to each member of the Board of Regents. The report filed with the Vice President shall be supplemented to the extent necessary to set forth the Regent's financial interests as defined in Section 3 of this policy.

## **References**

NMSA 1978 Governmental Conduct Act, § 10-16-1 *et seq.*; Procurement Code §§ 13-1-190, -193, -195; 21-1-17, -35; Financial Disclosure Act, § 10-16A-1, *et seq.*



# **Regents' Policy Manual - Section 1.2:**

## **Structure of the Board of Regents**

**Adopted Date: 09-12-1996**

**Amended: 09-09-2003**

**Amended: 08-10-2004**

**Amended: 12-14-2004**

**Amended: 03-14-2005**

**Amended: 10-10-2006**

**Amended: 12-14-2010**

**Amended: 09-12-2014**

**Amended: 06-12-2015**

**Amended: 08-14-2015**

**Amended: 03-14-2016**

**Amended: 02-16-2021**

**Amended: 10-19-2021**

## **Appointment of Members**

The Board of Regents is composed of seven (7) members who are appointed by the Governor of New Mexico, with the consent of the Senate, for staggered terms of six (6) years except for the student regent who is appointed for a two (2)-year term. The Governor and the Secretary of Education are designated as ex-officio, non-voting members, and the Presidents of the Faculty Senate, Staff Council, Associated Students of the University of New Mexico, Graduate and Professional Student Association, Alumni Association, UNM Retiree Association, UNM Parent Association, and the Chair of the UNM Foundation are non-voting advisors.

## **Removal of Members**

Members of the Board of Regents shall not be removed except for incompetence, neglect of duty, or malfeasance in office. A member may not be removed without notice of hearing and an opportunity to be heard. The New Mexico Supreme Court has original jurisdiction over proceedings to remove a member of the Board of Regents in accordance with such rules as the Court may promulgate, and its decision in such matters is final.

## **Officers**

The Board of Regents is required by statute to meet in Albuquerque on the second Monday in March of each year to elect a president, who shall be chair of the Board of Regents, and a secretary-treasurer. At this time the Board shall also elect a vice chair. The Chair presides at all meetings of the Board and signs all instruments required to be executed by the Board. When the Chair of the Board of Regents is absent, the Board of Regents hereby appoints the Vice-Chair to serve as chair pro tem.



## **Compensation**

Members of the Board are not remunerated for their services, except for the student regent, who is eligible for a leadership stipend. Regents are eligible for travel reimbursement, pursuant to the University's travel reimbursement policies. (See, [RPM 7.7](#) and [UAP 4030](#).)

## **Conflict of Interest**

Members of the Board are subject to the "Regent Code of Conduct and Conflicts of Interest Policy." (See, [RPM 1.8](#).)

## **Orientation of New Members**

When a new member is appointed to the Board, the member may choose to receive hard copies of the Faculty Handbook and the Regents' Policy Manual, or elect to access the manuals online at <http://handbook.unm.edu> and at <http://policy.unm.edu/regents-policies/index.html>, respectively. New members also will receive a compilation of current New Mexico statutes pertaining to the Regents. The President and Chair of the Board of Regents will arrange briefing sessions for newly appointed Regents.

## **Standing Committees**

In order to facilitate the work of the Board of Regents, the Chair of the Board of Regents appoints members to standing committees each year and appoints chairs and vice-chairs of each committee. The Chair of the Board of Regents may become a self-appointed member of any standing committee. The Chair of the Board of Regents shall consult with the Board of Regents concerning such appointments to committees.

Consistent with the requirements of the University Research Park and Economic Development Act ("URPEDA"), the Chair of the Board of Regents nominates members to serve on the various boards of directors of URPEDA corporations in which the University is a member following the approved bylaws of each URPEDA corporation and nominees will be appointed to each such Board upon the vote of a majority of the Regents.

The standing committees of the Board of Regents are Audit and Compliance; Finance and Facilities; Student Success, Teaching and Research; Governance; and the Health Sciences Center (HSC). The Chair of the Board of Regents may name other standing committees with the consent of the Board of Regents.

Each standing committee shall consist of three (3) Regent members. A quorum of a Regents' committee consists of a majority of the appointed members of that committee. The Chair of the Board of Regents may self-designate, or designate other Regents to serve as alternate voting members of standing committees or boards when the Regent members are not present.

Each standing committee shall have a designated vice-chair responsible for assisting the chair of the committee. The chair of each committee shall be responsible for preparing the agenda for the



committee meetings, in consultation with the University President, the Chair of the Board of Regents, and committee staff. The University President may submit agenda items for the committee to the Chair of the Board of Regents and the chair of the committee. Action items for the Board of Regents are typically reviewed first by a standing committee.

The duties and responsibilities of the HSC Committee are set forth in [RPM 3.5](#). The duties and responsibilities of the Audit and Compliance Committee are set forth in [RPM 7.3](#). The other standing committees' duties and functions are determined by the Board of Regents, and shall include at least gathering information; conferring with members of the administration, faculty, staff, student body, and public on the topics within the committees' duties; and making recommendations for action by the Board of Regents. The chairs of the standing committees (or vice-chairs in the absence of the chairs) shall report the committee recommendations to the Board of Regents at its meetings. Standing committees do not constitute a quorum of the Board of Regents and have no authority to act for the Board of Regents except with regard to disposal of surplus property per [RPM 7.9](#). All standing committees will abide by the New Mexico Open Meetings Act, except that in addition to the exclusions listed in the Act, the standing committees may close meetings, when less than a quorum of the Board of Regents is present, in the following instances: (1) to meet with internal or external auditors to discuss any examination or audit prior to the release of an audit report; and/or (2) to meet with attorneys from the Office of University Counsel and/or hired outside counsel to discuss any matter that is protected by the attorney-client privilege.

## **Consent Agenda Matters**

Certain matters, or categories of matters, may be referred by the Board of Regents for discussion and recommendation by a standing committee and thereafter placed on the Board of Regents' consent agenda for approval by the Board of Regents without further discussion. All matters, or categories of matters, within the subject matters regularly assigned to a standing committee shall be deemed to have been referred by the Board to that standing committee. Upon request, any member of the Board of Regents shall have the right to remove an item from the Board's consent agenda and place the item on the Board's regular agenda for discussion.

## **Ad Hoc Committees**

From time to time the Chair of the Board may appoint ad hoc committees consisting of two (2) or three (3) Regent members to gather information and make recommendations to the Board of Regents about specified matters. Public notice of such meetings will be given and public attendance and participation permitted as deemed appropriate by the committee chair.

## **Quorum for Meetings of the Board**

Four (4) of the seven (7) members of the Board shall constitute a quorum for the transaction of business.



## **Agenda for Meetings**

Items are typically considered by the appropriate Board of Regents' committee before going to the full Board of Regents. The University President is responsible for preparation of the written agenda for Board of Regents meetings; the President consults with the Chair of the Board of Regents about each agenda. Copies of the agenda are distributed to the Regents, the University President, other administrators, representatives of the news media, other interested parties, and posted on the University's website.

Additions to the agenda may not be made less than seventy-two (72) hours prior to the meeting, except in the case of an emergency as defined in the Open Meetings Act. The Board of Regents will consider such emergency changes to the agenda at the beginning of each meeting, but once the Board of Regents formally approves the agenda, it will be followed.

Persons or groups wishing to place an item on the agenda of the Board of Regents, whether for possible Board of Regents' action or for purposes of addressing the Board of Regents about an item, must submit a letter to that effect to the Chair of the Board of Regents via the University President normally not less than ten (10) business days prior to the scheduled meeting. Final decisions to place items on the agenda or to refer items to committee will be rendered by the Chair of the Board of Regents after consultation with the University President.

## **Conduct of Meetings**

Parliamentary procedure shall be governed by the most current revision of Roberts' Rules of Order, except that New Mexico law or other applicable Regents' policies will govern if there is a conflict with Roberts' Rules of Order.

## **References**

N.M. Const, art. XII, § 13 ("Board of regents")

N.M. STAT. ANN. §§ 21-1-9 ("Expenses of members of boards of regents"), 21-1-13 ("Ex officio board memberships of governor and superintendent of public instruction"), 21-7-5 ("Annual organization meeting of board; election of officers; bond of secretary-treasurer; conditions"), 21-7-6 ("President; secretary and treasurer; duties and powers") (1978)



# **Regents' Policy Manual - Section 1.8: Regent Code of Conduct and Conflicts of Interest**

**Adopted Date: 09-12-1996**

**Amended: 07-15-2003**

**Amended: 09-09-2003**

**Amended: 10-19-2021**

**Renumbered from 6.4: June 9, 2004**

## **Applicability**

This policy applies to members of the Board of Regents.

## **Policy**

Members of the Board of Regents ("Regents") are expected to perform their duties faithfully and efficiently and never to give rise to suspicion of improper conflict with interests of the University. Regents shall not accept favors or gratuities of significant economic value from any firm, person, or corporation that is engaged in, or attempting to engage in, business transactions with the University. They must avoid any conflict of interest that may affect their independent judgment in the impartial performance of their duties. They may not use their positions to enhance their direct or indirect financial interest or use confidential information learned as a Regent for anyone's private gain. Regents shall comply with state conflict of interest laws as well as University policies.

No Regent shall maintain a financial interest in a firm or corporation with which the University is engaged in business. In addition, a Regent shall not participate directly or indirectly in any decisions relating to any transaction between the University and a business entity of which the Regent or any member of the Regent's immediate family is a director or trustee.

For the purposes of this policy, "financial interest" includes any direct or indirect financial interest, but does not include the leadership stipend of the student regent. This includes any transaction between the University and the Regent or a Regent's immediate family member. An immediate family member is a family member who shares a home with a Regent; or is a person who receives financial support of more than twenty-five percent (25%) of his or her annual income from a Regent; or is a person who is claimed as a dependent for federal income tax purposes by a Regent. "Financial interest" also includes any transaction between the University and a business entity (corporation, sole proprietorship, partnership, LLC, or similar entity), including parents or subsidiaries of the business entity, in which the Regent or a Regent's immediate family member:

- has an ownership interest (other than as owner of less than one percent (1%) of the stock of a publicly traded corporation), or
- is a partner or officer of such business entity or an employee of such business entity whose compensation is related to business transacted with the University.



Members of the Board of Regents will have 120 days from the date the Board of Regents approves the "Regent Code of Conduct and Conflicts of Interest" policy ("Code") to fully comply with the Code. Each Regent will annually certify compliance with the Code on a form approved by the Regents. Each annual certification shall be filed by the Regents with the General Counsel who shall furnish a copy to the Senior Vice President for Finance and Administration. If a Regent fails to file an annual certification or fails to comply with the Code, the Board of Regents shall give written notice to the Governor of the State of New Mexico. The Regents shall make any such notice public. Violation of the Code by a Regent will be grounds for removal of that Regent pursuant to Article XII, Section 13 of the Constitution of New Mexico.

Members of the Board of Regents are required by the Financial Disclosure Act, Section 10-16A-1, *et seq.*, NMSA 1978, to file a report with the New Mexico Secretary of State concerning the Regent's financial interests. A copy of such report shall also be filed by the Regent with the General Counsel who shall furnish a copy to the Senior Vice President for Finance and Administration and distribute a copy to each member of the Board of Regents. The report filed with the General Counsel shall be supplemented to the extent necessary to set forth the Regent's financial interests as defined in Section 3 of this policy.

## **References**

NMSA 1978 Governmental Conduct Act, § 10-16-1 *et seq.*; Procurement Code §§ 13-1-190, -193, -195; 21-1-17, -35; Financial Disclosure Act, § 10-16A-1, *et seq.*





# Public Comment

*[Limit 3 minutes per comment; written comments sent to [regents@unm.edu](mailto:regents@unm.edu) are welcomed]*





# **President's Administrative Report**

***Garnett S. Stokes***

*The President will deliver her report at the meeting*



# **Approval of Consent Docket**

Action items on Regent's Committee agendas may be moved to the Board of Regents' consent docket; 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.*"

- A. [SSTAR]\* Approval of Form C: CERT Honors College ..... C-1
- B. [SSTAR] Approval of Form D: Post Professional Doctoral Degree in Occupational Therapy (New)..... C-2
- C. [SSTAR] Approval of ASUNM Constitutional Amendment..... C-3
- D. [HSSC]\* Approval of UNM Medical Group Election of Certain Directors: Nomination of Dr. Richard Miskimins to the UNMMG Board of Directors ..... C-4
- E. [F&F]\* Approval of 1<sup>st</sup> Quarter Financial Actions Report and Certification through September 30, 2021; and Information Item: 1<sup>st</sup>-Qtr Consolidated Financial Report through September 30, 2021 ..... C-5
- F. [F&F] Approval of 1<sup>st</sup> Quarter Athletics' Enhanced Fiscal Oversight Program Report and Certification through Sept. 30, 2021; and Information Item: 1<sup>st</sup>-Qtr Athletics' Report by Sport through Sept. 30, 2021 ..... C-6
- G. [F&F] Approval of Project Construction:
  - 1. University Libraries Turnstiles ..... C-7
  - 2. Center for High Tech Materials Roof Replacement ..... C-8
  - 3. Computer & Information Resources & Technology (CIRT) Restroom Renovation & ADA Update ..... C-9

\* [SSTAR] Student Success, Teaching and Research Committee; [F&F] Finance & Facilities Committee; [HSCC] Health Sciences Center Committee





# HONORS COLLEGE

Dr. Ryan Swanson

Associate Professor and Chair, Honors College

Form C: Honors College Certificate



# University of New Mexico Honors College

1. Small, seminar-style classes
2. Emphasis on interdisciplinary study
3. Academic hub for students considering medical, graduate, & law school – or applying for post-graduate scholarships (Rhodes, Truman, etc.)
4. Provides community for high-achieving students.
5. Features a broad, flexible selection of academic opportunities
6. Serves c. 1000 students in classes annually
7. Nationally ranked ([publicuniversityhonors.com](http://publicuniversityhonors.com))





# New Honors College Certificate



- Reinstates previously offered Honors College Designation.
- A 15 credit hour certificate earned in the Honors College.
- Purpose: Provides flexible program for students from all disciplines (including STEM) to complete a course of study in Honors.
- Budget: Utilizes existing instructors, courses, and staff support. No additional funding required.
- Student Impact: Anticipate several hundred students will pursue the Certificate annually.
- Compliments other Honors degree options:
  - **Honors College Certificate (15 Credit Hours)**
  - Minor in Honors Interdisciplinary Liberal Arts (21 Credit Hours)
  - UNM Honors Scholar Distinction (27 Credit Hours)
  - Bachelor of Arts in Honors Interdisciplinary Liberal Arts





From: Dr. Pamela Cheek, Associate Provost for Student Success  
To: Dr. Diane Marshall, Interim Dean of the Honors College  
cc. Michael Raine, Associate Registrar, Ryan Swanson  
Re: Honors Designation  
Date: December 20, 2020

---

A handwritten signature in blue ink, appearing to read "Pamela Cheek".

I am writing to support the "Honors College Designation" Certificate. This will be a useful designation to indicate that students have completed significant coursework in the Honors College for which they should be recognized.

It is useful to acknowledge that a UNM main campus "certificate" can be taken concurrently with a baccalaureate degree or as a post-baccalaureate certificate and should not be predominately comprised of credit hours counted toward the student's major. Catalog language on certificates will undergo revision in 2021 to reflect the differences between branch campus certificates, main campus baccalaureate certificates, and main campus graduate certificates.



**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C2820**

Fields marked with \* are required

<b>Name of Initiator:</b> Ryan Swanson	<b>Faculty Contact</b> Ryan Swanson	<b>Department</b> Honors College
<b>Initiator's Title</b> Associate Professor: Honors College	<b>Administrative Contact</b> Beth Elkin	<b>Branch</b> Main
<b>Admin, Carruthe</b>	<b>Admin Email</b> belkin@unm.edu	<b>Date:</b> 12-11-2020
<b>Email:</b> swansonr@unm.edu	<b>Admin Phone</b> 5052774211	
<b>Phone Number:</b> 505 277-4211		

Associated Forms exist? Yes ▼

**Proposed effective term**

Semester Fall ▼ Year 2021 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program CERT Honors College (NEW/BOR)

Select Category Certificate ▼ Degree Type

Select Action New ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[Honors College Certificate - Revised by DLM.docx](#)

☐ Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request (enter text below or upload a doc/pdf file)

See attached justification \*\*\*REG NOTE: THIS FORM C IS SUBMITTED TO REPLACE CURRICULUM ORIGINALLY PRESENTED IN C2743. EXEC SUMMARY FROM C2743 IS ATTACHED HERE, NOTE THAT C2743 DID NOT INCLUDE THE PROVOST AUTHORIZATION DOCUMENT. C2743 IS DELETED.\*\*\*

[Honors College Certificate - Justification.docx](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. (upload a doc/pdf file)

☐ Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

[Honors College Certificate - Executive Summary.docx](#)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

[Honors Designation support memo from AP Cheek.pdf](#)



September 30, 2020

## **Executive Summary**

### **Re: Honors College Certificate**

The faculty and administration of the Honors College seek to restore a 15 credit hour option for our students. While technically new, this option was previously called the Honors College Designation, and last appeared in the 2019-2020 catalog. It provides a flexible option for UNM students who want to participate in the Honors College, but cannot complete the requirements for the Honors Minor or Distinction. Restoring this option, now called the Honors College Certificate, will have no budgetary or workload impact on the Honors College. The Certificate will make use of already offered HC courses. It will have no budgetary impact on other units of UNM.

The Honors College Certificate offers a scaffolded and flexible learning experience for Honors College students, requiring Honors courses at each of the 1000, 2000, 300, and 400 levels. It promotes participation in departmental honors by counting up to 6 such credit hours towards the Certificate.

Perhaps most significantly the Honors College Certificate provides students, especially STEM majors, with a viable path towards completing an Honors College track. As a result, there is reason to expect that the Honors College Certificate will improve the completion rate for students involved in the Honors College.

At a time when students are confronting more challenges than ever before, it is crucial that the UNM Honors College provide as many options as pedagogically possible. Flexibility is paramount. Reinstating a 15 credit hour option, and renaming it the Honors College Certificate, is a logical step toward that end.

Sincerely,

A handwritten signature in black ink, appearing to read 'RS', with a horizontal line extending to the right.

Ryan Swanson  
Associate Professor and Chair  
Honors College  
University of New Mexico



## Honors College Certificate Justification

The faculty and administration of the Honors College seek to restore a 15 credit hour option for its students. This option, last in the 2019-2020 catalog as the Designation, provides a flexible option for UNM students who want to participate in the Honors College but cannot complete the requirements for the Honors Minor or Distinction. Restoring this option, now called the Honors College Certificate, will have no budget or workload impact on the Honors College. The Certificate will make use of already offered HC courses. It will have no budgetary impact on other units of UNM. There is reason to expect that the Honors College Certificate will improve the completion rate for students involved in the Honors College.



**REVISED 12/11/2020**

### **Honors College Certificate**

The Honors College Certificate is awarded to students who do not earn a major or minor in the Honors College, but who gain substantive Honors experience by completing a program of Honors course work. Students pursuing this certificate must be enrolled in a Bachelor's Degree program at UNM. The certificate can be awarded only on completion of the Bachelor's Degree.

### **Requirements**

All candidates for the Honors College Certificate must be admitted to the Honors College and maintain at least a 3.20 cumulative GPA.

Successful candidates for the Certificate must complete 15 credit hours total, with at least 9 credit hours completed in HNRS/UHON courses. No more than 6 credit hours in approved courses offered by other units may be used to satisfy designation requirements.

3 CH in HNRS 1120/UHON 121/UHON 122 (no more than 3 CH at this level).

3 CH in UHON 200/HNRS 2000.

3 CH in UHON 300 or UHON 400.

6 CH in UHON/HNRS or in approved courses in other units.



# Post Professional Doctoral Degree in Occupational Therapy (OTD)

---

Janet L. Poole, PhD, OTR/L, FAOTA,  
*Program Director and Professor*



SCHOOL OF  
MEDICINE  
OCCUPATIONAL THERAPY  
GRADUATE PROGRAM



# Need for a Post Professional OTD Degree Program at UNM

The decision to offer a professional practice doctoral degree in Occupational Therapy (OTD) is market driven.

- There are no Occupational Therapy doctoral degree programs in New Mexico.
- UNM and NM are losing occupational therapists who are enrolling in universities outside the state of NM to obtain post professional doctoral degrees.
- The need and interest for a post professional OTD degree has been expressed by students in the MOT program and occupational therapists in New Mexico.



# Program Readiness

- The Occupational Therapy Graduate Program has a successful history of offering an entry level occupational therapy degree program.
- The program has 10 core faculty (7 of whom have doctoral degrees) and 3 full time staff
- Faculty are diverse, widely published in discipline specific and interdisciplinary journals/books, and active and recognized at the national and international levels.
- Faculty have experience teaching and mentoring master and doctoral degree students in research and marketing and clinical projects.
- Faculty are experienced with distance, hybrid and face-to-face teaching and with varied strategies (didactic, labs, small group, etc)



# Budget

The Program Budget is adequate to support the OTD.

Enrollment revenue from the existing entry level MOT program will support the expenses.

## Expenses

	Year 1	Year 5
Total salary 1 faculty &.25 staff	\$ 86,000	\$ 89,492
<u>Total fringe</u>	<u>\$ 25,800</u>	<u>\$ 26,848</u>
Total salary + fringe*	\$111,800	\$116,340

\*1% salary increase each year

## Revenue

	Year 1	Year 5
Tuition	\$16,380	\$31,500
Differential tuition	\$11,570	\$21,650
<u>Fees</u>	<u>\$ 610</u>	<u>\$ 1,410</u>
Total revenue	\$28,500	\$54,560

Based on \$215 tuition and \$140 tuition differential per credit hour



# NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

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

Date: October 1, 2020

Janet L. Poole, PhD., OTR/L

(Name of individual initiating Graduate Degree or Graduate Certificate)

Professor and Program Director, 505-272-1753 or 505-272-8276

(Title, position, telephone number)

jpoole@salud.unm.edu

(Email address)

Pediatrics School of Medicine/Occupational Therapy Graduate Program

(Department/Division/Program)

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

Attach the following required documents:

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

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

Proposed date to admit new students: Term Fall Year 2022

## Required Signatures:

Department Chair	<u>Loretta Cordova de Ortega, MD</u>	<small>Digitally signed by Loretta Cordova de Ortega, MD DN: cn=Loretta Cordova de Ortega, MD, o, ou, email=lcordovaortega@salud.unm.edu, c=US Date: 2021.02.10 17:27:39 -0700</small>	Date	_____
College Curricula Committee	<u>Shelly McLaughlin</u>	<small>Digitally signed by Shelly McLaughlin Date: 2020.12.15 15:45:56 -07'00'</small>	Date	_____
College or School Dean	<u>Martha Cole MCGrew, M.D.</u>	<small>Digitally signed by Martha Cole MCGrew, M.D. DN: cn=Martha Cole MCGrew, M.D., o, ou, email=mmcrgrew@salud.unm.edu, c=US Date: 2021.02.11 15:43:55 -07'00'</small>	Date	_____
Dean of Library Services	<u>Melissa Rethlefsen</u>	<small>Digitally signed by Melissa Rethlefsen Date: 2021.02.22 08:29:59 -07'00'</small>	Date	_____
Office of the Registrar—Catalog	_____		Date	_____
FS Graduate Committee	<u>Nikki Jernigan</u>		Date	<u>04/01/2021</u>
Dean of Graduate Studies	<u>Julie Conrad</u>		Date	<u>04/01/2021</u>
FS Curricula Committee	<u>Christine Delucas</u>		Date	<u>09/23/21</u>
Office of the Provost	<u>Amy J Levi, Vice President of Academic Affairs</u>		Date	<u>9/29/21</u>
Faculty Senate	<u>Nancy D. Middlebrook</u>		Date	<u>10/26/2021</u>
Board of Regents	_____		Date	_____

## Additional Approvals for Degrees:

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

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed



---

## NEW GRADUATE PROGRAM APPLICATION

---

### A. General Information

**Institution** UNIVERSITY OF NEW MEXICO

**Name and Title of Contact Person**

JANET L. POOLE, PROFESSOR AND PROGRAM DIRECTOR

**Email of Contact Person**

JPOOLE@SALUD.UNM.EDU

**Name of Proposed Program**

Post Professional Doctoral Degree in Occupational Therapy (OTD)

**Name of Sponsoring Department, School, and/or College**

Occupational Therapy Graduate Program, Department of Pediatrics, School of Medicine

**Level of Proposed Program** (*master's or doctoral degree*)

DOCTORAL DEGREE

**Estimated Time to Complete Proposed Program**

2-4 YEARS

**Campuses to offer this degree program**

ALBUQUERQUE

**All Program Format(s)** (*standard, distance education, evening, weekend and/or other*)

ONLINE DISTANCE EDUCATION with 1-2 days per year on campus

**Anticipated Start Date**

Fall 2022

**Proposed CIP code**

### B. Program Curriculum

**Program Description** (*as listed in catalog*)

The OTD curriculum is designed for occupational therapists who desire a post-professional advanced practice degree beyond the master's degree. The core courses are consistent with the goals of educating occupational therapists to be innovators in practice, evidence-based clinical decision makers, and leaders in practice, education, and public policy. The electives and capstone project allow students to pursue specialty areas of interest, expand services and develop new programs.

**Program Curriculum** (*as listed in catalog*)



The OTD offers both full and part time study (See Table 2). Full time study consists of enrolling in 9 credit hours/ semester (6 credits summer) for 4 semesters. Part time study consists of enrolling in 3-4 credit hours/semester for 12 semesters. Options exist for part time students who wish to finish faster. OTD courses are basically taught by online delivery, plus 1-2 days on campus in fall or spring semester. However, the Teaching Practicum course and some electives may only be offered in the traditional face to face format.

A minimum of 3 students must be registered for a course for the course to be offered. All courses will be offered at least every other year depending on program and student demand.

### **Proposed curriculum for the Doctoral degree in Occupational Therapy (OTD)**

#### Core OT courses

OCTH	615	Complex Reasoning in Practice	3
OCTH	625	Scholarship of Practice	3
OCTH	635	Advanced Leadership and Management	3
OCTH	645	Education in Occupational Therapy	3
OCTH	655	Teaching practicum	3
OCTH	660	Applied Data Management and Research for Clinical Practice	3

<u>Electives</u>	Electives	6
------------------	-----------	---

#### Capstone

OCTH 695	Professional capstone project	6
----------	-------------------------------	---

Total credits		30
---------------	--	----

### **Number of Credits Required**

**30**

### **Program Learning Outcomes**

#### Student outcomes for the professional practice OTD degree:

1. Graduates will translate current scholarship in occupation, development and context to advanced professional practice
2. Graduates will utilize best current research evidence to support advanced professional practice, including accountability in practice, reimbursement, and program development
3. Graduates will advocate for clients, the profession, and issues that impact health and well-being in the community
4. Graduates will demonstrate competency to critically evaluate existing professional practices as a basis for improving service delivery
5. Graduates will apply learning principles to the education of clients, families communities, and occupational therapy students across practice, community, and academic settings
6. Graduates will assume leadership roles in the areas of public policy/ethics, professional advocacy, education, and practice

**Is there a certificate embedded in the degree program?** If so, list certificates and courses required.  
NO

**If this is a master's degree, does it articulate to a doctoral degree program?** If yes, to which doctoral program? N/A



### C. Assessment

Describe your institution's plan for periodic evaluation of program effectiveness. Include criteria that will be used to determine effectiveness. Max 500 words.

Learning outcomes will be measured by successful completion of course requirements, completion of the Capstone project. The written paper for the Capstone project will demonstrate that students can develop, analyze, and/or evaluate effective occupational therapy programs to improve health and participation in daily life activities in New Mexicans; students will also present their results formally through an oral presentation to the faculty, OTD and entry level MOT students.

The Division Chief of Occupational Therapy will interface with the UNM HSC Registrar's Office to ensure that policies related to academic admissions, student progression and program delivery are maintained. The Division Chief will work with faculty advisors to monitor student progression and results of the Capstone Project. Graduation rates and time to graduation will be monitored beginning in the year when the first cohort of students would be expected to graduate and then yearly thereafter. Alumni will be surveyed on a periodic basis (every 5 years) to track job changes, career advances, national and local presentations and publications and program development. We will also examine the effect of the OTD Program on faculty workloads related to the delivery of the courses and overseeing the Capstone Projects on a yearly basis. The Occupational Therapy Graduate Program has been tracking faculty student publications and presentations since 1995 and will continue to track the publications and presentations that result from the Capstone projects.

Methods	Timetable
Formative course evaluations	Every semester
Summative course evaluations	Yearly
Student Progression	Yearly
Graduation Rates	At the time of the first graduate and then yearly
Faculty workloads	Yearly
Track faculty student publications & presentations	Yearly after the first student graduates
OTD Alumni survey	At the end of 1st 5 years of the program and very 5 years thereafter

### D. Need

The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need. Max 500 words.

*Evidence of need might include results of employer surveys, current labor market analyses and projections, or long-term need projections prepared by a relevant professional organization. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED and/or the State Board of Finance of need for the program.*

The professional doctorate degree is the advanced degree for practitioners in clinical health care professions such as nursing (Doctor of Nursing Practice [DNP]), Physical Therapy (Doctor of Physical Therapy [DPT]), and Psychology (Doctor of Psychology [PsyD]). In August of 2017, the Council for Occupational Therapy Education (ACOTE) mandated to move the entry level degree for Occupational Therapists to the doctoral degree, adding about 1.5 years of study. That mandate was put into abeyance in August 2018 and entry level degree into the field would be allowed at 2 levels: master's degree (current degree at UNM) or doctoral degree. Although several universities in the US eliminated their master degree programs, UNM OTGP decided to keep our master's program to make education to become an occupational



therapist more accessible and affordable to residents of our state. Students complete the degree in 7 semesters and thus have less debt and get into the workforce faster than many of the entry level doctoral degree programs which are 9 or more semesters.

However, a growing number of students, alumni, and community Occupational Therapists have expressed a desire to pursue a post-professional doctoral degree beyond the master's degree for the following reasons: parity in practice and certification with other health professionals (as noted above) and expanded training in clinical care, education and leadership. The UNM OTGP is losing New Mexican students and therapists to programs in other states, some of whom never return to New Mexico. The OTD degree program includes online curricula components, with full and part time options available so that students can continue to work while in the program.

The need and interest for an OTD has been expressed by students in the OTGP and Occupational Therapists in New Mexico. A survey conducted with current students (N = 44) in the entry level masters' degree program as well as practicing therapists in New Mexico without doctoral degrees (N = 232). About 40 percent of practicing therapists and 98% of current students were "interested" or "very interested" in obtaining an OTD degree. The primary reasons listed by both groups were for professional stimulation, career advancement, to develop skills to influence policy in education or health care systems, to gain professional leadership skills, and to become an evidence-based practitioner. Preferred method of delivery was a hybrid/blended format with both face-to-face and on-line dimensions of education (65%) and 96% preferred part time study.

There are no post professional doctoral degree programs beyond the master's degree for Occupational Therapists in the state of NM. As the flagship university in New Mexico, it is appropriate that UNM be responsible for education and training of Occupational Therapists at the doctoral level. OTD trained professionals will assume leadership and administrative roles to advocate for Occupational Therapy services, champion policy changes to improve healthcare delivery, and mentor therapists in rural areas. In addition, our trainees will become our future faculty, and will continue to explore new methods of patient care specific to our rural and underserved state.

If the program fills a regional workforce need, describe collaboration between your institution and regional employers in program development. Max 500 words.

N/A

## E. Duplication

Identify where similar degree programs are offered by other public higher education institutions in New Mexico in the box below. Max 500 words.

There are no post professional doctoral degree programs beyond the master's degree for occupational therapists in the state of New Mexico. The proposed program is unique to the state.

The new courses proposed in the OTD program do not duplicate existing courses at UNM. Courses in the Physical Therapy Program are restricted to students admitted to the DPT program.

If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program in the box below. Max 500 words.

N/A

List any nearby non-New Mexico institutions of higher learning where the program is being planned or offered, particularly WICHE member institutions. Max 500 words.

A.T. Still University, AZ



Texas Women's University, TX  
Rocky Mountain University, UT

There are 36 advanced professional OTD programs in the United States but none in New Mexico. Only 5 universities in the southwest or mountain states offer doctoral degrees for occupational therapists; the only public institution in the mountain states to offer the post professional OTD is the University of Utah which is more than 600 miles from central New Mexico, and is discontinuing their post professional OTD. Because there are no OTD programs in New Mexico, occupational therapists interested in obtaining advanced or doctoral degrees must enroll in programs at out-of-state universities or on-line private programs at considerable cost. We know of several occupational therapists in New Mexico who have enrolled in online or primarily online doctoral programs at Rocky Mountain University, Chatham University, Indiana University Purdue, Texas Women's University, A.T. Still University, and the University of Utah

**F. Enrollment and Graduation Projections:** Establish realistic enrollment, retention, and graduation targets for this program.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>New Students</b>	5 (3 PT, 2 FT)	5 (3 PT, 2 FT)	5 (3 PT, 2 FT)	5 (3 PT, 2 FT)	5 (3 PT, 2 FT)
<b>Continuing Students</b>	0	10 (6 PT, 4 FT)	13	13 (9PT, 4 FT)	13 (9PT, 4 FT)
<b>Graduates</b>	0	2 FT fall	5( 3 PT Su, 2 FT fall)	5 (3 PT Su, 2 FT fall)	5 (3 PT Su, 2 FT fall)
<b>Annual Retention Rate Target (%)</b>	<b>Target 100% Graduation Rate (%)</b>		<b>Target Job Placement Rate (%)</b>		
95%	95%		100%		

## G. Institutional Readiness

Describe the faculty resources that are needed to initiate the program. Will any additional faculty be needed? Max 500 words.

Five of the current OTGP faculty have PhDs as well as extensive experience in occupational therapy education. Two additional faculty members have post professional advanced OTD degrees and are in the tenure track. We also have several other full and part-time lecturers who regularly teach courses in the entry-level master's program, one of whom is pursuing a PhD.

We anticipate hiring one additional faculty and an increase in grade and salary of one staff member. The additional faculty is needed for assisting with screening and reviewing applications, scheduling interviews, developing capstone projects, teaching, monitoring progress and implementing the evaluation system.

Describe the library and other academic support resources that are needed to initiate the program. What, if any, additional resources will be needed? Max 500 words.

The library and other academic support resources are sufficient.

Describe the physical facilities of the institution that will be used for the first five years of the program. Will additional space or modifications of existing space be required within the first five years of program operation? Max 500 words.

Additional educational space is not required to implement the proposed OTD degree program. Any OTD courses or parts of courses that occur on campus will occur in the late afternoon or early evening or weekends when rooms are available in the Domenici Education Center. The physical facilities are adequate for the first five years of the program except we will need additional office space for the faculty position; we have already requested additional office space for our existing faculty, as part of the HSC master plan. Sharing offices may be possible on a short term basis but not long term for our accrediting



Describe the institution's equipment and technological resources needed for the first five years of the program? What, if any, additional equipment will be needed? Max 500 words.

The existing technology, media, equipment and instructional supplies are adequate.

Describe any other operating resources needed to initiate the program. Max 500 words.

In addition, an existing staff member will dedicate .25 FTE to support faculty and students, track applications, secure contracts/MOUs with capstone sites, and maintain student credentialing and files.

Are there existing external facilities that will be used? Have agreements been established to ensure use of those facilities? For example, if you are offering a graduate nursing program have you established a partnership with local hospital(s) and other clinical settings? Max 500 words.

No additional external facilities will be used

## H. Projected Budget

Provide a clear analysis of the projected cost of the proposed program and the sources of funding that will support it for the first five years that the program will be offered. Include a discussion how any of the needed resources discussed in **Section G** will be addressed. **Section H** should be completed in collaboration with your institution's financial office.

We anticipate hiring one additional faculty and an increase in grade and salary of one staff member. The additional faculty is needed for screening and reviewing applications, scheduling interviews, developing capstone projects, teaching, monitoring progress and implementing the evaluation system. In addition, an existing staff member will dedicate .25 FTE to support faculty and students, track applications, secure contracts/MOUs with capstone sites, and maintain student credentialing and files.

Below, we have outlined a 5-year budget with expenses and anticipated new revenue. Existing OTGP faculty with doctoral degrees and the additional new faculty will teach in both the entry level (MOT) and post professional program (OTD).

In the first 2 years, OTD expenses will exceed new revenue as we will only have one cohort of students in the OTD program; however revenue from the entry-level master's program will cover the expenses. By the third year and thereafter, the OTD program will be self-sufficient and bring in a small amount of additional revenue to the OTGP and UNM.

### Projected Five – year Expenses (costs) of OTD Program

	Year 1	Year 2	Year 3	Year 4	Year 5
1 FTE Assist/Assoc Prof*	\$ 76,000	\$ 76,760	\$ 77,528	\$ 78,303	\$ 79,086
.25 Staff *	\$ 10,000	\$ 10,100	\$ 10,201	\$ 10,303	\$ 10,406
Total salary expenses	\$ 86,000	\$ 86,860	\$ 87,729	\$ 88,606	\$ 89,492
Fringe @ 30%	30%	30%	30%	30%	30%
Total fringe	\$ 25,800	\$ 26,058	\$ 26,319	\$ 26,582	\$ 26,848
Total salary + fringe	\$ 111,800	\$ 112,918	\$ 114,047	\$ 115,188	\$ 116,340

\*1% salary increase Year 2 – Year 5

### Anticipated sources of new revenue

The UNM OTGP receives I&G and tuition differential to cover the operating expenses of the existing entry-level program. The OTD will also generate I&G and tuition differential to cover the operating expenses of the OTD. The combination of MOT and OTD I&G, tuition differential and fees provide the financial support to cover the operating expenses of the MOT and OTD Programs. Application fees and curriculum fees will also help to support the OTD. An application fee of \$52.50 per student will cover processing the application and all



supporting documents. A curriculum fee of \$200 per student per year will cover course fees. These fees are consistent with fees currently paid by the entry-level MOT students.

**Projected Five – year Revenue of OTD Program\***

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tuition	\$ 16,380	\$ 25,200	\$ 31,500	\$ 31,500	\$ 31,500	\$ 31,500
Differential Tuition	\$ 11,570	\$ 17,450	\$ 21,650	\$ 21,650	\$ 21,650	\$ 21,650
Application Fee	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210
Course Fee	<u>\$ 400</u>	<u>\$ 800</u>	<u>\$ 1,200</u>	<u>\$ 1,200</u>	<u>\$ 1,200</u>	<u>\$ 1,200</u>
Total Revenue	\$ 28,560	\$ 43,660	\$ 54,560	\$ 54,560	\$ 54,560	\$ 54,560

\*Based on \$215 tuition and \$140 tuition differential per credit hour

**Also, please see the attached Projected Graduate Program Cost Estimates and Resources**



\_\_\_\_\_  
Signature of Chief Academic Officer                      Date

\_\_\_\_\_  
Printed Name of Chief Academic Officer   Date

\_\_\_\_\_  
Signature of Data (CIP) Coordinator                      Date

\_\_\_\_\_  
Printed Name of Data (CIP) Coordinator   Date

**HED use only**

Date Presented to Advisory Committee \_\_\_\_\_

☐ Approved    ☐ Denied        ☐ Request more information

\_\_\_\_\_  
Cabinet Secretary's Signature                      Date



## **Proposal for Professional Practice Doctoral Degree in Occupational Therapy**

### **1. Program Description and Purpose:**

#### *a. Purpose and goals of program*

Occupational Therapists help people of all ages with a wide range of health conditions and disabilities participate in important life activities. Therapists describe these activities as “occupations”. True health includes participation in daily routines, jobs and hobbies, and having successful relationships. Occupational Therapists are experts at assisting patients care for themselves, return to work, and stay engaged with the world in the face of devastating disease and disability.

Occupational Therapy is dynamic and constantly expanding. Occupational Therapy has developed strong evidence to support its clinical and societal value and Occupational Therapists are increasingly involved in development of healthcare policy. Leaders in scientific research and healthcare policy are often expected to have an advanced professional practice doctoral degree. Unfortunately, no such degree program exists in New Mexico. Occupational Therapists who desire or need advanced degrees must leave the state or enroll in hybrid or distance learning degree programs from institutions in other states. This leads to loss of New Mexican Occupational Therapists to other states and leads to undue financial burden on Occupational Therapists committed to New Mexico. The lack of an advanced doctorate in Occupational Therapy also diminishes the competitiveness of the Occupational Therapy program in New Mexico, and leads future potential leaders and educators to pursue training outside of the state.

Offering an advanced post professional practice doctoral degree in the Occupational Therapy Program that is beyond the master level degree will allow occupational therapist to continue their education, increase the quantity and caliber of applicants, and it will increase the scientific, leadership, and clinical skills of graduates. Occupational Therapy graduates with advanced degrees will take positions of leadership in healthcare and academic programs, and further, are more likely to remain in New Mexico.

Currently the University of New Mexico (UNM) Occupational Therapy Graduate Program (OTGP) offers an entry-level Master of Occupational Therapy (MOT) degree. The School of Medicine (SOM) at the UNM Health Sciences Center (HSC) proposes to offer a professional practice Occupational Therapy Doctorate (OTD) degree for people who are already Occupational Therapists, in addition to the entry level MOT degree currently offered.

As the flagship institution for health professions training with a successful 24-year track record of educating entry-level occupational therapists, UNM is the logical place to add an OTD program. With strong ties to community therapists, healthcare organizations, and educational institutions in New Mexico, UNM OTGP faculty members are fully and uniquely qualified to offer the OTD degree program.



The goals of the proposed OTD program are to prepare occupational therapists to assume leadership roles as:

- innovators in traditional and emerging areas of occupational therapy practice to better meet the health care needs of *all* of the people of New Mexico;
- educators who can effectively train the next generation of therapists;
- scholars who can create and synthesize evidence to develop best practice; and
- business, education, and policy leaders who help create systems that effectively serve the health needs of individuals and communities.

*b. How does program fit with the unit's future plans*

The UNM OTGP has a strategic plan to grow the program's ability to recruit and retain high-caliber faculty and students who are committed to New Mexico, develop a national reputation for publication of novel Occupational Therapy research in clinical and educational fields, and develop robust relationships with community health systems.

Implementation of a professional practice OTD degree is required for the growth and development of the OTGP. The increased ability of the OTGP to recruit committed and competent therapists as students and faculty in the OTD program will create a robust and diverse faculty and student body, which will support the existing MOT program and all of our partners within UNM and New Mexico.

OTD faculty and students are crucial to building the national eminence of the program through scholarly activity. Publication of novel discovery in the field of Occupational Therapy is essential to maintaining the academic health of the program, and will further attract committed educators and promising students to New Mexico.

In addition, the OTGP is committed to strengthening collaborative initiatives in scholarship and service with occupational therapists in a variety of community and healthcare settings. OTD training will provide the perfect bridge for these collaborations to occur. For example, an OTD student who is already practicing in an established therapy setting might work with a faculty member to measure the impact of therapy interventions to create new best practices. In this way, advanced practice education will improve and enhance existing practice, leading to better health outcomes.

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

The proposed OTD program is strongly aligned with the HSC and SOM mission and plans (refer to: <https://hsc.unm.edu/assets/doc/hsc-strategic-plan.pdf> and <http://strategy.unm.edu/unm-2020-fy19-20-strategic-plan-summary.pdf>). One of the SOM 2018-2023 Strategic Plan objectives is to “build the healthcare workforce of NM by providing premier education and explore opportunities to expand care delivery to meet the growing demand for services and the future health care needs of New Mexicans”. The proposal to add an OTD directly addresses these strategic objectives as graduates will create innovative models of practice and service delivery of occupational therapy and



become future educators. The online delivery and option to complete the capstone project in the students' home environments supports inclusion and diversity and accessibility of the program for occupational therapists throughout the state of New Mexico.

Other elements of the HSC and SOM mission and strategic plan focus on providing excellent educational opportunities related to health needs of our communities, pursuing new knowledge and excellence of practice, and advocating for the health of all New Mexicans. The proposed OTD program will enable the OTGP to prepare experienced therapists to provide high-caliber services that extend well beyond the capacity of an entry-level therapy practitioner.

*d. Related Offerings*

The proposed OTD degree does not duplicate any existing programs at UNM or in New Mexico. UNM does offer a doctor degree in Physical Therapy (DPT); courses are restricted to students admitted to the DPT program. Students in the OTD program will at times take elective courses to complement their OTD education from partner academic units - such as the School of Population Health, the College of Education, etc.

*e. Timeline for program development and implementation*

Pending approval by the UNM Faculty Senate and Regents, and the New Mexico Higher Education Department, the OTD curriculum will start in Fall 2022.

*f. Curriculum*

The OTD curriculum is designed for occupational therapists who desire a post professional advanced practice degree. The core courses are consistent with the goals of educating occupational therapists to be innovators in practice, evidence-based clinical decision makers, educators, and leaders in practice, education, and public policy. The electives and capstone project allow students to pursue specialty areas of interest, expand services and develop new programs.

The OTD program ranges from 30 credits for occupational therapists who enter the program with master's degrees to 39 credits (30 + 9 additional prerequisite credits) for occupational therapists whose highest level of education is the bachelor's degree in Occupational Therapy. All students in the OTD program must take 6 core courses (18 credits), 6 credits of electives and complete 6 credits of a professional capstone project (see Table 1 below). For the 6 elective credits, and with approval from an OTGP Academic Advisor, students can design their own specialty track from courses offered in the OTGP or from courses from other Programs and Colleges at UNM (e.g. hand therapy, pediatrics, geriatrics, community practice, public health, education, etc.). It is expected that their capstone project will further support their specialty track. Allowing students to design their own specialty tracks and capstone project is student centered and will meet the needs of therapists in diverse practice and clinical areas across the state.



Students must also pass a Doctoral Comprehensive Examination which is the oral defense of the written paper for the Professional capstone project.



Table 1  
Proposed curriculum for the Doctoral degree in Occupational Therapy (OTD)

<u>Core OT courses</u>			
OCTH	615	Complex Reasoning in Practice	3
OCTH	625	Scholarship of Practice	3
OCTH	635	Advanced Leadership and Management	3
OCTH	645	Education in Occupational Therapy	3
OCTH	655	Teaching practicum	3
OCTH	660	Applied Data Management and Research for Clinical Practice	3
<u>Electives</u>		Electives	6
<u>Capstone</u>			
OCTH	695	Professional capstone project	6
Total credits			30

### **Perquisite course requirements for students with bachelor degrees in Occupational Therapy**

Three additional prerequisite courses required for students whose highest level of education is the bachelor's degree in OT are listed below (before 2007, the bachelor degree was the entry-level degree for occupational therapy). Students can apply while still enrolled in these courses if all courses will be completed by the Fall Semester start date of classes.

- Graduate level writing or grant writing course 3 credits
- Introduction to Evidence Based Practice (OCTH 534 EBP) 4 credits
- OR a comparable course approved by OT faculty
- Basic statistics (past 5 years) 3 credits



**Professional capstone.** The professional capstone project provides students with scholarly opportunities to advance specialty knowledge, expand existing services, develop new programs, and/or receive mentorship in practice from expert practitioners. In many instances, the capstone project will be used to address the needs of underserved populations and/or communities in New Mexico. Students may engage in evidence-based practice/program development, program evaluation, systems change, and/or practice-based outcomes measurement.

Examples of possible capstone projects are below.

- Develop a method to assess fall risk and/or the home environment in older adults using mobile devices
- Develop a telehealth technology supervision model for certified occupational therapy assistants that meets NM supervision guidelines
- Develop and evaluate the effectiveness of a project or program in an interest area such as administration, supervisory skills, consultation, program development/evaluation or
- Develop interventions that enhance the ability of children with autism to participate in school and community services
- Develop a program to serve the needs of underserved populations such as a lifestyle program for people with mental illness
- Develop education programs using technology such as a telehealth program for therapists in rural areas who are working with clients post hand surgery or other types of surgery
- Evaluate the effectiveness of a lifestyle redesign education program for persons with diabetes and other chronic conditions
- Compare the effectiveness of a self-management program for cardiac conditions delivered by telehealth versus person to person.
- Develop and evaluate the psychometric properties of a new occupational therapy assessment
- Evaluate the effectiveness of occupational therapy interventions for pain management, opioid addiction

## **Scheduling**

The OTD offers both full and part time study (See Table 2). Full time study consists of enrolling in 9 credit hours/ semester (6 credits summer) for 4 semesters. Part time study consists of enrolling in 3-4 credit hours/semester for 12 semesters. Options exist for part time students who wish to finish faster. OT courses are basically taught by online delivery; however the Teaching Practicum course and some electives may only be offered in the traditional face to face format.

A minimum of 3 students must be registered for a course for the course to be offered. All courses will be offered at least every other year depending on program and student demand.



Table 2  
Proposed sequence of courses

*For part-time students taking 3 credits/semester*

Fall	Spring	Summer
<i>Fall Year 1</i>	<i>Spring Year 1</i>	<i>Summer Year 1</i>
OCTH 615                      3	OCTH 625                      3 OCTH 695                      1	OCTH 645                      3
<i>Fall Year 2</i>	<i>Spring Year 2</i>	<i>Summer Year 2</i>
OCTH 655                      3 OCTH 695                      1	OCTH 635                      3	OCTH 660                      3
<i>Fall Year 3</i>	<i>Spring Year 3</i>	<i>Summer Year 3</i>
Elective                      3	Elective                      3 OCTH 695                      2	OCTH 695                      2

*For full time students*

Fall	Spring	Summer
<i>Fall Year 1</i>	<i>Spring Year 1</i>	<i>Summer Year 1</i>
OCTH 615                      3 OCTH 655                      3 Elective                      3	OCTH 625                      3 OCTH 635                      3 OCTH 695                      3	OCTH 645                      3 OCTH 660                      3
<i>Fall Year 2</i>	<i>Spring Year 2</i>	
Elective                      3 OCTH 695                      3		

## 2. Justification

### a. Evidence of Need

#### 1. Student Demand

The professional doctorate degree is the advanced degree for practitioners in clinical health care professions such as nursing, (Doctor of Nursing Practice [DNP]), Physical Therapy (Doctor of Physical Therapy [DPT]), and Psychology (Doctor of Psychology



[PsyD]). In August of 2017, the Council for Occupational Therapy Education (ACOTE) mandated to move the entry level degree for Occupational Therapists to the doctoral degree, adding about 1.5 years of study; that mandate was put into abeyance in August 2018 and entry level degree into the field would be allowed at 2 levels: master's degree (current degree at UNM) or doctoral degree. Although several universities in the US have eliminated their master degree programs, UNM OTGP decided to keep our master's program to make education to become an occupational therapist more accessible and affordable to residents of our state. Students complete the degree in 7 semesters and thus have less debt and get into the workforce faster than many of the entry level doctoral degree programs which are 9 or more semesters.

However, a growing number of students, alumni, and community Occupational Therapists have expressed a desire to pursue a post-professional doctoral degree. There are many reasons for this pressure, including parity in practice and certification with other health professionals (as noted above), but also for expanded training in clinical care, education and leadership. The UNM OTGP is losing New Mexican students and therapists to programs in other states, some of whom never return to New Mexico. The OTD degree program includes online curricula components, with full and part time options available so that students can continue to work while in the program.

The need and interest for an OTD program has been expressed by students in the OTGP and Occupational Therapists in New Mexico. We recently conducted a survey with current students (N = 44) in the entry level masters' degree program as well as practicing therapists in New Mexico who do not have doctoral degrees (N = 232). About 40 percent of practicing therapists and 98% of current students were "interested" or "very interested" in obtaining an OTD degree. The primary reasons listed by both groups were professional stimulation, career advancement, to develop skills to influence policy in education or health care systems, to gain professional leadership skills, and to become an evidence-based practitioner. Preferred method of delivery was a hybrid/blended format with both face-to-face and on-line dimensions of education (65%) and 96% preferred part time study.

## *2. Evidence of demand for graduates*

There are no professional doctoral degree programs for Occupational Therapists in the state of NM. As the flagship university in New Mexico, it is appropriate that UNM be responsible for education and training of Occupational Therapists at the doctoral level. OTD trained professionals will assume leadership and administrative roles to advocate for Occupational Therapy services, champion policy changes to improve healthcare delivery, and mentor therapists in rural areas. In addition, our trainees will become our future faculty, and will continue to explore new methods of patient care specific to our rural and underserved state.

One of the priorities from the February 2012 Board of Directors meeting of the American Occupational Therapy Association is to increase the number Occupational Therapists with doctoral degrees, promote evidence based practice, and create practitioners who can



assume leadership roles (<http://www.aota.org/News/Announcements/Priorities-2013.aspx>). One of the goals in the AOTA Centennial Vision is to increase number of doctoral prepared occupational therapists by 10% 2015  
(<http://www.aota.org/News/Centennial/Commission/VP-Report.aspx?FT=.pdf>)

### 3. Evidence of need for university, state, or region

There are 36 advanced professional OTD programs in the United States but none in New Mexico. Only 5 universities in the southwest or mountain states offer doctoral degrees for occupational therapists; the only public institution in the mountain states to offer the post professional OTD is the University of Utah which is more than 600 miles from central New Mexico, and is discontinuing their post professional OTD. Because there are no OTD programs in New Mexico, occupational therapists interested in obtaining advanced or doctoral degrees must enroll in programs at out-of-state universities or on-line private programs at considerable cost. We know of several occupational therapists in New Mexico who have enrolled in online or primarily online doctoral programs at Rocky Mountain University, Chatham University, Indiana University Purdue, Texas Women's University, A.T. Still University, and the University of Utah.

Table 3  
OTD and PhD programs in the region

State	School	OTD degree	PhD in OT	PhD not in OT
AZ	A.T. Still University	X		X DHSc
CO	Colorado State University			X PhD
TX	Texas Women's University	X	X	
UT	Rocky Mountain University	X	X	
UT	University of Utah	X		X Rehab Sciences

The proposed OTD degree will prepare occupational therapists to be innovators in traditional and emerging areas of occupational therapy practice in order to meet the health care needs of the people of New Mexico.

#### **b. Duplication**

##### 1. Similar program in New Mexico

There are no professional doctoral degree programs for occupational therapists in the state of New Mexico. The proposed program is unique to the state.

The new courses proposed in the OTD program do not duplicate existing courses at UNM.



### **3. Inter-institutional Collaboration and Cooperation.**

- a. None

### **4. Clientele and projected enrollment**

#### ***a. Clientele***

##### ***1. Population of students that will be recruited.***

The proposed OTD program will only accept applicants who are already occupational therapists. Although the OTD program will accept applications from out of state applicants, strong preference will be given to New Mexican applicants including those from rural communities. We will consider on a case by case basis, occupational therapists who are doctoral students in other doctoral degree programs at UNM or other universities, who desire to transfer to UNM. These students may transfer up to 6 credits if taken within the last 7 years of admission and pending review by the Admissions Committee; again preference will be given to New Mexicans. Access to the OTD program for individuals from around the state will be possible as the program will use an online educational approach that includes a face to face component once a year. This approach will allow therapists to keep working while continuing their education. However, the Teaching Practicum course and some electives may only be offered in the traditional face to face format.

##### ***2. Admissions requirements.***

Applications will be accepted yearly for Fall admission. The priority deadline for Fall admissions will be April 1<sup>st</sup> each year. The Admissions Requirements are listed below:

1. A baccalaureate or master's degree in Occupational Therapy from an ACOTE (Accreditation Council for Occupational Therapy Education) accredited or WFOT (World Federation of Occupational Therapy) approved program.
2. Completion of prerequisite courses with a 3.0 or above (see above) by applicants whose highest level of education is the bachelor's degree in OT.
3. A letter of intent. This is an opportunity for the applicant to communicate professional goals, personal accomplishments and academic motivation.
4. Three letters of recommendation from individuals who are knowledgeable of the applicant's academic and/or professional accomplishments.
5. Academic transcripts. A minimum grade point average of 3.0 is required for all applicants with master's degrees. Applicants with bachelor degrees in occupational therapy must have a 3.0 GPA in the last 50 credits for the bachelor degree in occupational therapy
6. Résumé which reflects the applicant's job experience, publications, community service and outstanding accomplishments.
7. Official transcripts from the institution from which the entry level occupational therapy degree was obtained



8. Proof of initial NBCOT certification for graduates from institutions in the United States
9. Proof of state licensure if resident of a state requiring licensure to practice
10. TOEFL scores for non-native English speakers
11. At least 1 year of professional practice as an occupational therapist
12. Interview

### 3. *Plan to Recruit students*

Occupational therapists in New Mexico are primarily women which is similar to the demographics of occupational therapists in the US. We have over 300 alumni, 20 % of whom are Hispanic. We will recruit from our alumni and New Mexico occupational therapists first through the UNM Occupational Therapy Graduate Program and School of Medicine alumni lists, website and newsletter, and the website of the New Mexico Occupational Therapy Association. The program is committed to inclusive excellence and diversity and seeks to take advantage of the rich backgrounds and abilities of occupational therapists. Access to the OTD program will be enhanced through basically online delivery of core courses and the option to complete the capstone project in home communities. The University and program prohibits discrimination, racism, harassment, or related retaliation based on protected class in any educational environment.

### b. **Projected Enrollment**

The table below shows a five-year projection of enrollments. As shown in the table, projected enrollment will begin with 4 students the first year and reach 12 in the third year. Since we assume that most students will be working occupational therapists who will be part time students and take 1-2 courses each semester (3-6 credits), we assume that it will take about 3 years to finish. Students who pursue full time status can complete the requirements in 2 years.

Table 4  
Five year projection of enrollment

Year	AY	New PT	Returning PT	Graduating PT	New FT	Returning FT	Graduating FT	Total students*	Credit hours	
									PT	FT
1	2021-2022	3 (10 cr)	0		2 (24cr)			5 (3 PT,2 FT)	30	48
2	2022-2023	3 (10 cr)	3		2 (24cr)	2 (6 cr)	2 Fa 2022	10 (6 PT,4 FT)	60	60
3	2023-2024	3 (10 cr)	6	3 SU 2024	2 (24cr)	2 (6 cr)	2 Fa 2023	13 (9 PT,4 FT)	90	60
4	2024-2025	3 (10 cr)	6	3 SU 2025	2 (24cr)	2 (6 cr)	2 Fa 2024	13 (9 PT,4 FT)	90	60
5	2025-2026	3 (10 cr)	6	3 SU 2026	2 (24cr)	2 (6 cr)	2 Fa 2025	13 (9 PT,4 FT)	90	60
6	2026-2027	3 (10 cr)	6	3 SU 2027	2 (24cr)	2 (6 cr)	2 Fa 2026	13 (9 PT,4 FT)	90	60

PT = part time; FT = full time



\*Total students reflect both PT and FT

## **5. Institutional Readiness for the Program**

### *a. Faculty*

Four of the current OTGP faculty have PhDs as well as extensive experience in occupational therapy education. Two additional faculty members have post professional advanced OTD degrees and are in the tenure track. We also have several other full and part-time lecturers who regularly teach courses in the entry-level master's program, one of whom is pursuing a PhD.

### *b. Effect of program on workload of current faculty*

The program will not significantly impact faculty workload. There will only be 7 new OTD classes to be taught by senior faculty [6 core courses (OCTH 615, 625, 635, 645, 650, 660), and the capstone (OCTH 695)]. We will also develop 3 possible elective courses but students may take the 6 credits of electives from existing electives from many different academic units, so this will not affect workload of current faculty. The net workload of all faculty will be similar to the current workload when all hires are in place (see below for additional faculty member). We anticipate that class sizes will be small. Some students in the OTD program may be interested in teaching, so they could become involved in teaching some of existing entry-level MOT courses. The junior faculty members who were hired in 2019 can teach entry-level MOT courses currently taught by senior faculty who will then shift to an OTD focus. In addition, all PhD or OTD faculty may be involved in supervising the residency projects.

### *c. Additional faculty or staff required and cost*

We anticipate hiring one additional faculty by at a starting \$76,000 annual salary. The additional faculty is needed for screening and reviewing applications, scheduling interviews, developing capstone projects, teaching, monitoring progress and implementing the evaluation system. The new faculty member will also have teaching responsibilities with the existing MOT program. In addition, we anticipate upgrading an existing staff member's salary grade to Education and Development Manager, and increase compensation for additional duties the staff member will take on. The upgrade will include approximately \$10,000 salary increase which is in line with existing Education and Development Manager (salary grade 13) UNM positions. The staff member will support faculty and students, track OTD applications, secure contracts/MOUs with capstone sites, and maintain student credentialing and files in addition to current duties and responsibilities.

### *d. GA/TA positions*



No GA/TA positions are needed

*e. Additional faculty and staff development services*

See above.

*f. Additional technology, media, equipment and instructions supplies*

The existing technology, media, equipment and instructional supplies are adequate.

*g. Additional or renovated space*

Additional educational space is not required to implement the proposed OTD degree program. However, we will need additional office space for the faculty position; we have already requested additional office space for our existing faculty, as part of the HSC master plan. Sharing offices may be possible on a short term basis, but are generally not acceptable for our accrediting body. The majority of courses are on line but the OTD courses or parts of courses that occur on campus will occur in the late afternoon or early evening when rooms are available in the Domenici Education Center.

*h. Existing external facilities needed*

The library and other academic support resources are sufficient. The physical facilities are adequate for the first five years of the program. No additional external facilities will be used.

## **6. Projected cost of the program**

*a. 5 year program budget*

Below, we have outlined a 5-year budget with expenses and anticipated new revenue. Existing OTGP faculty with doctoral degrees and the additional new faculty will teach in both the entry level (MOT) and post professional program (OTD). In the first 2 years, OTD expenses will exceed new revenue as we will only have one cohort of students in the OTD program; however revenue from the entry-level master's program will cover the expenses. By the third year and thereafter, the OTD program will be self-sufficient and bring in a small amount of additional revenue to the OTGP and UNM.



Table 5

## Projected Five – year Expenses (costs) of OTD Program

	Year 1	Year 2	Year 3	Year 4	Year 5
1 FTE Assist/Assoc Prof*	\$ 76,000	\$ 76,760	\$ 77,528	\$ 78,303	\$ 79,086
.25 Staff *	\$ 10,000	\$ 10,100	\$ 10,201	\$ 10,303	\$ 10,406
Total salary expenses	\$ 86,000	\$ 86,860	\$ 87,729	\$ 88,606	\$ 89,492
Fringe @ 30%	30%	30%	30%	30%	30%
Total fringe	\$ 25,800	\$ 26,058	\$ 26,319	\$ 26,582	\$ 26,848
Total salary + fringe	\$ 111,800	\$ 112,918	\$ 114,047	\$ 115,188	\$ 116,340

\*1% salary increase Year 2 – Year 5

*b. Anticipated sources of new revenue*

The UNM OTGP receives \$757,527 I&G, and \$369,218 tuition differential and fees to cover the operating expenses of the existing Master of Occupational Therapy (MOT) entry-level program. The OTD will also generate \$31,500 I&G and \$23,060 tuition differential and fees. The combination of MOT and OTD I&G, tuition differential and fees provide the financial support to cover the operating expenses of the MOT and OTD Programs. Application fees and curriculum fees will also help to support the OTD. An application fee of \$52.50 per student will cover processing the application and all supporting documents. A curriculum fee of \$200 per student per year will cover course fees. These fees are consistent with fees currently paid by the entry-level MOT students.

Table 6

## Projected Five – year Revenue of OTD Program\*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tuition	\$ 16,380	\$ 25,200	\$ 31,500	\$ 31,500	\$ 31,500	\$ 31,500
Differential Tuition	\$ 11,570	\$ 17,450	\$ 21,650	\$ 21,650	\$ 21,650	\$ 21,650
Application Fee	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210
Course Fee	\$ 400	\$ 800	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Total Revenue	\$ 28,560	\$ 43,660	\$ 54,560	\$ 54,560	\$ 54,560	\$ 54,560

\*Based on \$215 tuition and \$140 tuition differential per credit hour

## 7. Quality of Program

*a. Qualifications of faculty*

The OTGP has 6 full time faculty members who have the expertise and qualifications to teach in the OTD program; a 7<sup>th</sup> faculty member is completing her doctoral degree. All



the faculty members have a variety of teaching, practice, service and/or administrative backgrounds. The faculty includes:

- Janet L. Poole, PhD, OTR/L, FAOTA, Professor and Program Director, Occupational Therapy. Dr. Poole's teaching and research interest focus on the evaluation of outcome measures and delivery of community based self-management programs for people with rheumatic, musculoskeletal and other chronic conditions. She has a very successful record of mentoring master degree research projects and mentoring post docs and junior faculty. Dr. Poole is an advocate for people with rheumatic and musculoskeletal conditions and is currently the Immediate Past President of the Association of Rheumatology Health Professionals.
- L. Diane Parham, PhD, OTR/L, FAOTA, Professor, Occupational Therapy. Dr. Parham's research interests focus on sensory integration and its impact on the participation of children and young adults with developmental conditions such as autism. Prior to joining the UNM faculty, Dr. Parham taught in a PhD program and successfully led the development of entry-level and post-professional OTD programs at a Research I University. She has chaired 10 PhD dissertations, and continues to serve on PhD dissertation committees as well as OTD capstone project committees as an external reviewer for universities around the world.
- Carla Wilhite, OTD, OTR/L, Assistant Professor. Dr. Wilhite has clinical expertise and research interests focused on assistive technology and environmental modifications that support people with disabilities, particularly injured or disabled farmers and ranchers in rural communities, to participate in valued life activities. Her current grant activities include a federal USDA AgrAbility grant, CTSC intramural innovation grant for a navigation device for the blind, and an intramural scholarship of teaching and learning grant. She is a past president of the New Mexico Occupational Therapy Association, the Vice Chair of the AOTA Association of State Presidents, Board Chair of AgriSafe, Consultant to the National AgrAbility Project, and Vice Chair of the HSC Faculty Council and HSC At-large faculty senator.
- Patricia Siegel, OTD, CHT, OTR/L, Assistant Professor. Dr. Siegel is a Certified Hand Therapist with thirty years of practice experience in outpatient orthopedics and acute care occupational therapy settings. Her research focuses on interventions and assessments used with people who have rheumatic conditions, musculoskeletal conditions and acute hand injuries.
- Mark Hardison, PhD, OTR/L. Assistant Professor. Dr. Hardison's teaching and research is concerned with translational science for occupational therapy interventions, biopsychosocial approaches to care, and treatment of musculoskeletal conditions. Recently his research has focused on developing



mindfulness-based preparatory interventions in hand therapy and exploring mindfulness as a wellness tool for graduate students.

- Timothy Dionne, PhD, OTR/L, Assistant Professor. Dr. Dionne's research, clinical expertise, and teaching is focused on neurological disorders, particularly spinal cord injury and stroke. Dr. Dionne deploys mixed methods approaches to gather clinical expertise and improve clinical expertise to promote greater patient outcomes. Dr. Dionne is also concerned with accessibility to not just the built environment but digital, social and cultural accessibility.
- Heidi Sanders, MA, OTR/L, Principle Lecturer II. Ms. Sanders is pursuing her Ph.D. in Family & Child Studies at the University of New Mexico. Her teaching and research interests focus on the areas of pediatrics and mental health. She is locally and nationally recognized for her work with children with a history of trauma and neglect. Ms. Sanders also has clinical experience supporting self-regulation and social skill development in the schools, providing a school-wide intervention for children with adverse childhood experiences at risk for further mental health concerns.

*b. Comparison of admission standards to other institutions offering similar programs*

Our admissions requirements are similar to the OTD admissions requirements for the University of Utah and Rocky Mountain University. Both OTD programs also require transcripts to verify graduation from an accredited occupational therapy program, letter of reference, resume or curriculum vitae, copy of licensure and initial certification as an occupational therapist. We require a 3.0 GPA as does Rocky Mountain University and a letter of intent as does the University of Utah. We will also require an interview which the other programs do not. However, we feel interviews are vital to ascertain communication skills, clarify of students' goals, and determine whether a match exists between students' goals and the philosophy of the OTGP. Interviews can be conducted through videoconferencing.

*c. Instructional models and type of technology used to deliver instruction*

University faculty will teach the proposed curriculum and use content experts in occupational therapy and other professions as guest speakers and as capstone supervisors as needed. Courses will be delivered basically one line; however, the Teaching Practicum course and some electives may only be offered in the traditional face to face format. Students will be required to come to campus at least once a year for 2 days Fall and Spring semesters.

*d. Opportunities outside the classroom*



Through the professional capstone, students can gain advanced specialty knowledge, expand existing services, develop new programs, and/or receive mentorship in practice from expert practitioners.

*e. Student support services needed, extent and cost*

No additional student support services beyond what is ordinarily provided to UNM graduate students will be needed. Existing student support services are sufficient for implementation of the OTD.

*f. Student support needed*

We do not anticipate GA/TA positions or scholarships. The majority of students enrolled in the OTD program are expected to be employed at least part time as occupational therapists.

*g. Student learning outcomes*

Student outcomes for the professional practice OTD degree:

1. Graduates will translate current scholarship in occupation, development and context to advanced professional practice
2. Graduates will utilize best current research evidence to support advanced professional practice, including accountability in practice, reimbursement, and program development
3. Graduates will advocate for clients, the profession, and issues that impact health and well-being in the community
4. Graduates will demonstrate competency to critically evaluate existing professional practices as a basis for improving service delivery
5. Graduates will apply learning principles to the education of clients, families communities, and occupational therapy students across practice, community, and academic settings
6. Graduates will assume leadership roles in the areas of public policy/ethics, professional advocacy, education, and practice

*h. Measurement of student outcomes*

Learning outcomes will be measured by successful completion of course requirements, completion of the Capstone project. The written paper for the Capstone project will demonstrate that students can develop, analyze, and/or evaluate effective occupational therapy programs to improve health and participation in daily life activities in New Mexicans; students will also present their results formally through an oral presentation to the faculty, OTD and entry level MOT students.



- i. UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.

- j. *Accreditation needs*

There are no accreditation or licensure requirements for the post professional OTD degree.

## **8. Assessment of operations and impact**

The Division Chief of Occupational Therapy will interface with the UNM HSC Registrar's Office to ensure that policies related to academic admissions, student progression and program delivery are maintained. The Division Chief will work with faculty advisors to monitor student progression and results of the Capstone Project. Graduation rates and time to graduation will be monitored beginning in the year when the first cohort of students would be expected to graduate and then yearly thereafter. Alumni will be surveyed on a periodic basis (every 5 years) to track job changes, career advances, national and local presentations and publications and program development. We will also examine the effect of the OTD Program on faculty workloads related to the delivery of the courses and overseeing the Capstone Projects on a yearly basis. The Occupational Therapy Graduate Program has been tracking faculty student publications and presentations since 1995 and will continue to track the publications and presentations that result from the Capstone projects.

<b>Methods</b>	<b>Timetable</b>
Formative course evaluations	Every semester
Summative course evaluations	Yearly
Student Progression	Yearly
Graduation Rates	At the time of the first graduate and then yearly
Faculty workloads	Yearly
Track faculty student publications & presentations	Yearly after the first student graduates
OTD Alumni survey	At the end of 1st 5 years of the program and very 5 years thereafter

## **9. Administrative responsibility for the program and institutional commitment**

- a. *Program governance structure*

The Occupational Therapy Graduate Program is a Division in the Department of Pediatrics in the School of Medicine (SOM). The Division Chief of Occupational Therapy is the primary person responsible for all the educational programs offered by the



Division. The Division Chief will ensure that policies related to academic admissions, student progression and program delivery and evaluation are maintained. Senior faculty will have significant ongoing input into all aspects of the OTD program. The Division Chief reports to the Chair of Pediatrics who reports to the Executive Dean for the SOM. The Executive Dean reports to the Chancellor for the HSC, Dr. Paul Roth, who is committed to meeting the education and health needs of the state of New Mexico.

The Occupational Therapy Faculty are committed to offering the OTD degree. They are actively involved in the advancement of occupational therapy practice and research at the OTGP as well as in their participation in national and community endeavors. The HSC and SOM are also committed to providing excellent educational opportunities and pursuing new knowledge and excellence of practice to improve the health of all New Mexicans.



**BILL #18S**

**2021 SPRING SESSION**

**Legislative Action:**

Introduced by: President Mia Amin (A)(E), Ryan Regalado (A)(E), Senator Romero-Salas (S)

1st Reading: 4/21/2021

Referred To: Steering & Rules

2nd Reading: 4/28/2021

Committee Action: 5-0-0-0

3rd Reading: \_\_\_\_\_

Senate Action: 19-0-0-1

**Executive Action:**

☒ Approved ☐ Vetoed



4/30/2021

ASUNM President

Date

Unsigned by the President on this \_\_\_\_\_ day of \_\_\_\_\_ 2021. Bill automatically becomes law.

**Legislative Response:**

Veto override vote taken: \_\_\_\_\_ Senate Action: \_\_\_\_\_

Be it enacted by the Associated Students of the University of New Mexico that the following be amended in (*Judicial Branch - Article IV*) of the ASUNM (*Constitution*):

**ARTICLE IV. Judicial Branch**

Section 1. Judicial Function

The Judicial power of the ASUNM Government, with the exception of impeachment, shall be vested in the Student Court.

Section 2. Student Court

A. The Student Court shall have original jurisdiction in all cases arising under this Constitution, the laws and by-laws of the ASUNM Government, ASUNM Government money allocations and the regulations and actions of the various bodies and committees of the ASUNM Government with the exception of those judicial powers of the Student Conduct Committee and the Senate. The Student Court shall also have appellate jurisdiction over the decisions of the Attorney General and the Elections Commission. (5- 16-97) (3-11-02)(10-24-09)

B. The Court shall be composed of a Chief Justice and four Associate Justices. The justices must have attended the University, main campus, at least one semester immediately prior to their appointment, **and be a student in good standing.** The justices shall be appointed by the President and confirmed by the Senate. The term of office of the Chief Justice ~~and Associate Justices shall be no longer than the calendar year. Their term shall begin when the oath of office has been administered and end exactly at 1 p.m. on the last day of the spring semester. All Justices may apply and be reappointed to another term if they are to remain on the court.~~ **shall mirror that of the ASUNM President. Their term will begin when the oath of office has been administered in the Summer and end at exactly 1 p.m. on the last day of the Spring semester the following year. The term of office of the Associate Justices will begin at the exactly 1 p.m. on the last day of the Fall semester and end at exactly 1 p.m. on the last day of the Fall semester the following year. All Justices must apply and be reappointed to another term if they are to remain on the court.** (10-24- 09) (05-14-13)



- 46 C. The Chief Justice shall preside over the Court and shall be responsible for the publication of the  
47 decisions of the Court. A decision of the Court shall be made with the written concurrence of at least  
48 three of the justices. If there is a vacancy or absence of three of the justices, the remaining justice(s)  
49 may only act on administrative matters subject to later approval by at least three justices. Details of  
50 court procedure not prescribed by this Constitution or by legislation shall be the responsibility of the  
51 court itself.
- 52 D. Any justice, upon written request for the issuance of a subpoena ordering a person to appear before  
53 the Court, may issue such subpoena. The subpoena may be contested before the Court. Any student  
54 failing to comply with a properly issued subpoena may be suspended from ASUNM Government  
55 offices and committees.
- 56 E. Any student failing to comply with a properly issued Court Order may be suspended from ASUNM  
57 Government offices and committees.
- 58 F. Any act which is calculated to hinder or obstruct the Court in administration of justice may be  
59 considered in contempt of court if committed by a person who does so willingly in an attempt to  
60 impede the administration of justice. A party may be found guilty of Contempt of Court only if a) the  
61 act is done in the presence of the court and its presiding judge; or b) the party fails to comply with an  
62 order of the Court. Any student or group found guilty of contempt of court may be suspended from  
63 ASUNM Government offices and committees.
- 64 G. Student Court decisions may be appealed to the Student Conduct Committee if the Committee will be  
65 able to hear and decide the appeal before the end of the semester, as determined by the Dean of  
66 Students. If the Student Conduct Committee is unable to accept the appeal, the Dean of Students will  
67 hear and decide it. Decisions of the Dean of Students may be appealed to the Vice President for  
68 Student Affairs. The President and the Board of Regents reserve the discretionary authority to review  
69 all decisions. (3-11-02)
- 70 H. The Chief Justice shall prepare and submit to the Senate a budgetary proposal for the next fiscal year  
71 for the Judicial Branch of the government. (8-10-93) (12-13-16)



**BOARD OF REGENTS OF THE  
UNIVERSITY OF NEW MEXICO**

**RESOLUTION APPOINTING CERTAIN DIRECTORS  
OF UNM MEDICAL GROUP, INC.**

**WHEREAS**, the Regents of the University of New Mexico (the “**Regents**”) are the sole member of the UNM Medical Group, Inc., as a New Mexico Nonprofit and University Research Park and Economic Development Act corporation (“**UNMMG**”); and

**WHEREAS**, the Regents, have been advised that there is a certain vacancy on the Board of Directors of UNMMG with respect to the Physician Advisory Group nominee; and

**WHEREAS**, pursuant to the requirements of the University Research Park and Economic Development Act, NMSA 1978, Section 21-28-1 *et seq.*, and UNMMG’s Fifth Amended and Restated Bylaws, the Board of Regents must appoint the Board of Directors of UNMMG and, therefore, pursuant to Regents Policy 3.5, the nominees to the Board of Directors of UNMMG must be presented to the Board of Regents for approval; and

**WHEREAS**, the HSC Committee, having considered the nominee listed below and the presentation made to the Committee in respect to the nominee to the UNMMG Board of Directors, recommends the nominee for approval to the Board of Regents.

**NOW, THEREFORE, BE IT:**

**RESOLVED**, that the following individual be, and he hereby is, appointed as Director of UNMMG, effective January 1, 2022, to serve in such capacity for the term indicated below, and until his successor is appointed and qualified:

**Class C Director (Term ending December 31, 2023)**

1. Richard Miskimins, M.D., Chair-Elect, Physician Advisory Group, UNM School of Medicine

PASSED, APPROVED, AND ADOPTED BY VOTE OF THE BOARD OF REGENTS ON December 07, 2021.

By: \_\_\_\_\_  
Douglas M. Brown,  
President of the Board of Regents



# RICHARD J MISKIMINS, MD

---



## PERSONAL INFORMATION

E-mail: [rmiskimins@salud.unm.edu](mailto:rmiskimins@salud.unm.edu)

## EDUCATION

July 2008 – June 2012 Texas A&M Health Science Center  
College of Medicine  
Doctor of Medicine (M.D.)

Sep 2004 – May 2008 Brigham Young University-Idaho  
College of Physical Sciences and Engineering  
Bachelor of Science in Chemistry

## GRADUATE MEDICAL EDUCATION

Aug 2017 – July 2018 Fellowship – Surgical Critical Care  
Oregon Health and Science University Hospital  
Oregon Health and Science University

July 2013 – June 2017 Residency - General Surgery  
University of New Mexico Hospital  
University of New Mexico Health Science Center

July 2012 – June 2013 Internship - General Surgery  
University of New Mexico Hospital  
University of New Mexico Health Science Center

## CLINICAL POSITIONS

Aug 2018 – Present Assistant Professor of Surgery  
Division of Acute Care Surgery  
Department of Surgery  
University of New Mexico, Albuquerque, NM

July 2019 – Present Medical Director Emergency General Surgery  
University of New Mexico Hospital



## BOARD CERTIFICATION

American Board of Surgery – General Surgery

American Board of Surgery – Surgical Critical Care

## ADDITIONAL CERTIFICATIONS

Advanced Trauma Life Support (ATLS)

Advanced Trauma Life Support Instructor

Advanced Cardiac Life Support (ACLS)

Basic Cardiac Life Support (BLS)

Definitive Surgical Trauma Care (DSTC)

Advanced Surgical Skills for Exposure in Trauma (ASSET)

Fundamentals of Critical Care Course (FCCS)

Fundamental of Laparoscopic Surgery (FLS)

## AWARDS, HONORS, & DISTINCTIONS

- |      |   |
|------|---|
| 2019 | Faculty Teaching Award runner-up graduating chief residents   |
| 2017 | Teaching Award - Excellence in Medical Student Education  |
| 2016 | 1 <sup>st</sup> Place – Resident Paper Competition for the New Mexico Regional Committee on Trauma with Presentation at COT Region VI Competition for: <i>“Trends in therapeutic laparoscopy an analysis of the National Trauma Data Bank”</i>                    |
| 2016 | 1 <sup>st</sup> Place – The William Kridelbaugh Resident Research Competition at the New Mexico Chapter of the American College of Surgeons annual meeting for: <i>“Bile leak after operative AAST grade III-V liver injuries risk factors and management”</i>    |
| 2015 | 1 <sup>st</sup> Place – The William Kridelbaugh Resident Research Competition at the New Mexico Chapter of the American College of Surgeons annual meeting for: <i>“Complications of pelvic ring fixation in patients requiring laparotomy”</i>                   |
| 2014 | 1 <sup>st</sup> Place – Resident Paper Competition for the New Mexico Regional Committee on Trauma with Presentation at COT Region VI Competition for: <i>“Complications associated with pelvic fixation methods in combined pelvic and abdominal trauma”</i>     |
| 2013 | 1 <sup>st</sup> Place – The William Kridelbaugh Resident Research Competition at the New Mexico Chapter of the American College of Surgeons annual meeting for: <i>“Management of Hepatic Trauma in New Mexico’s Single Level 1 Trauma Center from 2005-2012”</i> |
| 2013 | Intern of the Year Award for University of New Mexico Health Science Center Department of Surgery   |

## PROFESSIONAL SOCIETIES

American College of Surgeons 2012-Current

Eastern Association for the Surgery of Trauma 2018-Current



## COMMITTEE SERVICE

### NATIONAL

Surgical Council on Resident Education (SCORE) Resident Advisory Group 2013-2017

### UNIVERSITY OF NEW MEXICO HOSPITAL

Physician Advisor for Billing and Coding 2020-Current

Inpatient Access to Care Improvement Team Physician Advisor 2018-Current

Geographic Patient Placement Team Physician Advisor 2018-Current

Clinical Documentation Improvement Physician Advisor 2019-Current

Medical Executive Committee Resident Representative 2012-2016

Documentation Improvement Committee 2014-2016

Graduate Medical Education (GME) Resident Council 2012-2016

ACGME Clinical Learning Environment Review (CLER) 2015

## TEACHING & EDUCATION

### INVITED SPEAKER-NATIONAL

1. American College of Surgeons – “Use of Advanced Endoscopy in Acute Care Surgery” Oct 23-27, 2021
2. American Association for the Surgery of Trauma – “Professional Fee Coding” September 8-18, 2020

### INVITED SPEAKER-REGIONAL

3. Speaker: UNM Department of Internal Medicine Grand Rounds – “Risk Assessment and Frailty in Emergent Surgery” April 15<sup>th</sup>, 2021
4. Speaker: UNM Department of Surgery Ground Rounds – “Why should I Care and How to do less while getting paid more” October 9<sup>th</sup>, 2020
5. Speaker: UNM Department of Surgery Ground Rounds – “Injury in New Mexico: A Public Health Epidemic” March 1<sup>st</sup>, 2019
6. Speaker: UNM Department of Internal Medicine Ground Rounds – “Firearm Deaths in New Mexico” February 7<sup>th</sup> 2019
7. Speaker: UNM Trauma Symposium – “Firearm Injury in New Mexico” November 10<sup>th</sup>, 2018
8. Speaker: Oregon State Trauma Advisory Board – “Suprahepatic IVC Injury” April 13, 2018
9. Speaker: New Mexico Regional Critical Care Conference – “Abdominal Compartment Syndrome” October 22, 2015 Albuquerque, NM
10. Lecture: Intern Boot Camp – “Improving Documentation and Increasing Productivity” 2013-16

## SCHOLARLY BIBLIOGRAPHY

### ORIGINAL, PEER – REVIEWED MANUSCRIPTS

1. **Miskimins, R.**, Pati, S., & Schreiber, M. “*Barriers to clinical research in trauma.*” Transfusion, 2019 Feb 59(S1), 846-853.  
[PMID: 30585332]



2. Kilen P, Greenbaum A, **Miskimins R**, Rojo M, Preda R, Howdieshell T, Lu S, West S. “*General surgeon management of complex hepatopancreatobiliary trauma at a level I trauma center.*” Journal of Surgical Research. 2017;217(Supplement C):226-31. [PMID: 28602224]
3. Shapera E, **Miskimins R**, Verlanic J, Vigil A. “*A Petrifying Bowel Movement: a non-operative assistance to nature's resolution of colonic gallstone obstruction?*”. ACTA GASTRO-ENTEROLOGICA BELGICA. 2017 Apr 1;80(2):325-6. [PMID: 29560704]
4. Greenbaum A, **Miskimins R**, Coffman B, Paul J. “*Management of splenic ectopic pregnancy presenting with massive haemoperitoneum.*” BMJ case reports. 2016 Dec 8;2016. [PMID: 27932439]
5. **Miskimins R**, Decker M, Hobby B, Howdieshell T, Lu S, West SD. “*Complications of pelvic ring fixation in patients requiring laparotomy.*” Journal of Surgical Research. 2015 Nov 30;199(1):244-8. [PMID: 26227674]
6. Szoka N, Murray-Krezan C, **Miskimins R**, Greenbaum A, Tobey D, Faizi S, West S, Lu S, Howdieshell T, Demarest G, Nir I. “*Interhospital transfer of liver trauma in New Mexico: a state of austere resources.*” Journal of Surgical Research. 2014 Sep 30;191(1):25-32. [PMID: 24990540]
7. Chung CP, **Miskimins R**, Kuehl TJ, Yandell PM, Shull BL. “*Permanent suture used in uterosacral ligament suspension offers better anatomical support than delayed absorbable suture.*” International urogynecology journal. 2012 Feb 1;23(2):223-7. [PMID: 21892683]

## PRESENTATIONS

1. **Miskimins R**, Greenbaum A, Kilen P, Preda R, Lu SW, Howdieshell TR, West SD. *Bile Leak after Operative AAST Grade III-V Liver Injuries Risk Factors and Management.* Academic Surgical Conference. Las Vegas, NV, Feb 7-9, 2017
2. **Miskimins R**, Auyang E, West S, Lu SW. *Trends in therapeutic laparoscopy an analysis of the national trauma data bank.* Region 6 Committee on Trauma Resident Research Competition. Dallas, TX, Nov 19, 2016
3. **Miskimins R**, Greenbaum A, Kilen P, Preda R, Lu SW, Howdieshell TR, West SD. *Bile Leak after Operative AAST Grade III-V Liver Injuries Risk Factors and Management.* New Mexico Chapter of the American College of Surgeons Annual Meeting. Albuquerque, NM Sept 17-18, 2016



4. **Miskimins R**, Webb L, West SD, Delu A, Lu SW. *Time to Pelvic Embolization is Increased in those Presenting After Business Hours and On Weekends*. Academic Surgical Conference. Jacksonville, FL, Feb 2-4, 2016
5. **Miskimins R**, Decker M, Hobby B, Howdieshell T, Lu S, West SD. *Complications of pelvic ring fixation in patients requiring laparotomy*. New Mexico Chapter of the American College of Surgeons Annual Meeting. Albuquerque, NM Sept 18-19, 2015
6. **Miskimins R**, Hsiung G, Carlson J, Klingensmith M. *How to use SCORE for optimal resident learning and patient care*. Surgical Education Week. Seattle, WA, April 21-25, 2015
7. **Miskimins R**, Decker M, Hobby B, Howdieshell T, Lu S, West SD. *Complications Associated with Pelvic Fixation Methods in Combined Pelvic and Abdominal Trauma*. Academic Surgical Conference. Las Vegas, NV, Feb 3-5, 2015
8. **Miskimins R**, Decker M, Hobby B, Howdieshell T, Lu S, West SD. *Complications associated with pelvic fixation methods in combined pelvic and abdominal trauma*. Region 6 Committee on Trauma Resident Research Competition. Dallas, TX, Nov 8, 2014
9. **Miskimins R**, West SD, Lu S. *Blunt Pelvic Trauma at the University of New Mexico Hospital*. UNM Department of Surgery Resident Research Day. Albuquerque, NM June 20, 2014
10. Szoka N, **Miskimins R**, Greenbaum A, Demarest G, Nir I. *Management of Hepatic Trauma in New Mexico's Single Level 1 Trauma Center from 2005-2012*. New Mexico Chapter of the American College of Surgeons Annual Meeting. Albuquerque, NM, Sept 13-14, 2013

#### **BOOK CHAPTERS**

1. Tawil I, **Miskimins RJ** and Dellinger RP "Acute Respiratory Distress Syndrome (ARDS)" in *Critical Care Emergency Medicine 2<sup>nd</sup> Edition*, Chiu W, Farcy D, Flaxman A, and Marshall J, eds., New York, NY: McGraw-Hill Education; 2017. p. 107–15.

#### **AWAITING PUBLICATION**






---

University Controller  
Financial Services, Main Campus  
Phone: (505) 277-5111  
FAX: (505) 277-7662

**MEMORANDUM**

**DATE:** November 10, 2021

**TO:** Teresa Costantinidis  
Senior Vice President for Finance and Administration

**FROM:** Elizabeth Metzger, CPA   
University Controller

**RE:** Two (2) Items: One (1) Action Item and One (1) Information Item for Board of Regents' Finance & Facilities Committee Meeting

*Action Items.*

The New Mexico Higher Education Department, Institutional Finance Division, Quarterly Financial Actions Report and Certification through September 30, 2021 needs to be approved at the November 30, 2021 Finance & Facilities Committee meeting.

*Information Items.*

The Quarterly Consolidated Financial Report through September 30, 2021 will be presented at the November 30, 2021 Finance & Facilities Committee meeting.



New Mexico Higher Education Department  
Institutional Finance Division  
Quarterly Financial Certification Report Template

Please complete and sign the following Financial Certification Report and submit with the Quarterly Financial Actions Report.

To the best of my knowledge, I certify that the information provided in the attached Financial Actions Report for the:

1<sup>st</sup>   X   2<sup>nd</sup>        3<sup>rd</sup>        4<sup>th</sup>        Quarter, FY  2022 

is correct as of the signature dates noted below, and that

The University of New Mexico

---

has a functioning financial accounting system that captures assets, liabilities, revenues, and expenditures on a timely basis, and the Governing Board receives timely notification of any significant actual or projected variances between budgeted and actual revenues and expenditures.

---

Sandra Begay, Chair, Board of Regents-F&F	Date
---	------

---

Garnett S. Stokes, President	Date
------------------------------	------

---

Teresa Costantinidis, Senior VP for Finance & Administration	Date
--	------



# University of New Mexico

## Quarterly Financial Actions Report

Fiscal year 2022

Date 11/10/2021

Period (check one)

Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☐ Quarter 4 ☐

**During the period of time covered by this report; did your institution:**

(1) Request an advance of state subsidy? Yes ☐ No ☒

(2) Fail to make its required payments, as scheduled, to appropriate retirement system(s)? Yes ☐ No ☒

(3) Fail to make its payroll payments, as scheduled? Yes ☐ No ☒

(4) Fail to make its scheduled debt service payments? Yes ☐ No ☒

(5) Fail to make payments to vendors, as scheduled, due to a cash deficiency or a substantial deficiency in the payment processing system? Yes ☐ No ☒

(6) Relative to the original fiscal year budget, experience any significant actual or anticipated financial changes that are not reflected in a submitted Budget Adjustment Request (BAR). Significant financial changes refers to fiscal activity that will result in a substantially reduced year-end fund balance or any increase in a fund balance deficit. Yes ☐ No ☒

If the answer to any of the above questions is "Yes," please describe in a separate document:

- (i) the reason for the occurrence,
- (ii) the actions taken by your institution to resolve this particular occurrence, and
- (iii) the actions taken by your institution to prevent events such as this from occurring again.

In addition, if the answer to number 6 is "Yes," please describe in a separate document the nature of the financial changes and describe and assess the impact that the changes will have on your institution's planned year-end financial position. (See attached.)





**Quarterly Financial Report**

**Consolidated Total Operations Current Funds**

**Fiscal Year to Date as of September 30, 2021**



# Contents

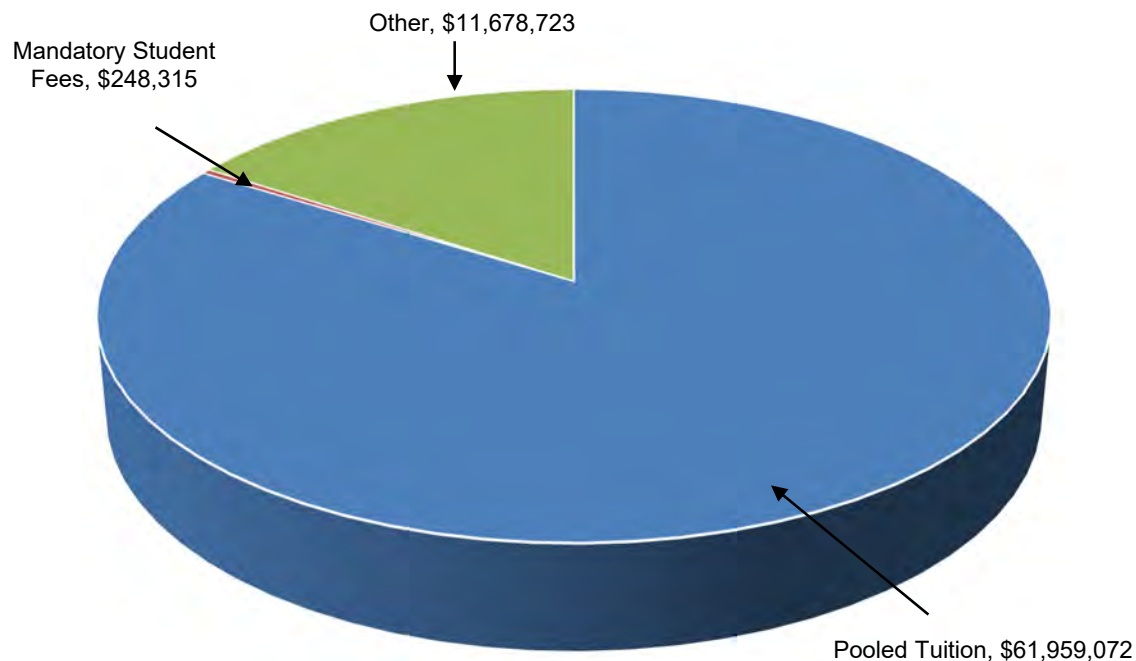
<b>Consolidated Total Operations – 3-Year Net Revenue</b>	<b>5</b>
<b>Executive Budget Summary</b>	<b>6</b>
<b>Financial Reports</b>	
Consolidated - Total Operations Current Funds	8
Main Campus - Athletics and Auxiliary Operations	11
Main Campus – Total Operations Current Funds	14
Branch Campuses – Total Operations Current Funds	17
<b>Appropriations Schedules</b>	
Consolidated – Total Operations Current Funds	19



## Summary of Items in the Consolidated Financial Report As of September 30, 2021

- Instruction and General (Consolidated page 8, Main Campus page 14): Tuition and Fees - The graph below indicates the portion of Main Campuses I&G Tuition and Fee revenue that is pooled and allocated to the departments. The remainder of I&G Tuition and Fee revenue is distributed directly to the units, EX: tuition differential, course fees.

**Main Campus Tuition and Fees  
as of September 30, 2021**



Other includes tuition differential, off-campus extension tuition, ASM Executive and Professional Education Center (EPEC) tuition, and various fee classifications (application, course, extended education, other student, testing binding, thesis, and reserves).

Budget	\$115,973,247
Difference	\$ 54,014,175



- HSC Clinical and Academic Operations (Consolidated page 10): Effective in FY20, HSC information was not presented as a separate report in the Consolidated Financial Report. HSC is presented in the Clinical Operations section that also includes UNM Hospitals, UNM Medical Group, and SRMC. (These actuals do not include intercompany eliminations.) Actuals for the current year and prior year through September are as follows:

<b>Clinical Operations</b>		<b>FY22 – as of 09/30/21</b>		<b>FY21 – as of 09/30/20</b>		<b>Variance between FY2022 and FY2021</b>
UNM HSC Academic Enterprise	\$	6,219,594	\$	3,380,343	\$	2,839,251
UNM Hospitals Operations	\$	1,476,112	\$	24,624,810	\$	-23,148,698
UNM Medical Group	\$	4,861,265	\$	2,812,710	\$	2,048,555
SRMC	\$	,12,466	\$	503	\$	,11,963
<b>Total</b>	<b>\$</b>	<b>12,569,437</b>	<b>\$</b>	<b>30,818,366</b>	<b>\$</b>	<b>-18,248,929</b>

- COVID-19 CARE Funding Received in Fiscal Year 21-22 as of September 30, 2021:

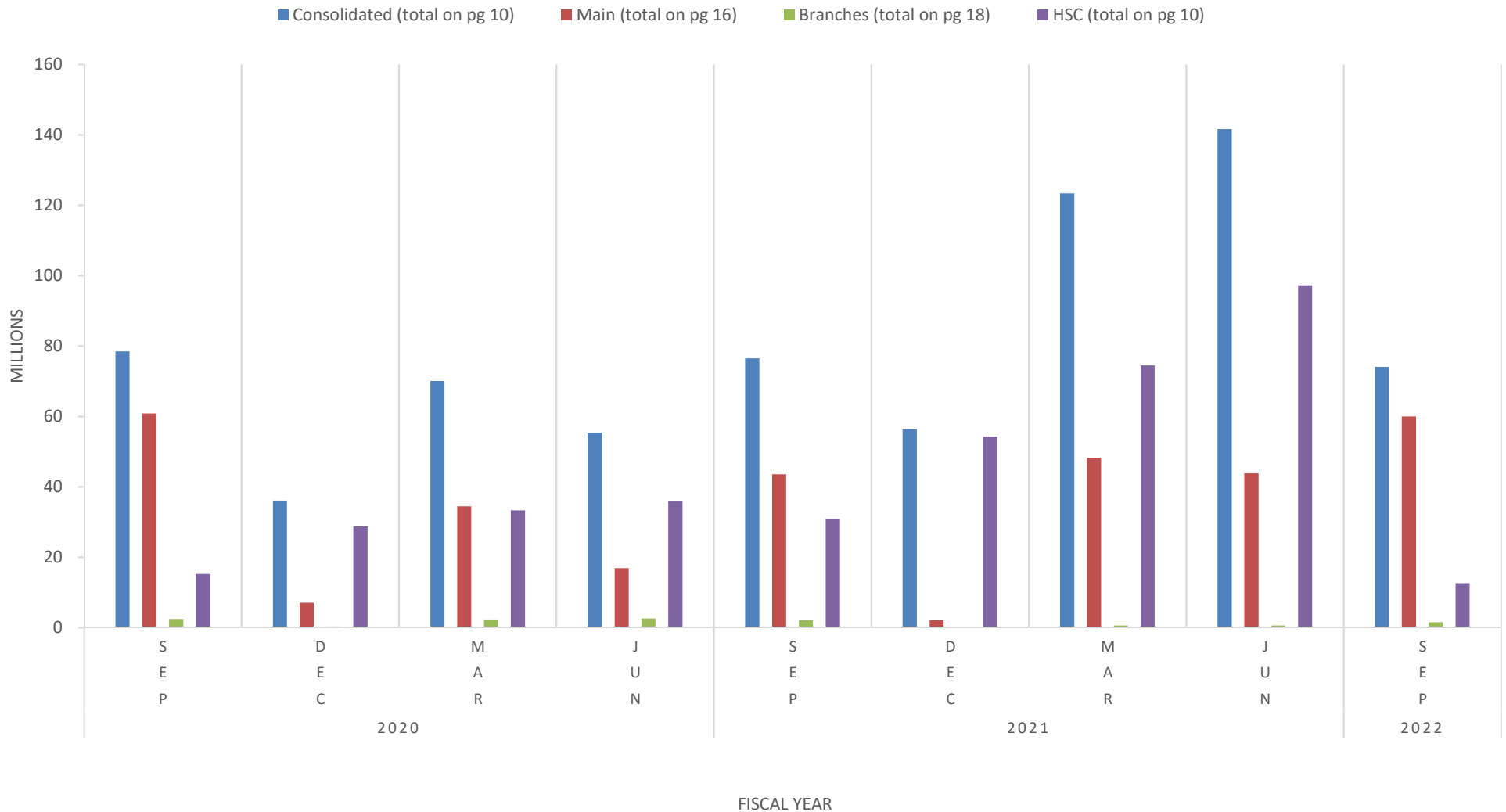
<b>Campus</b>		<b>Total</b>
Main (HEERF III)	\$	1,998,528
Main Student Awards (HEERF III)		27,818,722
<b>Total</b>	<b>\$</b>	<b>29,817,250</b>

HEERF – Higher Education Emergency Relief Funds





**CONSOLIDATED TOTAL OPERATIONS - 3 YEAR NET REVENUE**  
**(NET REVENUE = TOTAL REVENUES LESS TOTAL EXPENSES FOR THE CONSOLIDATED AND EACH CAMPUS)**  
**FISCAL YEAR TO DATE AS OF SEPTEMBER 30, 2021**





## **Executive Budget Summary**

### **University of New Mexico Consolidated Financial Report**

### **Fiscal Year 2022 UNM Operating Budget**

This report covers current fund operations for the University, including Main Campus, Branch Campuses, and Clinical Operations including the HSC Campus.

**Instruction and General's** operations projects a use of reserves of \$5.4M for the Fiscal Year 2022 UNM Operating Budget; \$4.4M use of reserves at the Main Campus and \$1.0M use of reserves at the Branch Campuses. HSC's revised budget for I&G is now included in the Clinical Operations budget.

**Unrestricted Research** operations projects a use of reserves of \$3.8M for the Fiscal Year 2022 UNM Operating Budget-all at the Main Campus. HSC's revised budget for research is now included in the Clinical Operations budget.

**Unrestricted Public Service** operations projects a use of reserves of \$2.5M for the Fiscal Year 2022 UNM Operating Budget; \$2.5M use of reserves is at the Main Campus and a \$94K use of reserves is at the Branch Campuses. HSC's revised budget for Unrestricted Public Service is now included in the Clinical Operations budget.

**Student Aid** operations projects a use of reserves of \$14.2M for the Fiscal Year 2022 UNM Operating Budget; \$14.2M use of reserves is at the Main Campus and a \$12K use of reserves is at the Branch Campuses. HSC's revised budget for Student Aid is now included in the Clinical Operations budget.

**Student Activities** are the operations of Student Government and Student organizations. The FY 2022 UNM Operating Budget projects a positive net margin of \$53K. HSC's revised budget for Student Activities is now included in the Clinical Operations budget.

#### **Auxiliaries and Athletics**

The FY 2022 UNM Operating Budget for Auxiliaries and Athletics projects a positive net margin of \$2.5M.

**Sponsored Programs** operations are our contract and grant research and public service projects funded by outside agencies and companies. These operations will always record a zero net revenue over expense by the nature of their funding. The agency pays for a service or research project, and normally any unspent funds must be returned to the agency.



**Clinical Operations** now includes HSC (UNM HSC Academic Enterprises), UNM Hospital, UNM Medical Group, and SRMC. The FY 2022 UNM Operating Budget for Clinical Operations totals \$29,396,275 and is listed by unit below:

- UNM HSC Academic Enterprise as a budgeted net margin of \$1,166,740
- UNM Hospitals operations has a budgeted net margin of \$19,804,531
- UNM Medical Group operations has a budgeted net margin of \$8,420,391
- SRMC has a budgeted net margin of \$4,613



**Statements of Revenues, Expenses and Changes in Net Position**  
**For the three month ended September 30, 2021**  
**Preliminary and Unaudited**

**University of New Mexico - Consolidated Total Operations Current Funds**

	<b>FY 2022 Full Year Operating Budget</b>	<b>FY 2022 Year-to-Date Actual</b>	<b>Fiscal YTD Favorable/(Unfavorable) Compared to Budget</b>	<b>Actual to Budget Benchmark Rate 25%</b>	<b>FY 2021 Year-to-Date Actual**</b>	<b>FY 2022 YTD Actual Change From FY 2021 YTD Actual</b>
Instruction and General						
Tuition and Fees Revenues***						
Main Campus	137,276,532	73,886,110	(63,390,422)	54%	75,572,385	(1,686,275)
Branch Campuses	5,937,855	2,884,075	(3,053,780)	49%	3,181,316	(297,241)
Total Tuition and Fees Revenues	143,214,387	76,770,185	(66,444,202)	54%	78,753,701	(1,983,516)
State/Local Appropriations	229,615,894	57,403,974	(172,211,920)	25%	54,157,269	3,246,705
COVID-19 HEERF III Award (Higher Education Emergency Relief Funds)	-	1,998,528	1,998,528	N/A	-	1,998,528
F & A Revenues	19,990,000	5,805,821	(14,184,179)	29%	5,098,239	707,582
Transfers	(52,916,556)	(14,170,357)	38,746,199	27%	(15,078,548)	908,191
Other Revenues	18,721,511	6,496,300	(12,225,211)	35%	4,320,619	2,175,681
Total Instruction and General Revenues	358,625,236	134,304,451	(224,320,785)	37%	127,251,280	7,053,171
Salaries	215,606,352	45,148,789	170,457,563	21%	46,221,865	1,073,076
Benefits	77,632,277	18,663,503	58,968,774	24%	18,393,475	(270,028)
Other Expenses	70,849,168	17,916,704	52,932,464	25%	14,337,753	(3,578,951)
Total Instruction and General Expenses	364,087,797	81,728,996	282,358,801	22%	78,953,093	(2,775,903)
Net Instruction and General Revenue (Expense)	(5,462,561)	52,575,455	58,038,016		48,298,187	4,277,268
Research						
State/Local Appropriations	1,769,400	442,350	(1,327,050)	25%	451,488	(9,138)
Transfers	14,907,479	2,313,305	(12,594,174)	16%	1,565,546	747,759
Other Revenues	304,788	(325,348)	(630,136)	-107%	35,560	(360,908)
Total Research Revenues	16,981,667	2,430,307	(14,551,360)	14%	2,052,594	377,713
Salaries and Benefits	10,027,912	3,043,908	6,984,004	30%	3,015,692	(28,216)
Other Expenses	10,796,376	1,324,413	9,471,963	12%	1,814,628	490,215
Total Research Expenses	20,824,288	4,368,321	16,455,967	21%	4,830,320	461,999
Net Research Revenue (Expense)	(3,842,621)	(1,938,014)	1,904,607		(2,777,726)	839,712
Public Service						
State/Local Appropriations	5,415,100	1,353,775	(4,061,325)	25%	1,313,313	40,462
Sales and Services Revenues	4,529,071	1,555,829	(2,973,242)	34%	1,447,273	108,556
Gifts	9,270,661	2,471,443	(6,799,218)	27%	2,174,308	297,135
Transfers	406,648	21,094	(385,554)	5%	(190,878)	211,972
Other Revenues	4,771,031	(136,416)	(4,907,447)	-3%	663,239	(799,655)
Total Public Service Revenues	24,392,511	5,265,725	(19,126,786)	22%	5,407,255	(141,530)
Salaries and Benefits	12,223,694	3,022,613	9,201,081	25%	2,638,885	(383,728)
Other Expenses	14,724,361	1,991,039	12,733,322	14%	2,113,728	122,689
Total Public Service Expenses	26,948,055	5,013,652	21,934,403	19%	4,752,613	(261,039)
Net Public Service Revenue (Expense)	(2,555,544)	252,073	2,807,617		654,642	(402,569)



**Statements of Revenues, Expenses and Changes in Net Position**  
**For the three month ended September 30, 2021**  
**Preliminary and Unaudited**

**University of New Mexico - Consolidated Total Operations Current Funds**

	<b>FY 2022 Full Year Operating Budget</b>	<b>FY 2022 Year-to-Date Actual</b>	<b>Fiscal YTD Favorable/(Unfavorable) Compared to Budget</b>	<b>Actual to Budget Benchmark Rate 25%</b>	<b>FY 2021 Year-to-Date Actual**</b>	<b>FY 2022 YTD Actual Change From FY 2021 YTD Actual</b>
Student Aid						
Gifts	7,777,999	1,914,033	(5,863,966)	25%	1,649,071	264,962
State Lottery Scholarship***	31,824,000	15,912,000	(15,912,000)	50%	11,725,000	4,187,000
Transfers	19,495,114	4,442,187	(15,052,927)	23%	4,510,637	(68,450)
Other Revenues	544,290	6,099	(538,191)	1%	10,125	(4,026)
Total Student Aid Revenues	59,641,403	22,274,319	(37,367,084)	37%	17,894,833	4,379,486
Salaries and Benefits	1,744,735	746,395	998,340	43%	532,844	(213,551)
Other Expenses	72,068,426	23,747,063	48,321,363	33%	22,377,722	(1,369,341)
Total Student Aid Expenses	73,813,161	24,493,458	49,319,703	33%	22,910,566	(1,582,892)
Net Student Aid Revenue (Expense)	(14,171,758)	(2,219,139)	11,952,619		(5,015,733)	2,796,594
Student Social & Cultural Programs						
Fee Revenues***	8,282,884	6,187,305	(2,095,579)	75%	3,374,682	2,812,623
Sales and Services Revenues	799,134	115,832	(683,302)	14%	104,369	11,463
Transfers	569,135	(112,684)	(681,819)	-20%	196,210	(308,894)
Other Revenues	37,770	18,164	(19,606)	48%	4,422	13,742
Total Student Social & Cultural Programs Revenues	9,688,923	6,208,617	(3,480,306)	64%	3,679,683	2,528,934
Salaries and Benefits	5,845,756	1,159,094	4,686,662	20%	1,091,151	(67,943)
Other Expenses	3,790,339	745,340	3,044,999	20%	617,765	(127,575)
Total Student Social & Cultural Programs Expenses	9,636,095	1,904,434	7,731,661	20%	1,708,916	(195,518)
Net Student Social & Cultural Programs Revenue (Expense)	52,828	4,304,183	4,251,355		1,970,767	2,333,416
Auxiliaries and Athletics						
Branch Campuses Auxiliary Revenues	1,356,640	305,410	(1,051,230)	23%	241,866	63,544
Main Campus Auxiliaries Revenues	44,175,308	14,959,936	(29,215,372)	34%	12,637,682	2,322,254
Athletics Revenues	33,064,112	10,305,790	(22,758,322)	31%	7,053,298	3,252,492
Total Auxiliaries and Athletics Revenues	78,596,060	25,571,136	(53,024,924)	33%	19,932,846	5,638,290
Branch Campuses Auxiliary Expenses	1,661,640	340,893	1,320,747	21%	506,554	165,661
Main Campus Auxiliaries Expenses	46,279,820	7,466,774	38,813,046	16%	10,127,158	2,660,384
Athletics Expenses	33,180,317	9,255,350	23,924,967	28%	6,772,445	(2,482,905)
Total Auxiliaries and Athletics Expenses	81,121,777	17,063,017	64,058,760	21%	17,406,157	343,140
Net Auxiliaries and Athletics Revenue (Expense)	(2,525,717)	8,508,119	11,033,836		2,526,689	5,981,430



**Statements of Revenues, Expenses and Changes in Net Position**  
**For the three month ended September 30, 2021**  
**Preliminary and Unaudited**

**University of New Mexico - Consolidated Total Operations Current Funds**

	<b>FY 2022 Full Year Operating Budget</b>	<b>FY 2022 Year-to-Date Actual</b>	<b>Fiscal YTD Favorable/(Unfavorable) Compared to Budget</b>	<b>Actual to Budget Benchmark Rate 25%</b>	<b>FY 2021 Year-to-Date Actual**</b>	<b>FY 2022 YTD Actual Change From FY 2021 YTD Actual</b>
Sponsored Programs						
Federal Grants and Contracts Revenues	153,681,837	44,987,857	(108,693,980)	29%	40,310,938	4,676,919
COVID-19 HEERF III Award (Higher Education Emergency Relief Funds)	-	27,818,722	27,818,722	N/A	-	27,818,722
State and Local Grants and Contracts Revenues	19,434,023	5,943,552	(13,490,471)	31%	3,404,868	2,538,684
Non-Governmental Grants and Contracts Revenues	12,800,000	3,208,492	(9,591,508)	25%	2,560,318	648,174
Gifts	423,199	(6,650)	(429,849)	-2%	-	(6,650)
Transfers	2,672,000	601,277	(2,070,723)	23%	348,903	252,374
Other Revenues	-	(121,160)	(121,160)	N/A	(180,636)	59,476
Total Sponsored Programs Revenues	189,011,059	82,432,090	(106,578,969)	44%	46,444,391	35,987,699
Salaries and Benefits	75,332,585	18,672,629	56,659,956	25%	15,070,057	(3,602,572)
COVID-19 HEERF III Award (Higher Education Emergency Relief Funds)	-	27,818,722	27,818,722	N/A	-	(27,818,722)
Other Expenses	113,678,474	35,940,739	77,737,735	32%	31,374,334	(4,566,405)
Total Sponsored Programs Expenses	189,011,059	82,432,090	106,578,969	44%	46,444,391	(35,987,699)
Net Sponsored Programs Revenue (Expense)	-	-	-		-	-
HSC Clinical and Academic Operations*						
State/Local Appropriations	112,770,516	27,374,404	(85,396,112)	24%	26,485,972	888,432
Capital Appropriations	-	-	-	N/A	-	-
UNM Medical Group Revenues	445,495,116	108,440,796	(337,054,320)	24%	102,876,728	5,564,068
UNM Hospitals Revenues	1,419,504,331	370,133,162	(1,049,371,169)	26%	346,885,368	23,247,794
SRMC Revenues	114,807,605	26,901,632	(87,905,973)	23%	23,045,962	3,855,670
Tuition and Fees Revenue (Earned Only)	32,327,485	8,081,871	(24,245,614)	25%	7,653,097	428,774
F&A Revenues	28,000,000	7,299,842	(20,700,158)	26%	6,132,490	1,167,352
Mil Levy (Sandoval & Bernalillo Counties)	118,848,395	29,480,509	(89,367,886)	25%	28,229,739	1,250,770
Contract and Grant Revenues	220,142,916	58,544,301	(161,598,615)	27%	38,063,521	20,480,780
Transfers	6,118,241	872,278	(5,245,963)	14%	(350)	872,628
CARES ACT Funding	-	-	-	N/A	8,464,886	(8,464,886)
Other Revenues	109,987,770	29,218,053	(80,769,717)	27%	27,754,595	1,463,458
Total Clinical Operations Revenues	2,608,002,375	666,346,848	(1,941,655,527)	26%	615,592,008	50,754,840
Salaries and Benefits	1,212,120,701	311,993,652	900,127,049	26%	287,050,734	(24,942,918)
Contract and Grant Expenses	201,168,404	53,928,306	147,240,098	27%	33,645,612	(20,282,694)
Committed for Capital Projects	30,000,000	5,000,000	25,000,000	17%	7,500,000	2,500,000
Other Expenses	1,135,316,995	282,855,453	852,461,542	25%	256,577,296	(26,278,157)
Total Clinical Operations Expenses	2,578,606,100	653,777,411	1,924,828,689	25%	584,773,642	(69,003,769)
Net Clinical Operations Revenue (Expense)	29,396,275	12,569,437	(16,826,838)		30,818,366	(18,248,929)
<b>Net Current Revenue (Expense)</b>	<b>890,902</b>	<b>74,052,114</b>	<b>73,161,212</b>		<b>76,475,192</b>	<b>(2,423,078)</b>

\* Does not include intercompany eliminations

\*\* Prior year actuals may have been reclassified in order to be consistent with the 2022 presentation

\*\*\* Tuition/Fees, Lottery Scholarship, and Student Fees have a benchmark of 50%



Statements of Revenues, Expenses and Changes in Net Position - UNM Regents Format  
For the three month ended September 30, 2021  
Preliminary and Unaudited

**University of New Mexico - Main Campus Athletics & Auxiliary Operations**

	FY 2022 Full Year Operating Budget	FY 2022 Year-to-Date Actual	Fiscal YTD Favorable/(Unfavorable) Compared to Budget	Actual to Budget Benchmark Rate 25%	FY 2021 Year-to-Date Actual**	FY 2022 YTD Actual Change From FY 2021 YTD Actual
<b>Results of Athletics Operations:</b>						
Athletics Revenues	31,270,317	9,672,619	(21,597,698)	31%	6,511,475	3,161,144
Athletics Transfers	1,793,795	633,171	(1,160,624)	35%	541,823	91,348
Total Athletics Revenues	33,064,112	10,305,790	(22,758,322)	31%	7,053,298	3,252,492
Athletics Expenses						
Salaries and Benefits	14,080,242	3,243,106	10,837,136	23%	3,098,853	(144,253)
Grant-in-Aid	4,360,000	2,093,094	2,266,906	48%	2,098,427	5,333
Other Expenses	14,740,075	3,919,150	10,820,925	27%	1,575,165	(2,343,985)
Total Athletics Expenses	33,180,317	9,255,350	23,924,967	28%	6,772,445	(2,482,905)
Total Net Athletics Revenue (Expense)	(116,205)	1,050,440	1,166,645		280,853	769,587
<b>Results of Auxiliary Operations:</b>						
<b>VP for Institutional Support Services</b>						
Bookstore Revenues	8,549,936	3,693,736	(4,856,200)	43%	3,316,695	377,041
Bookstore Transfers	-	-	-	N/A	(85,320)	85,320
Total Bookstore Revenues	8,549,936	3,693,736	(4,856,200)	43%	3,231,375	462,361
Total Bookstore Expenses	9,147,080	3,452,171	5,694,909	38%	3,937,152	484,981
Net Bookstore Revenue (Expense)	(597,144)	241,565	838,709		(705,777)	947,342
University Club Revenues	38,904	9,228	(29,676)	24%	6,714	2,514
University Club Expenses	38,904	6,933	31,971	18%	12,604	5,671
Net Faculty & Staff Club Revenue (Expense)	-	2,295	2,295		(5,890)	8,185
Food Service/Dining Revenues	2,005,674	531,647	(1,474,027)	27%	512,786	18,861
Food Service/Dining Transfers	(792,959)	-	792,959	0%	-	-
Total Food Service/Dining Revenues	1,212,715	531,647	(681,068)	44%	512,786	18,861
Total Food Service/Dining Expenses	1,212,715	245,611	967,104	20%	290,128	44,517
Net Food Service/Dining Revenue (Expense)	-	286,036	286,036		222,658	63,378
Golf Courses Revenues	2,655,113	867,173	(1,787,940)	33%	648,036	219,137
Golf Courses Transfers	-	-	-	N/A	(9,813)	9,813
Total Golf Courses Revenues	2,655,113	867,173	(1,787,940)	33%	638,223	228,950
Total Golf Courses Expenses	2,615,861	643,107	1,972,754	25%	611,947	(31,160)
Net Golf Courses Revenue (Expense)	39,252	224,066	184,814		26,276	197,790
Housing Revenues	8,386,295	5,321,676	(3,064,619)	63%	3,152,867	2,168,809
Housing Transfers	(1,431,144)	(371,555)	1,059,589	26%	(384,501)	12,946
Total Housing Revenues	6,955,151	4,950,121	(2,005,030)	71%	2,768,366	2,181,755
Total Housing Expense	6,955,151	1,411,316	5,543,835	20%	1,625,326	214,010
Net Housing Revenue (Expense)	-	3,538,805	3,538,805		1,143,040	2,395,765



Statements of Revenues, Expenses and Changes in Net Position - UNM Regents Format  
For the three month ended September 30, 2021  
Preliminary and Unaudited

University of New Mexico - Main Campus Athletics & Auxiliary Operations

	FY 2022 Full Year Operating Budget	FY 2022 Year-to-Date Actual	Fiscal YTD Favorable/(Unfavorable) Compared to Budget	Actual to Budget Benchmark Rate 25%	FY 2021 Year-to-Date Actual**	FY 2022 YTD Actual Change From FY 2021 YTD Actual
Lobo Cash Revenues	44,000	22,759	(21,241)	52%	48,263	(25,504)
Lobo Cash Expenses	44,000	1,386	(42,614)	3%	14,855	13,469
Net Lobo Cash Revenue (Expense)	-	21,373	21,373		33,408	(12,035)
Other Revenues	477,398	(77,391)	(554,789)	-16%	146,667	(224,058)
Other Transfers	(397,353)	(434,676)	(37,323)	109%	(457,500)	22,824
Total Other Revenues	80,045	(512,067)	(592,112)	-640%	(310,833)	(201,234)
Total Other Expense	80,045	(5,250)	85,295	-7%	-	5,250
Net Other Revenue (Expense)	-	(506,817)	(506,817)		(310,833)	(195,984)
Parking and Transportation Revenues	5,985,912	3,560,580	(2,425,332)	59%	2,015,288	1,545,292
Parking and Trans Transfers	(1,831,755)	(510,722)	1,321,033	28%	(449,293)	(61,429)
Total Parking and Trans Revenues	4,154,157	3,049,858	(1,104,299)	73%	1,565,995	1,483,863
Total Parking and Trans Expenses	5,582,415	1,166,296	4,416,119	21%	1,119,905	(46,391)
Net Parking and Trans Revenue (Expense)	(1,428,258)	1,883,562	3,311,820		446,090	1,437,472
Popejoy Events Revenues	9,209,223	(1,255,427)	(10,464,650)	-14%	34,094	(1,289,521)
Popejoy Events Transfers	-	-	-	N/A	-	-
Total Popejoy Events Revenues	9,209,223	(1,255,427)	(10,464,650)	-14%	34,094	(1,289,521)
Total Popejoy Events Expenses	9,321,182	(999,691)	10,320,873	-11%	366,023	1,365,714
Net Popejoy Events Revenue (Expense)	(111,959)	(255,736)	(143,777)		(331,929)	76,193
Taos & Lawrence Ranch Revenues	55,000	55,000	-	100%	55,000	-
Taos & Lawrence Ranch Expenses	55,000	18,152	36,848	33%	10,064	(8,088)
Net Taos & Lawrence Ranch Revenue (Expense)	-	36,848	36,848		44,936	(8,088)
Ticketing Services Revenues	584,639	(232,447)	(817,086)	-40%	(4,260)	(228,187)
Ticketing Services Transfers	-	-	-	N/A	-	-
Total Ticketing Services Revenues	584,639	(232,447)	(817,086)	-40%	(4,260)	(228,187)
Total Ticketing Services Expenses	584,639	(591,102)	1,175,741	-101%	83,706	674,808
Net Ticketing Services Revenue (Expense)	-	358,655	358,655		(87,966)	446,621
Total VP for Institutional Support Services Revenues	33,538,883	11,179,581	(22,359,302)	33%	8,545,723	2,633,858
Total VP for Institutional Support Services Expenses	35,636,992	5,348,929	30,288,063	15%	8,071,710	2,722,781
Net VP for Institutional Support Services Revenue (Expense)	(2,098,109)	5,830,652	7,928,761		474,013	5,356,639



Statements of Revenues, Expenses and Changes in Net Position - UNM Regents Format  
For the three month ended September 30, 2021  
Preliminary and Unaudited

University of New Mexico - Main Campus Athletics & Auxiliary Operations

	FY 2022 Full Year Operating Budget	FY 2022 Year-to-Date Actual	Fiscal YTD Favorable/(Unfavorable) Compared to Budget	Actual to Budget Benchmark Rate 25%	FY 2021 Year-to-Date Actual**	FY 2022 YTD Actual Change From FY 2021 YTD Actual
<b>VP for Student Affairs</b>						
Student Health Center Revenues	7,772,269	2,790,453	(4,981,816)	36%	3,022,431	(231,978)
Student Health Center Expenses	7,772,269	1,586,943	6,185,326	20%	1,630,687	43,744
Net Student Health Center Revenue (Expense)	-	1,203,510	1,203,510		1,391,744	(188,234)
Student Union Revenues	2,434,254	908,429	(1,525,825)	37%	1,065,106	(156,677)
Student Union Expenses	2,434,254	487,724	1,946,530	20%	395,067	(92,657)
Net Student Union Revenue (Expense)	-	420,705	420,705		670,039	(249,334)
Total VP for Student Affairs Revenues	10,206,523	3,698,882	(6,507,641)	36%	4,087,537	(388,655)
Total VP for Student Affairs Expenses	10,206,523	2,074,667	8,131,856	20%	2,025,754	(48,913)
Net VP for Student Affairs Revenue (Expense)	-	1,624,215	1,624,215		2,061,783	(437,568)
<b>Provost and Other Units</b>						
Art Museum Revenues	300	-	(300)	0%	-	-
Art Museum Expenses	300	-	300	0%	-	-
Net Art Museum Revenue (Expense)	-	-	-		-	-
CE Conference Ctr Revenues	140,000	18,573	(121,427)	13%	3,164	15,409
CE Conference Ctr Transfers	(66,218)	42,583	108,801	-64%	803	41,780
Total CE Conference Ctr Revenues	73,782	61,156	(12,626)	83%	3,967	57,189
Total CE Conference Ctr Expenses	73,782	16,206	57,576	22%	13,824	(2,382)
Net CE Conference Ctr Revenue (Expense)	-	44,950	44,950		(9,857)	54,807
Maxwell Museum Revenues	20,000	875	(19,125)	4%	184	691
Maxwell Museum Expenses	20,000	802	19,198	4%	1,399	597
Net Maxwell Museum Revenue (Expense)	-	73	73		(1,215)	1,288
Other Revenues	43,787	19,442	(24,345)	44%	271	19,171
Other Expenses	50,190	26,170	24,020	52%	14,471	(11,699)
Net Other Revenue (Expense)	(6,403)	(6,728)	(325)		(14,200)	7,472
Total Provost and Other Units Revenues	137,869	81,473	(56,396)	59%	4,422	77,051
Total Provost and Other Units Expenses	144,272	43,178	101,094	30%	29,694	(13,484)
Net Provost and Other Units Revenue (Expense)	(6,403)	38,295	44,698		(25,272)	63,567
<b>Auxiliary Totals</b>						
Total Auxiliary Revenues	44,175,308	14,959,936	(29,215,372)	34%	12,637,682	2,322,254
Total Auxiliary Expenses	46,279,820	7,466,774	38,813,046	16%	10,127,158	2,660,384
Net Auxiliary Revenue (Expense)	(2,104,512)	7,493,162	9,597,674		2,510,524	4,982,638
Net Athletics Revenue (Expense)	(116,205)	1,050,440	1,166,645		280,853	769,587
Net Auxiliary and Athletics Revenue (Expense)	(2,220,717)	8,543,602	10,764,319		2,791,377	5,752,225
Net Branch Campuses Aux Revenue (Expense)	(305,000)	(35,483)	269,517		(264,688)	229,205
Net All Auxiliary and Athletics Revenue (Expense)	(2,525,717)	8,508,119	11,033,836		2,526,689	5,981,430



**Statements of Revenues, Expenses and Changes in Net Position - UNM Regents Format**  
**For the three month ended September 30, 2021**  
**Preliminary and Unaudited**

**Main Campus - Total Operations Current Funds**

	<b>FY 2022 Full Year Operating Budget</b>	<b>FY 2022 Year-to-Date Actual</b>	<b>Fiscal YTD Favorable/(Unfavorable) Compared to Budget</b>	<b>Actual to Budget Benchmark Rate 25%</b>	<b>FY 2021 Year-to-Date Actual**</b>	<b>FY 2022 YTD Actual Change From FY 2021 YTD Actual</b>
Instruction and General						
Tuition and Fees Revenues***	137,276,532	73,886,110	(63,390,422)	54%	75,572,385	(1,686,275)
State/Local Appropriations	199,125,900	49,781,475	(149,344,425)	25%	46,809,541	2,971,934
COVID-19 HEERF III Award (Higher Education Emergency Relief Funds)	-	1,998,528	1,998,528	N/A	-	1,998,528
F & A Revenues	19,990,000	5,805,821	(14,184,179)	29%	5,098,239	707,582
Transfers	(50,999,059)	(12,442,504)	38,556,555	24%	(14,100,041)	1,657,537
Other Revenues	17,760,050	6,233,567	(11,526,483)	35%	4,021,585	2,211,982
Total Instruction and General Revenues	323,153,423	125,262,997	(197,890,426)	39%	117,401,709	7,861,288
Salaries	194,776,914	40,747,591	154,029,323	21%	41,693,306	945,715
Benefits	70,298,799	17,079,826	53,218,973	24%	16,819,985	(259,841)
Other Expenses	62,522,996	16,604,098	45,918,898	27%	13,108,969	(3,495,129)
Total Instruction and General Expenses	327,598,709	74,431,515	253,167,194	23%	71,622,260	(2,809,255)
Net Instruction and General Revenue (Expense)	(4,445,286)	50,831,482	55,276,768		45,779,449	5,052,033
Research						
State/Local Appropriations	1,769,400	442,350	(1,327,050)	25%	451,488	(9,138)
Transfers	14,907,479	2,313,305	(12,594,174)	16%	1,565,546	747,759
Other Revenues	304,788	(325,348)	(630,136)	-107%	35,560	(360,908)
Total Research Revenues	16,981,667	2,430,307	(14,551,360)	14%	2,052,594	377,713
Salaries and Benefits	10,027,912	3,043,908	6,984,004	30%	3,015,692	(28,216)
Other Expenses	10,796,376	1,324,413	9,471,963	12%	1,814,628	490,215
Total Research Expenses	20,824,288	4,368,321	16,455,967	21%	4,830,320	461,999
Net Research Revenue (Expense)	(3,842,621)	(1,938,014)	1,904,607		(2,777,726)	839,712
Public Service						
State/Local Appropriations	5,415,100	1,353,775	(4,061,325)	25%	1,313,313	40,462
Sales and Services Revenues	4,299,128	1,518,702	(2,780,426)	35%	1,422,501	96,201
Gifts	9,134,826	2,448,803	(6,686,023)	27%	2,118,718	330,085
Transfers	406,648	26,378	(380,270)	6%	(140,504)	166,882
Other Revenues	4,613,554	(197,276)	(4,810,830)	-4%	635,870	(833,146)
Total Public Service Revenues	23,869,256	5,150,382	(18,718,874)	22%	5,349,898	(199,516)
Salaries and Benefits	11,895,775	2,906,111	8,989,664	24%	2,540,622	(365,489)
Other Expenses	14,435,210	1,794,781	12,640,429	12%	2,051,099	256,318
Total Public Service Expenses	26,330,985	4,700,892	21,630,093	18%	4,591,721	(109,171)
Net Public Service Revenue (Expense)	(2,461,729)	449,490	2,911,219		758,177	(308,687)



**Statements of Revenues, Expenses and Changes in Net Position - UNM Regents Format**  
**For the three month ended September 30, 2021**  
**Preliminary and Unaudited**

**Main Campus - Total Operations Current Funds**

	<b>FY 2022 Full Year Operating Budget</b>	<b>FY 2022 Year-to-Date Actual</b>	<b>Fiscal YTD Favorable/(Unfavorable) Compared to Budget</b>	<b>Actual to Budget Benchmark Rate 25%</b>	<b>FY 2021 Year-to-Date Actual**</b>	<b>FY 2022 YTD Actual Change From FY 2021 YTD Actual</b>
Student Aid						
Private Grants/Gifts	7,694,399	1,880,473	(5,813,926)	24%	1,608,519	271,954
State Lottery Scholarships***	31,824,000	15,912,000	(15,912,000)	50%	11,725,000	4,187,000
Transfers	19,093,854	4,283,369	(14,810,485)	22%	4,466,034	(182,665)
Other Revenues	527,290	400	(526,890)	0%	4,718	(4,318)
Total Student Aid Revenues	59,139,543	22,076,242	(37,063,301)	37%	17,804,271	4,271,971
Salaries and Benefits	1,744,735	746,395	998,340	43%	532,844	(213,551)
Other Expenses	71,554,029	23,520,984	48,033,045	33%	22,190,405	(1,330,579)
Total Student Aid Expenses	73,298,764	24,267,379	49,031,385	33%	22,723,249	(1,544,130)
Net Student Aid Revenue (Expense)	(14,159,221)	(2,191,137)	11,968,084		(4,918,978)	2,727,841
Student Social & Cultural Programs						
Fee Revenues***	8,069,514	6,103,900	(1,965,614)	76%	3,285,126	2,818,774
Sales and Services Revenues	796,134	115,534	(680,600)	15%	104,043	11,491
Transfers	609,135	(72,684)	(681,819)	-12%	236,210	(308,894)
Other Revenues	34,070	18,164	(15,906)	53%	4,422	13,742
Total Student Social & Cultural Programs Revenues	9,508,853	6,164,914	(3,343,939)	65%	3,629,801	2,535,113
Salaries and Benefits	5,837,916	1,159,052	4,678,864	20%	1,091,151	(67,901)
Other Expenses	3,615,209	707,059	2,908,150	20%	612,908	(94,151)
Total Student Social & Cultural Programs Expenses	9,453,125	1,866,111	7,587,014	20%	1,704,059	(162,052)
Net Student Social & Cultural Programs Revenue (Expense)	55,728	4,298,803	4,243,075		1,925,742	2,373,061
Auxiliaries						
Auxiliaries Revenues	44,175,308	14,959,936	(29,215,372)	34%	12,637,682	2,322,254
Athletics Revenues	33,064,112	10,305,790	(22,758,322)	31%	7,053,298	3,252,492
Total Auxiliaries Revenues	77,239,420	25,265,726	(51,973,694)	33%	19,690,980	5,574,746
Auxiliaries Expenses	46,279,820	7,466,774	38,813,046	16%	10,127,158	2,660,384
Athletics Expenses	33,180,317	9,255,350	23,924,967	28%	6,772,445	(2,482,905)
Total Auxiliaries Expenses	79,460,137	16,722,124	62,738,013	21%	16,899,603	177,479
Net Auxiliaries and Athletics Revenue (Expense)	(2,220,717)	8,543,602	10,764,319		2,791,377	5,752,225



**Statements of Revenues, Expenses and Changes in Net Position - UNM Regents Format**  
**For the three month ended September 30, 2021**  
**Preliminary and Unaudited**

**Main Campus - Total Operations Current Funds**

	<b>FY 2022 Full Year Operating Budget</b>	<b>FY 2022 Year-to-Date Actual</b>	<b>Fiscal YTD Favorable/(Unfavorable) Compared to Budget</b>	<b>Actual to Budget Benchmark Rate 25%</b>	<b>FY 2021 Year-to-Date Actual**</b>	<b>FY 2022 YTD Actual Change From FY 2021 YTD Actual</b>
Sponsored Programs						
Federal Grants and Contracts Revenues	144,466,888	43,549,222	100,917,666	30%	38,669,064	4,880,158
COVID-19 HEERF III Award (Higher Education Emergency Relief Funds)	-	27,818,722	(27,818,722)	N/A	-	27,818,722
State and Local Grants and Contracts Revenues	17,087,338	5,746,784	11,340,554	34%	3,196,506	2,550,278
Non-Governmental Grants and Contracts Revenues	12,600,000	3,109,390	9,490,610	25%	2,451,235	658,155
Gifts	-	(6,650)	6,650	N/A	-	(6,650)
Transfers	2,672,000	601,277	2,070,723	23%	348,903	252,374
Other Revenues	-	(121,160)	121,160	N/A	(180,636)	59,476
Total Sponsored Programs Revenues	176,826,226	80,697,585	96,128,641	46%	44,485,072	36,212,513
Salaries and Benefits	67,960,226	17,485,049	50,475,177	26%	13,865,324	(3,619,725)
COVID-19 HEERF III Award (Higher Education Emergency Relief Funds)	-	27,818,722	(27,818,722)	N/A	-	(27,818,722)
Other Expenses	108,866,000	35,393,814	73,472,186	33%	30,619,748	(4,774,066)
Total Sponsored Programs Expenses	176,826,226	80,697,585	96,128,641	46%	44,485,072	(36,212,513)
Net Sponsored Programs Revenue (Expense)	-	-	-		-	-
<b>Net Current Revenue (Expense)</b>	<b>(27,073,846)</b>	<b>59,994,226</b>	<b>87,068,072</b>		<b>43,558,041</b>	<b>16,436,185</b>



**Statements of Revenues, Expenses and Changes in Net Position - UNM Regents Format**  
**For the three month ended September 30, 2021**  
**Preliminary and Unaudited**

**Branch Campuses - Total Operations Current Funds**

	<b>FY 2022 Full Year Operating Budget</b>	<b>FY 2022 Year-to-Date Actual</b>	<b>Fiscal YTD Favorable/(Unfavorable) Compared to Budget</b>	<b>Actual to Budget Benchmark Rate 25%</b>	<b>FY 2021 Year-to-Date Actual**</b>	<b>FY 2022 YTD Actual Change From FY 2021 YTD Actual</b>
Instruction and General						
Tuition and Fees Revenues***	5,937,855	2,884,075	(3,053,780)	49%	3,181,316	(297,241)
State/Local Appropriations	30,489,994	7,622,499	(22,867,495)	25%	7,347,728	274,771
COVID-19 HEERF II Award (Higher Education Emergency Relief Funds)	-	-	-	N/A	-	-
Transfers	(1,917,497)	(1,727,853)	189,644	90%	(978,507)	(749,346)
Other Revenues	961,461	262,733	(698,728)	27%	299,034	(36,301)
Total Instruction and General Revenues	35,471,813	9,041,454	(26,430,359)	25%	9,849,571	(808,117)
Salaries	20,829,438	4,401,198	16,428,240	21%	4,528,559	127,361
Benefits	7,333,478	1,583,677	5,749,801	22%	1,573,490	(10,187)
Other Expenses	8,326,172	1,312,606	7,013,566	16%	1,228,784	(83,822)
Total Instruction and General Expenses	36,489,088	7,297,481	29,191,607	20%	7,330,833	33,352
Net Instruction and General Revenue (Expense)	(1,017,275)	1,743,973	2,761,248		2,518,738	(774,765)
Public Service						
State/Local Appropriations	-	-	-	N/A	-	-
Sales and Services Revenues	229,943	37,127	(192,816)	16%	24,772	12,355
Gifts	135,835	22,640	(113,195)	17%	55,590	(32,950)
Transfers	-	(5,284)	(5,284)	N/A	(50,374)	45,090
Other Revenues	157,477	60,860	(96,617)	39%	27,369	33,491
Total Public Service Revenues	523,255	115,343	(407,912)	22%	57,357	57,986
Salaries and Benefits	327,919	116,502	211,417	36%	98,263	(18,239)
Other Expenses	289,151	196,258	92,893	68%	62,629	(133,629)
Total Public Service Expenses	617,070	312,760	304,310	51%	160,892	(151,868)
Net Public Service Revenue (Expense)	(93,815)	(197,417)	(103,602)		(103,535)	(93,882)
Student Aid						
Private Grants/Gifts	83,600	33,560	(50,040)	40%	40,552	(6,992)
Transfers	401,260	158,818	(242,442)	40%	44,603	114,215
Other Revenues	17,000	5,699	(11,301)	34%	5,407	292
Total Student Aid Revenues	501,860	198,077	(303,783)	39%	90,562	107,515
Salaries and Benefits	-	-	-	N/A	-	-
Other Expenses	514,397	226,079	288,318	44%	187,317	(38,762)
Total Student Aid Expenses	514,397	226,079	288,318	44%	187,317	(38,762)
Net Student Aid Revenue (Expense)	(12,537)	(28,002)	(15,465)		(96,755)	68,753



**Statements of Revenues, Expenses and Changes in Net Position - UNM Regents Format**  
**For the three month ended September 30, 2021**  
**Preliminary and Unaudited**

**Branch Campuses - Total Operations Current Funds**

	<b>FY 2022 Full Year Operating Budget</b>	<b>FY 2022 Year-to-Date Actual</b>	<b>Fiscal YTD Favorable/(Unfavorable) Compared to Budget</b>	<b>Actual to Budget Benchmark Rate 25%</b>	<b>FY 2021 Year-to-Date Actual**</b>	<b>FY 2022 YTD Actual Change From FY 2021 YTD Actual</b>
Student Social & Cultural Programs						
Fee Revenues***	213,370	83,405	(129,965)	39%	89,556	(6,151)
Sales and Services Revenues	3,000	298	(2,702)	10%	326	(28)
Transfers	(40,000)	(40,000)	-	100%	(40,000)	-
Other Revenues	3,700	-	(3,700)	0%	-	-
Total Student Social & Cultural Programs Revenues	180,070	43,703	(136,367)	24%	49,882	(6,179)
Salaries and Benefits	7,840	42	7,798	1%	-	(42)
Other Expenses	175,130	38,281	136,849	22%	4,857	(33,424)
Total Student Social & Cultural Programs Expenses	182,970	38,323	144,647	21%	4,857	(33,466)
Net Student Social & Cultural Programs Revenue (Expense)	(2,900)	5,380	8,280		45,025	(39,645)
Auxiliaries						
Bookstore Revenues	1,173,816	288,504	(885,312)	25%	235,293	53,211
Housing and Food Service Revenues	133,442	14,062	(119,380)	11%	8,851	5,211
Transfers	(40,000)	-	40,000	0%	(5,000)	5,000
Other Auxiliaries Revenues	89,382	2,844	(86,538)	3%	2,722	122
Total Auxiliaries Revenues	1,356,640	305,410	(1,051,230)	23%	241,866	63,544
Bookstore Expenses	1,133,816	319,397	814,419	28%	492,547	173,150
Housing and Food Service Expenses	438,442	14,974	423,468	3%	12,378	(2,596)
Other Auxiliaries Expenses	89,382	6,522	82,860	7%	1,629	(4,893)
Total Auxiliaries Expenses	1,661,640	340,893	1,320,747	21%	506,554	165,661
Net Auxiliaries Revenue (Expense)	(305,000)	(35,483)	269,517		(264,688)	229,205
Sponsored Programs						
Federal Grants and Contracts Revenues	9,214,949	1,438,635	(7,776,314)	16%	1,641,874	(203,239)
State and Local Grants and Contracts Revenues	2,346,685	196,768	(2,149,917)	8%	208,362	(11,594)
Non-Governmental Grants and Contracts Revenues	200,000	99,102	(100,898)	50%	109,083	(9,981)
Gifts	423,199	-	(423,199)	0%	-	-
Transfers	-	-	-	N/A	-	-
Other Revenues	-	-	-	N/A	-	-
Total Sponsored Programs Revenues	12,184,833	1,734,505	(10,450,328)	14%	1,959,319	(224,814)
Salaries and Benefits	7,372,359	1,187,580	6,184,779	16%	1,204,733	17,153
Other Expenses	4,812,474	546,925	4,265,549	11%	754,586	207,661
Total Sponsored Programs Expenses	12,184,833	1,734,505	10,450,328	14%	1,959,319	224,814
Net Sponsored Programs Revenue (Expense)	-	-	-		-	-
<b>Net Current Revenue (Expense)</b>	<b>(1,431,527)</b>	<b>1,488,451</b>	<b>2,919,978</b>		<b>2,098,785</b>	<b>(610,334)</b>



**Statements of Revenues, Expenses and Changes in Net Assets**  
**For the three month period ended September 30, 2021**  
**Preliminary and Unaudited**

**Detail of State/Local Appropriations**  
**Consolidated - Total Operations Current Funds**

	<b>FY 2022 Full Year Operating Budget with Revisions</b>	<b>FY 2022 Year-to-Date Actual</b>	<b>Fiscal YTD Favorable/(Unfavorable) Compared to Budget</b>	<b>Actual to Budget Benchmark Rate 25%</b>
<b>Instruction and General</b>				
Instruction & General Appropriations	219,194,300	54,798,575	(164,395,725)	25%
State Special Project Appropriations	1,132,900	283,225	(849,675)	25%
Mill Levy	9,288,694	2,322,174	(6,966,520)	25%
Total Instruction and General Appropriations	<u>229,615,894</u>	<u>57,403,974</u>	<u>(172,211,920)</u>	<u>25%</u>
<b>Research</b>				
State Special Project Appropriations	1,769,400	442,350	(1,327,050)	25%
Total Research Appropriations	<u>1,769,400</u>	<u>442,350</u>	<u>(1,327,050)</u>	<u>25%</u>
<b>Public Service</b>				
State Special Project Appropriations	5,415,100	1,353,775	(4,061,325)	25%
Total Public Service Appropriations	<u>5,415,100</u>	<u>1,353,775</u>	<u>(4,061,325)</u>	<u>25%</u>
<b>Clinical Operations</b>				
Instruction & General Appropriations	70,008,000	16,407,247	(53,600,753)	23%
Research Appropriations	893,000	218,712	(674,288)	24%
Public Service Appropriations	538,100	357,178	(180,922)	66%
Student Aid Appropriations	182,400	45,600	(136,800)	25%
State Special Project Appropriations	37,448,900	9,482,216	(27,966,684)	25%
Tobacco Settlement Appropriations	576,100	144,028	(432,072)	25%
Cigarette Tax Revenues	3,124,016	719,423	(2,404,593)	23%
Total Clinical Operations Appropriations	<u>112,770,516</u>	<u>27,374,404</u>	<u>(85,396,112)</u>	<u>24%</u>
<b>Total - All Appropriations</b>	<u><b>349,570,910</b></u>	<u><b>86,574,503</b></u>	<u><b>(262,996,407)</b></u>	<u><b>25%</b></u>



New Mexico Higher Education Department  
Institutional Finance Division  
University of New Mexico Athletics Department  
Quarterly Enhanced Fiscal Oversight Program (EFOP) Report

Please certify the following EFOP report and submit with the Quarterly Financial Certification and Financial Action Reports.

To the best of my knowledge, I certify that the information provided in the attached EFOP report for the:

1<sup>st</sup> X 2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>      Quarter, FY 2022

is correct as of the signature dates noted below:

**The University of New Mexico**

---

---

Sandra Begay, Chair, Board of Regents – Finance and Facilities Committee	Date
--	------

---

Garnett S. Stokes, President	Date
------------------------------	------

---

Teresa Costantinidis, SVP for Administration	Date
--	------





THE UNIVERSITY OF  
NEW MEXICO



**Athletics' FY22 Budget and Actuals (Exhibit P21)**

**Updated through September 30, 2021**

---

**Schedule A: (FY22 Budget and Actuals)**- This schedule details out pooled revenues and directed revenues by sport for FY22 budget and actuals year-to-date through September 30, 2021. Please note that a majority of revenues are pooled centrally into Athletics and are not distributed by sport, however ticket sales and game guarantees are distributed by sport.

This report also compares FY22 budget to quarterly actuals, and FY22 year-to-date actuals to prior year-to-date actuals. Major variances are due to timing when revenue accruals and expenses were posted in the prior year and differences in institutional transfers.

**Schedule B: (Expenses by Sports)**- This schedule details out the FY22 expense budget and year-to-date expense actuals through September 30, 2021. Please note grant-in-aid expenses have been budgeted centrally and then reallocated based on FY22 year-to-date actuals, which will be allocated to individual sports as expenses post throughout the fiscal year.





## Schedule A

### FY22 Budget and Actuals by Exhibit P21

Revenue/Expense Description (2)	FY22 Original Budget	FY22 Revised Budget	Fiscal Year 2021-22 (FY22)				FY22 YTD	FY22 Budget to Projected Actuals Variance	Actuals % of Revised Budget	FY21 YTD Actuals	FY22 YTD vs. FY21 YTD Actuals
			Quarter 1 (7/1-9/30/21)	Quarter 2 (10/1-12/31/21)	Quarter 3 (1/1-3/31/22)	Quarter 4 (4/1-6/30/22)					
<b>Pooled Revenues</b>											
NCAA/Mountain West Conference	6,364,846	6,364,846	1,618,214				1,618,214	(4,746,632)	25.4%	1,594,556	23,658
Media Rights/Sponsorship/Licensing	3,650,000	3,650,000	521,199				521,199	(3,128,801)	14.3%	861,681	(340,482)
Commissions	680,000	680,000	-				-	(680,000)	0.0%	169,997	(169,997)
Student Fees	3,779,321	3,779,321	1,849,400				1,849,400	(1,929,921)	48.9%	1,697,536	151,864
Scholarship Fund (Fundraising)	2,200,000	2,200,000	549,999				549,999	(1,650,001)	25.0%	549,999	-
State Appropriation	4,436,200	4,436,200	1,288,497				1,288,497	(3,147,703)	29.0%	960,800	327,697
Facility Rental/Merchandise/GIK	1,680,000	1,680,000	386,794				386,794	(1,293,206)	23.0%	375,000	11,794
Special Events and Other Revenues	2,749,950	2,749,950	440,129				440,129	(2,309,821)	16.0%	1,972	438,156
CARES/HEERF III Distribution	-	-	-				-	-	0.0%	-	-
Transfers to/from Campus	1,793,795	1,508,071	633,171				633,171	(874,900)	42.0%	541,823	91,348
Budgeted Use of Reserves	116,205	1,114,783	-				-	(1,114,783)	0.0%	-	-
<b>Sub-total</b>	<b>27,450,317</b>	<b>28,163,171</b>	<b>7,287,403</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7,287,403</b>	<b>(20,875,768)</b>	<b>25.9%</b>	<b>6,753,365</b>	<b>534,039</b>
<b>Directed Revenues (by Sports)</b>											
Men's Basketball Tickets	3,330,000	3,330,000	1,816,735				1,816,735	(1,513,265)	54.6%	-	1,816,735
Football Tickets	1,000,000	1,000,000	989,856				989,856	(10,145)	99.0%	299,933	689,922
Women's Basketball Tickets	370,000	370,000	201,040				201,040	(168,960)	54.3%	-	201,040
Other Sports Tickets (1)	30,000	30,000	10,757				10,757	(19,243)	35.9%	-	10,757
Football Game Guarantees	1,200,000	1,200,000	-				-	(1,200,000)	0.0%	-	-
<b>Sub-total</b>	<b>5,930,000</b>	<b>5,930,000</b>	<b>3,018,388</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,018,388</b>	<b>(2,911,612)</b>	<b>50.9%</b>	<b>299,933</b>	<b>2,718,454</b>
<b>Total</b>	<b>33,380,317</b>	<b>34,093,171</b>	<b>10,305,791</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,305,791</b>	<b>(23,787,380)</b>	<b>30.2%</b>	<b>7,053,298</b>	<b>3,252,493</b>
<b>Expenses</b>											
Salaries	10,979,247	11,023,775	2,506,845				2,506,845	(8,516,930)	22.7%	2,402,252	104,593
Payroll Benefits	3,100,995	3,141,991	736,261				736,261	(2,405,730)	23.4%	696,601	39,660
Communication Charges	84,542	84,542	16,447				16,447	(68,095)	19.5%	13,768	2,680
Other Expense	3,034,579	3,727,933	519,856				519,856	(3,208,077)	13.9%	432,118	87,738
Patient Care Costs	179,861	179,861	53,075				53,075	(126,786)	29.5%	8,713	44,362
Plant Maintenance	236,987	236,987	97,427				97,427	(139,560)	41.1%	29,429	67,999
Services	4,335,664	4,360,664	728,969				728,969	(3,631,695)	16.7%	141,332	587,636
Student Costs (includes Grant-in-Aid)	5,560,148	5,560,148	2,983,795				2,983,795	(2,576,353)	53.7%	2,797,922	185,872
Supplies	1,851,011	1,877,461	694,272				694,272	(1,183,189)	37.0%	170,451	523,821
Travel	3,442,619	3,325,145	787,530				787,530	(2,537,615)	23.7%	22,814	764,716
Utilities	574,664	574,664	130,873				130,873	(443,791)	22.8%	57,045	73,828
<b>Total</b>	<b>33,380,317</b>	<b>34,093,171</b>	<b>9,255,351</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>9,255,351</b>	<b>(24,837,820)</b>	<b>27.1%</b>	<b>6,772,445</b>	<b>2,482,906</b>
<b>Net</b>	<b>-</b>	<b>-</b>	<b>1,050,440</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,050,440</b>	<b>1,050,440</b>	<b>3.1%</b>	<b>280,853</b>	<b>769,587</b>
<b>Beginning Balance 7/1/21</b>							1,404,313				
<b>Ending Balance 9/30/21</b>							2,454,753				

(1) Other sports tickets include women's soccer, track, baseball, softball, and volleyball

(2) Actuals through September 30, 2021




**Schedule B**
**FY22 Budgeted Expenses and Actuals by Sport Exhibit P21 (1)**

<b>Football</b>			
<b>Expense Description</b>	<b>FY22 Revised Budget</b>	<b>FY22 YTD Actuals</b>	<b>FY22 Budget to Actuals Variance</b>
Salaries	2,612,125	645,122	1,967,003
Payroll Benefits	759,808	165,296	594,512
Communication Charges	25,050	4,564	20,486
Other Expense	63,389	19,314	44,075
Patient Care Costs	18,000	4,430	13,570
Plant Maintenance	61,740	57,776	3,964
Services	854,733	409,761	444,973
Student Costs/Grant-in-Aid (2)	1,258,204	209,493	1,048,711
Supplies	88,100	48,763	39,337
Travel	1,201,000	430,956	770,044
Utilities	25,000	-	25,000
<b>Total</b>	<b>6,967,149</b>	<b>1,995,474</b>	<b>4,971,675</b>

<b>Men's Baseball</b>			
<b>Expense Description</b>	<b>FY22 Revised Budget</b>	<b>FY22 YTD Actuals</b>	<b>FY22 Budget to Actuals Variance</b>
Salaries	341,672	78,750	262,922
Payroll Benefits	106,168	24,693	81,475
Communication Charges	-	135	(135)
Other Expense	7,135	1,024	6,111
Patient Care Costs	-	-	-
Plant Maintenance	3,900	-	3,900
Services	51,200	-	51,200
Student Costs/Grant-in-Aid (2)	140,450	-	140,450
Supplies	35,155	20,811	14,344
Travel	169,375	12,820	156,555
Utilities	-	-	-
<b>Total</b>	<b>855,055</b>	<b>138,232</b>	<b>716,823</b>

<b>Women's Softball</b>			
<b>Expense Description</b>	<b>FY22 Revised Budget</b>	<b>FY22 YTD Actuals</b>	<b>FY22 Budget to Actuals Variance</b>
Salaries	183,000	42,557	140,443
Payroll Benefits	58,376	14,061	44,315
Communication Charges	540	203	338
Other Expense	4,014	391	3,623
Patient Care Costs	-	-	-
Plant Maintenance	2,422	2,480	(58)
Services	29,360	-	29,360
Student Costs/Grant-in-Aid (2)	104,821	384	104,437
Supplies	19,016	1,133	17,883
Travel	133,900	3,260	130,640
Utilities	-	-	-
<b>Total</b>	<b>535,449</b>	<b>64,469</b>	<b>470,980</b>

<b>Men's Basketball</b>			
<b>Expense Description</b>	<b>FY22 Revised Budget</b>	<b>FY22 YTD Actuals</b>	<b>FY22 Budget to Actuals Variance</b>
Salaries	1,601,066	379,021	1,222,045
Payroll Benefits	381,799	89,620	292,179
Communication Charges	12,750	1,358	11,392
Other Expense	29,964	4,557	25,407
Patient Care Costs	5,000	150	4,850
Plant Maintenance	39,140	899	38,241
Services	681,290	38,385	642,905
Student Costs/Grant-in-Aid (2)	217,564	38,535	179,029
Supplies	71,000	41,738	29,262
Travel	440,050	52,205	387,845
Utilities	-	-	-
<b>Total</b>	<b>3,479,623</b>	<b>646,470</b>	<b>2,833,153</b>



Women's Basketball			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	825,333	189,323	636,010
Payroll Benefits	248,224	57,016	191,208
Communication Charges	1,550	383	1,168
Other Expense	17,357	2,278	15,079
Patient Care Costs	-	-	-
Plant Maintenance	15,700	1,055	14,645
Services	307,852	18,904	288,948
Student Costs/Grant-in-Aid (2)	153,711	4,398	149,313
Supplies	44,941	14,144	30,797
Travel	397,298	33,832	363,466
Utilities	-	-	-
<b>Total</b>	<b>2,011,966</b>	<b>321,334</b>	<b>1,690,632</b>

Women's Soccer			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	256,450	59,519	196,931
Payroll Benefits	83,116	20,834	62,282
Communication Charges	1,060	150	910
Other Expense	3,428	2,037	1,391
Patient Care Costs	-	1,702	(1,702)
Plant Maintenance	-	4,061	(4,061)
Services	9,600	3,512	6,089
Student Costs/Grant-in-Aid (2)	170,241	5,933	164,308
Supplies	6,650	7,004	(354)
Travel	115,650	90,629	25,021
Utilities	-	-	-
<b>Total</b>	<b>646,195</b>	<b>195,381</b>	<b>450,814</b>

Men's Golf			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	176,500	44,125	132,375
Payroll Benefits	58,246	16,279	41,967
Communication Charges	-	68	(68)
Other Expense	2,081	849	1,232
Patient Care Costs	-	-	-
Plant Maintenance	-	-	-
Services	2,680	5,080	(2,400)
Student Costs/Grant-in-Aid (2)	43,538	641	42,897
Supplies	-	2,930	(2,930)
Travel	60,811	28,108	32,703
Utilities	600	106	494
<b>Total</b>	<b>344,456</b>	<b>98,185</b>	<b>246,271</b>

Women's Golf			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	151,726	37,931	113,795
Payroll Benefits	50,069	15,667	34,402
Communication Charges	-	-	-
Other Expense	3,124	604	2,520
Patient Care Costs	-	-	-
Plant Maintenance	-	-	-
Services	12,600	2,144	10,456
Student Costs/Grant-in-Aid (2)	86,368	-	86,368
Supplies	6,150	7,326	(1,176)
Travel	47,965	12,901	35,064
Utilities	600	106	494
<b>Total</b>	<b>358,602</b>	<b>76,680</b>	<b>281,922</b>



Men's Tennis			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	108,000	19,034	88,966
Payroll Benefits	35,641	7,132	28,509
Communication Charges	290	68	223
Other Expense	3,146	278	2,868
Patient Care Costs	-	-	-
Plant Maintenance	-	-	-
Services	18,810	436	18,374
Student Costs/Grant-in-Aid (2)	33,456	615	32,841
Supplies	13,300	6,192	7,108
Travel	44,150	2,925	41,225
Utilities	-	-	-
<b>Total</b>	<b>256,793</b>	<b>36,679</b>	<b>220,114</b>

Women's Tennis			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	108,000	23,114	84,886
Payroll Benefits	35,641	6,496	29,145
Communication Charges	610	-	610
Other Expense	1,861	269	1,592
Patient Care Costs	-	-	-
Plant Maintenance	-	-	-
Services	17,910	-	17,910
Student Costs/Grant-in-Aid (2)	53,256	573	52,683
Supplies	11,615	2,149	9,466
Travel	46,300	5,740	40,560
Utilities	-	-	-
<b>Total</b>	<b>275,193</b>	<b>38,341</b>	<b>236,852</b>

Cross Country (M/W) (3)			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	110,325	27,956	82,369
Payroll Benefits	36,406	9,637	26,769
Communication Charges	-	-	-
Other Expense	1,566	459	1,107
Patient Care Costs	111	-	111
Plant Maintenance	487	-	487
Services	3,314	-	3,314
Student Costs/Grant-in-Aid (2)	55	-	55
Supplies	1,855	1,030	825
Travel	49,604	17,066	32,538
Utilities	-	-	-
<b>Total</b>	<b>203,723</b>	<b>56,148</b>	<b>147,575</b>

Track (M/W) (3)			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	201,803	51,693	150,110
Payroll Benefits	81,932	16,651	65,281
Communication Charges	560	68	493
Other Expense	4,560	382	4,178
Patient Care Costs	-	-	-
Plant Maintenance	-	-	-
Services	725	-	725
Student Costs/Grant-in-Aid (2)	296,448	690	295,758
Supplies	1,813	1,594	219
Travel	203,665	816	202,849
Utilities	-	-	-
<b>Total</b>	<b>791,506</b>	<b>71,894</b>	<b>719,612</b>



Women's Volleyball			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	237,232	58,461	178,771
Payroll Benefits	78,286	21,576	56,710
Communication Charges	330	67	263
Other Expense	4,504	1,200	3,304
Patient Care Costs	-	-	-
Plant Maintenance	23,300	-	23,300
Services	38,100	3,160	34,940
Student Costs/Grant-in-Aid (2)	129,116	2,257	126,859
Supplies	28,437	14,373	14,064
Travel	101,685	34,958	66,727
Utilities	-	-	-
<b>Total</b>	<b>640,990</b>	<b>136,051</b>	<b>504,939</b>

Swimming/Diving			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	146,810	32,112	114,698
Payroll Benefits	48,448	12,462	35,986
Communication Charges	-	-	-
Other Expense	2,840	326	2,514
Patient Care Costs	-	-	-
Plant Maintenance	-	-	-
Services	500	-	500
Student Costs/Grant-in-Aid (2)	123,005	408	122,597
Supplies	22,725	6,710	16,015
Travel	98,700	-	98,700
Utilities	-	-	-
<b>Total</b>	<b>443,028</b>	<b>52,017</b>	<b>391,011</b>

Spirit			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	-	-	-
Payroll Benefits	-	-	-
Communication Charges	-	-	-
Other Expense	570	454	116
Patient Care Costs	-	-	-
Plant Maintenance	-	-	-
Services	-	-	-
Student Costs/Grant-in-Aid (2)	7,500	4,800	2,700
Supplies	30,510	-	30,510
Travel	-	28,678	(28,678)
Utilities	-	-	-
<b>Total</b>	<b>38,580</b>	<b>33,932</b>	<b>4,648</b>

Administration/Events/Other Operating (4)			
Expense Description	FY22 Revised Budget	FY22 YTD Actuals	FY22 Budget to Actuals Variance
Salaries	3,855,021	818,128	3,036,893
Payroll Benefits	1,042,456	258,842	783,614
Communication Charges	41,802	9,386	32,416
Other Expense	3,104,316	485,434	2,618,882
Patient Care Costs	156,750	46,792	109,958
Plant Maintenance	90,298	31,155	59,143
Services	2,281,990	247,588	2,034,403
Student Costs/Grant-in-Aid (2)	2,742,415	2,715,067	27,348
Supplies	1,496,194	518,376	977,818
Travel	214,992	32,636	182,356
Utilities	548,464	130,661	417,803
<b>Total</b>	<b>15,574,698</b>	<b>5,294,064</b>	<b>10,280,634</b>

**Total 33,423,006 9,255,351 24,167,655**

(1) Does not include special events and bowl games

(2) FY21 Grant-in-Aid actuals will be allocated to individual sports as expenses post

(3) M/W track and cross-country coaches salaries split 50/50 between sports.

(4) Includes Events Management, Special Events, Bowl Games, Championships, Gifts-in-Kind, Parking, Concessions, Ticket Office, Administration, Business Office, Leagues and Clubs, Compliance, Advisement, Facility Rentals, Sports Camps, Utilities, Student Assistance Funds, Life skills, Pre Season Training, Athletic Vans, Insurance, Marketing and Media Relations



**MEMORANDUM TO ADVANCE  
COMMITTEE AGENDA ITEM TO  
THE BOARD OF REGENTS  
THE UNIVERSITY OF NEW MEXICO**

DATE: November 10, 2021

TO: Teresa Costantinidis, Sr. VP Finance & Administration

FROM: Lisa Marbury, Assistant Vice President, Campus Environments & Facilities,  
Vice President Office for Institutional Support Services

RE: Requested Approval

---

**RECOMMENDED ACTION:**

Recommend to the Board of Regents Finance and Facilities Committee the following requests for Project Construction Approval:

1. University Libraries Turnstiles
2. Center for High Tech Materials Roof Replacement
3. CIRT Restroom Renovation & ADA Update

cc: A. Coburn, M. Dion, M. Bailey, C. Martinez, S. Rodgers, G. Skinner, T. Silva – PDC



**REQUEST FOR CAPITAL PROJECT CONSTRUCTION RE-APPROVAL for  
UNIVERSITY LIBRARIES TURNSTILES  
UNIVERSITY OF NEW MEXICO  
November 30, 2021**

**REQUESTED ACTION:**

In accordance with Section 7.12 of the Board of Regents Policy Manual and as required by the New Mexico Higher Education Department and New Mexico State Board of Finance, project approval is requested for **University Libraries Turnstiles, Main Campus, Albuquerque, New Mexico.**

**PROJECT DESCRIPTION:**

The project includes the installation of material tracking systems and turnstiles at Zimmerman, Centennial and the Fine Arts and Design Libraries. Zimmerman Library (Building 53) scope includes five (5) entrance points and six (6) exit points within the lobby immediately inside the north and south entrances of the library. Three (3) card swipe turnstiles and three (3) asset tracking gates will be located on the south entrance and two (2) card swipe turnstiles and three (3) asset tracking gates will be located on the north entrance. New security and information desks will also be included as part of this project.

The Centennial Engineering Library (Building 46) - scope includes four (4) entrance points and (4) exit points within the lobby immediately inside the entrance. Two (2) card swipe turnstiles and (2) asset tracking gates along with (1) student entry gate and (1) staff entry gate.

And the Fine Arts and Design Library located in George Pearl Hall (Building 195) - scope includes two (2) entrance points and two (2) exit points immediately inside the entrance, with One (1) card swipe turnstile and one (1) access gate along with two asset tracking gates. The total gross square feet (GSF) of these projects is (6,000 GSF).

**PROJECT RATIONALE:**

This project will improve security and safety within the Zimmerman, Centennial Engineering, and the Fine Arts & Design Libraries. The University Libraries (UL) has documented an increasing number of security incidents over the last five years in our latest study, 32 incidents in 2013 increased to 75 in 2018. The project will help to ensure the safety of students, faculty and staff. The system would permit automatic access to UNM affiliates while other guests would check in with staff at a service desk to receive an access pass. The consequences of this project not receiving approval is an increased security and safety incident rate at the university libraries.

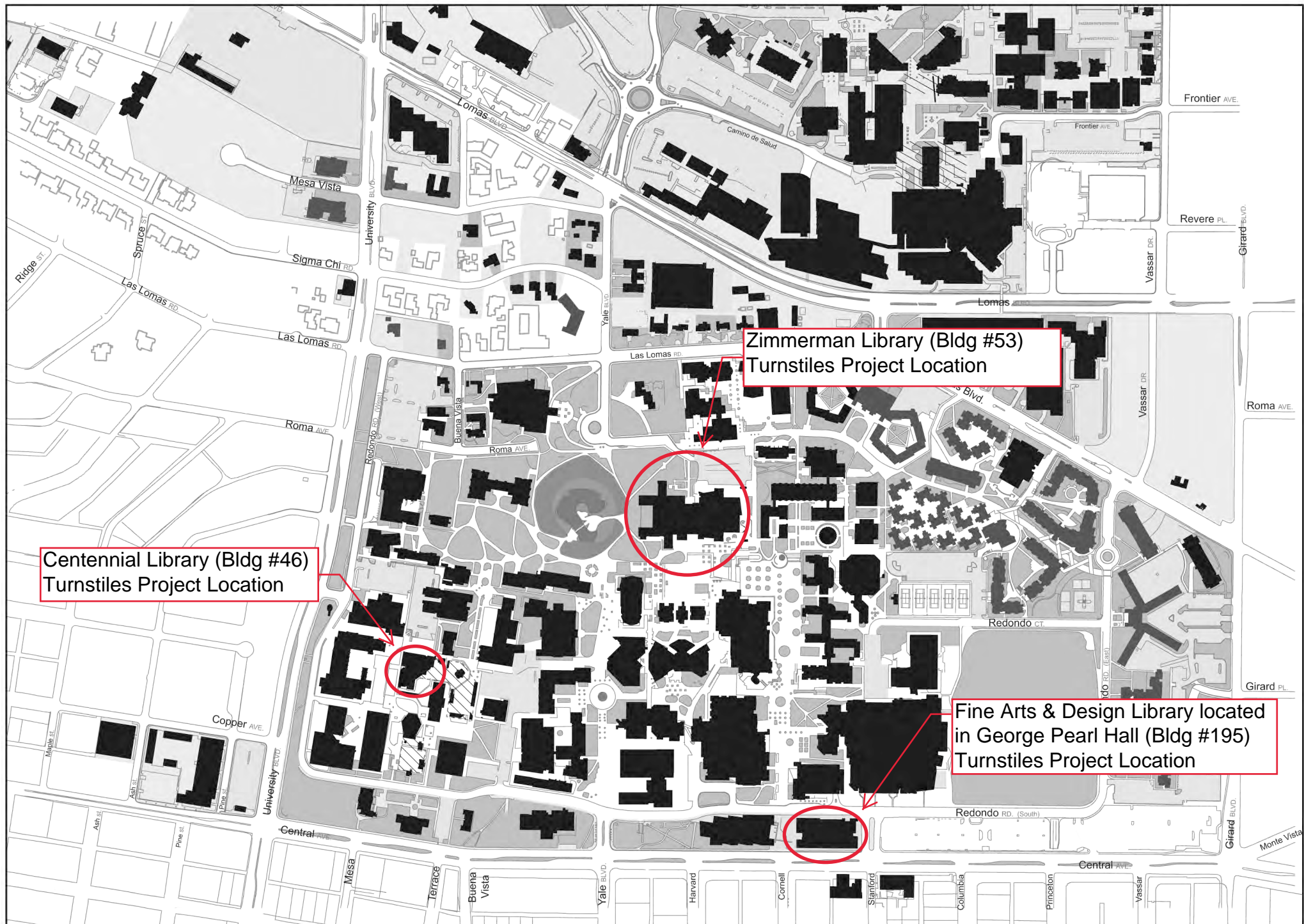
**FUNDING:**

The total estimated Project Budget is \$897,671:

- \$50,000 is funded from state appropriation 2020 Severance Tax Bonds.
- \$220,000 is funded from state appropriation 2021 Severance Tax Bonds
- \$150,000 is funded from University Libraries Department Funds.
- \$327,671 is funded from FY22 Building Replacement and Renewal (BR&R)
- \$150,000 is funded from Provost Academic Initiatives



# The University of New Mexico - Central Campus





Info. /  
Service Desk

Control  
Station

Book Drop

Staff  
Access  
Gate

New  
Railing to  
Match  
Existing

Student  
Entry/Exit  
Gate

Push to Exit  
Gate Button  
on Post

New Materials  
Detection System  
Gates (3)

Card Reader  
for Staff Gate  
Release

Staff  
Exit

Staff  
Access

3'-8"±

Enter

Exit

Turnstiles  
with Card  
Readers

Card Reader  
for Gate  
Access

Elevator

Exist. Railing

Open  
to  
Below

UP

To Street  
Level Entrance

Stair

DN

To Lower  
Level 2

Open  
to  
Below

Exist. Railing

Exit Width  
of Stairs

22"

Enter

Exit

Free  
Exit

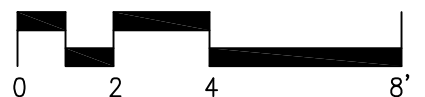
Free  
Exit

2'-10"

2'-10"

2'-10"

Level 1 Lobby



10/5/21



# UNM Centennial Science & Engineering Library Proposed Entrance Security Improvements Lower Level 1



Stair

Restrooms

Info. / Service Desk

Open to Below

New Desk Gate

Exist. Book Return

Exist. Power Door Operators

Railing

Exist. Door Operator Button on Post Relocated

Push to Exit Gate Button

Gate

Library Entrance

Out

In

Enter

Exit

Enter

Free Exit

Card Reader

Turnstile

Railing

Railing

New Materials Detection System Gates (3)

4th Floor Lobby

Exist. Door Operator Post w/ Button (In)

Exist. Railing

Stairwell Open to Below

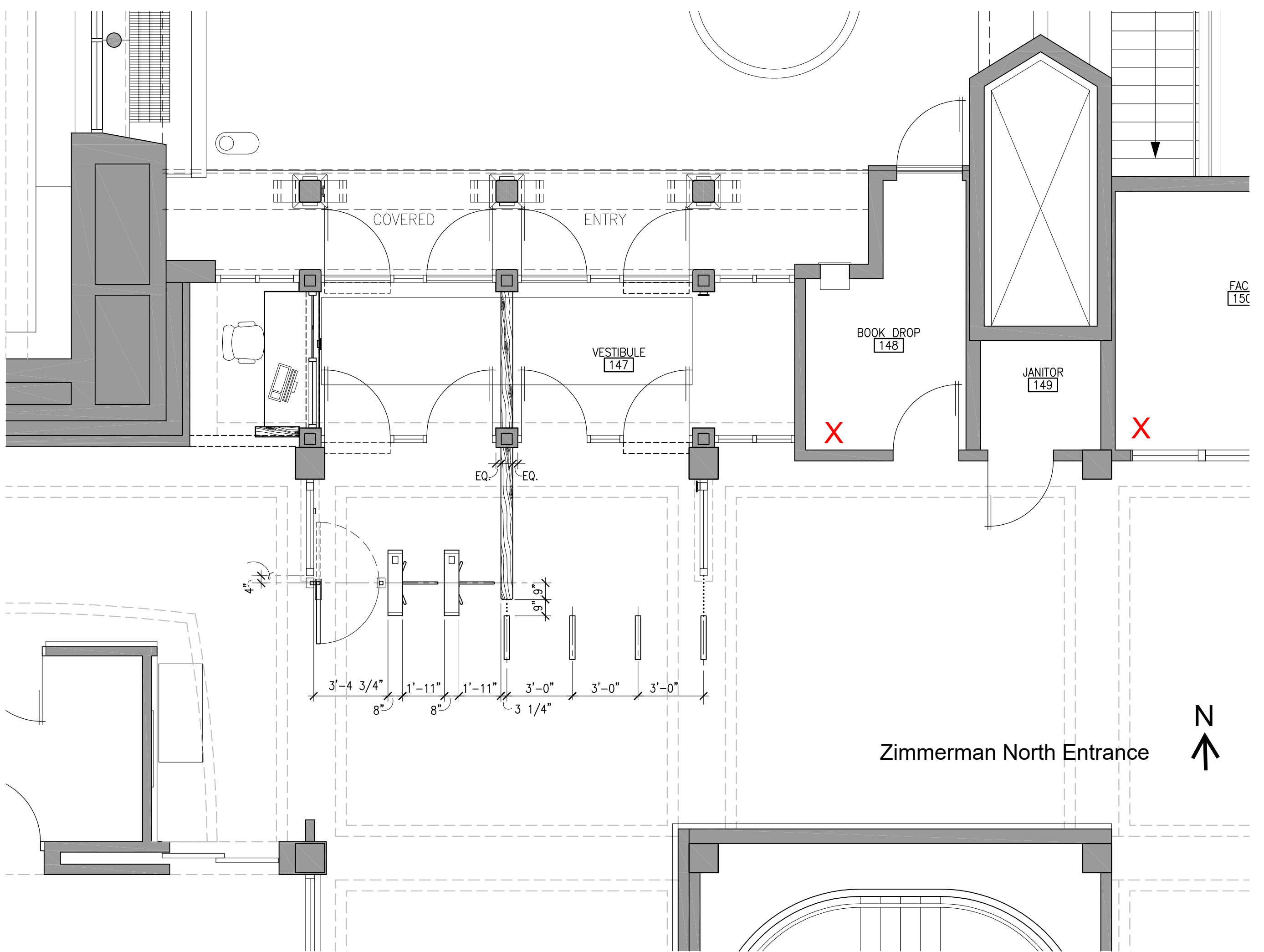
Display Case

Reference Area



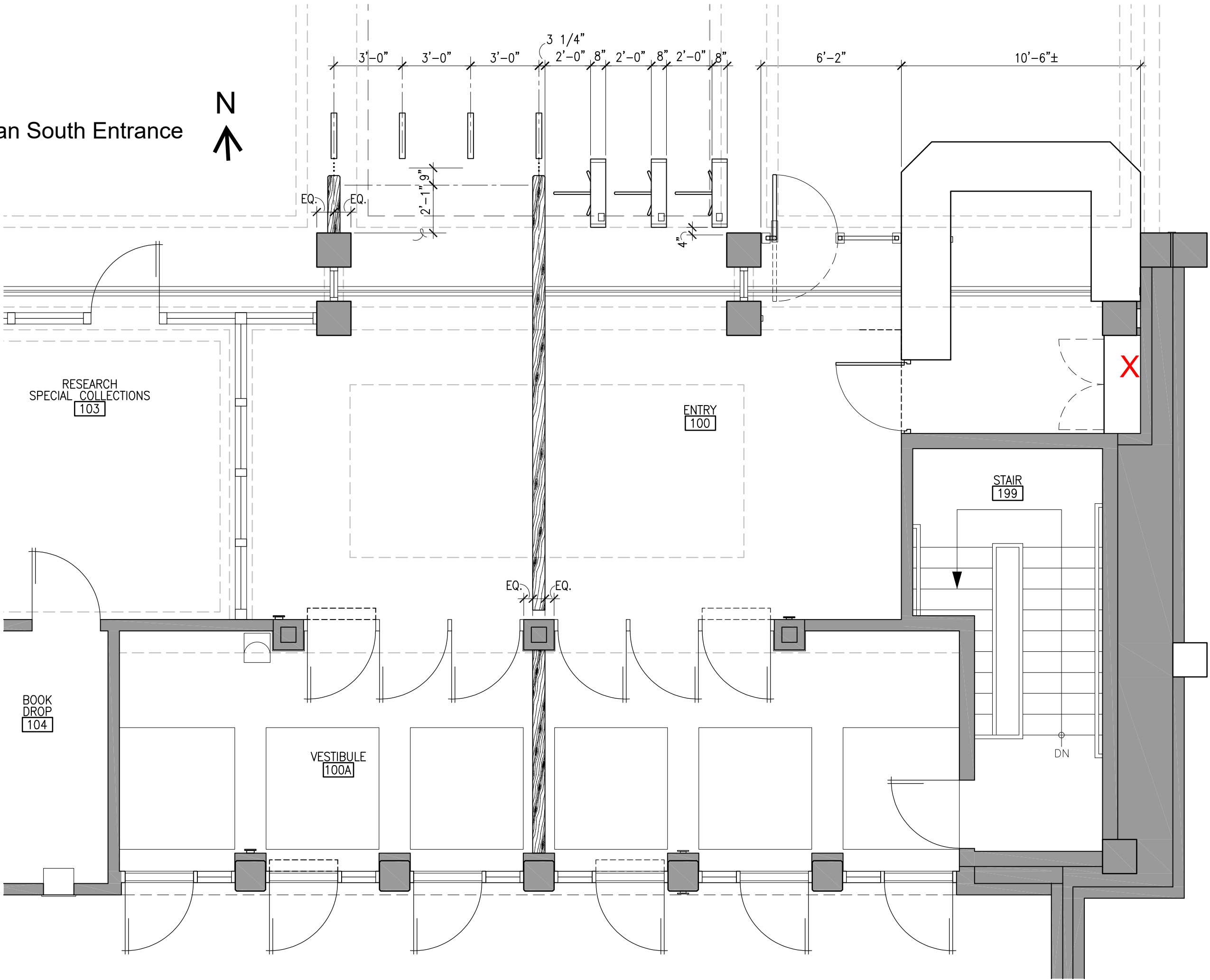
UNM Fine Arts & Design Library







Zimmerman South Entrance





**REQUEST FOR CAPITAL PROJECT CONSTRUCTION APPROVAL for  
CENTER FOR HIGH TECHNOLOGY MATERIALS (#338) – ROOF REPLACEMENT  
AND UPGRADE  
UNIVERSITY OF NEW MEXICO  
November 30, 2021**

**REQUESTED ACTION:**

In accordance with Section 7.12 of the Board of Regents Policy Manual and as required by the New Mexico Higher Education Department and New Mexico State Board of Finance, project approval is requested for **Center for High Technology Materials – Roof Replacement and Upgrade, Main Campus, Albuquerque, New Mexico.**

**PROJECT DESCRIPTION:**

The Center for High Technology Materials (CHTM) located at the UNM Science & Technology Park has a gross square footage of 62,462 feet. The scope of work includes a new roof system over the lower roof areas and the adjoining service building for a total of 28,762 square feet. The new roof system will consist of a single ply membrane overlay to include all flashings and trim required to meet the 20 year no dollar limit warranty requirements. On the upper roof section (33,700 S.F.), general maintenance will be performed.

**PROJECT RATIONALE:**

The roofing project represents the reasonable and expected facility sustainment relevant to a 24-year old roofing system that has exceeded its normal life cycle as evidenced by a history of leaks and corresponding localized visible separation of roofing components in multiple locations, including drainage structures, over the past decade. The effects of the intense UV encountered at this elevation are clearly visible. In the last ten years, small-scope patching projects have been implemented with varying degrees of effectiveness. Currently, a few areas have diaphragms (plastic sheeting) up to prevent water penetration from impacting structural members and interior finishes. If this project is not approved the roof will continue to deteriorate, resulting in damage to the interior of the facility and possible compromise of the research work performed at CHTM.

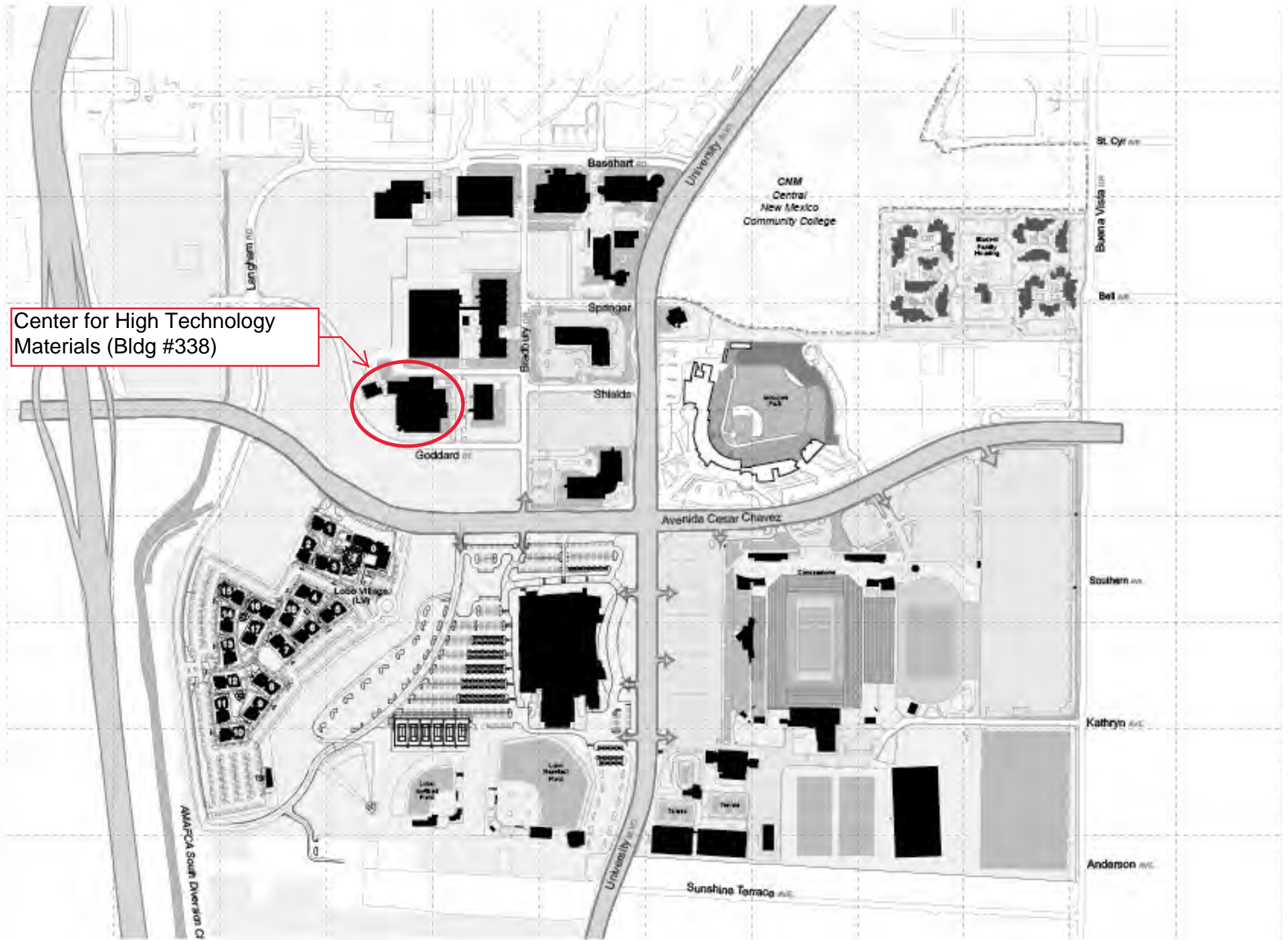
**FUNDING:**

The total estimated Project Budget is \$615,000

- \$615,000 is funded from state appropriation 2021 Severance Tax Bonds



# The University of New Mexico - Albuquerque: South Campus







Roof  
Replacement all  
roof areas (inside  
blue lines)  
outside of yellow  
box.

Center High  
Roof  
Repairs only  
inside Yellow  
square

New Mexico State Land  
Office



**REQUEST FOR CAPITAL PROJECT CONSTRUCTION APPROVAL for  
COMPUTER & INFORMATION RESOURCES & TECHNOLOGY BUILDING (#153)  
RESTROOMS REMODEL  
UNIVERSITY OF NEW MEXICO  
November 30, 2021**

**REQUESTED ACTION:**

In accordance with Section 7.12 of the Board of Regents Policy Manual and as required by the New Mexico Higher Education Department and New Mexico State Board of Finance, project approval is requested for **Computer & Information Resources & Technology Building (#153) Restrooms Remodel, located on UNM's Main Campus.**

**PROJECT DESCRIPTION:**

This project is for the remodel of restrooms 2002 and 2139 totaling 500 GSF in the Computer & Information Resources & Technology facility (CIRT) Building (#153) at the University of New Mexico. The personnel in this building support main campus and many of the satellite campuses for Information Technology related equipment, software and services. The building also serves as the hub for the majority of Information Technology staff.

These restrooms are outdated and do not meet current ADA requirements nor do they meet specified University utility resource requirements. All fixtures, toilet partitions, flooring, ceiling tiles and accessories will be removed and replaced with new products that meet current standards. New flooring will be installed, walls will be finished with new tile and painted as necessary, new accessories will be installed as well.

**PROJECT RATIONALE:**

This project will result in the remodeling of restrooms 2002 and 2139, making them to code- and ADA compliant. Remodeling these restrooms will also result in gaining a consistent look with other recently remodeled spaces in the facility.

If this project is not approved, these restrooms will remain outdated and non-compliant with current standards and requirements, as well as inaccessible to those with accessibility needs.

**FUNDING:**

The total estimated Project Budget is \$310,000:

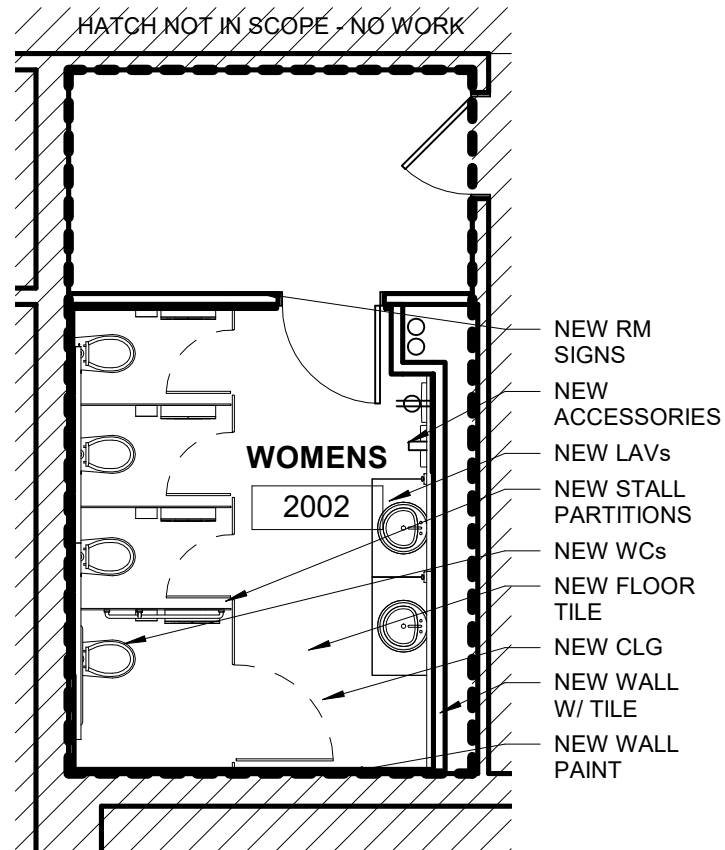
- \$310,000 is funded from FY22 Building Renewal & Replacement (BR&R)



[illegible]



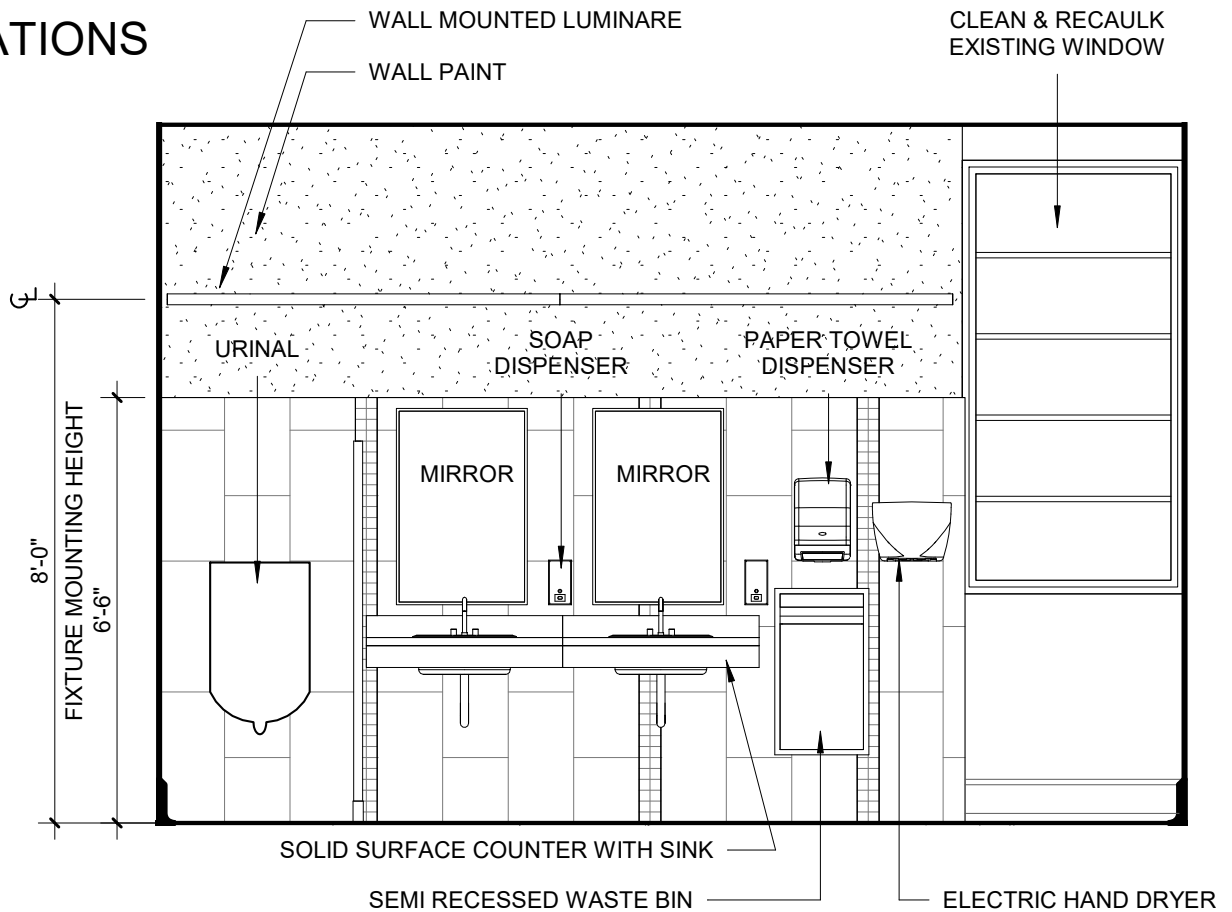
# FLOOR PLAN



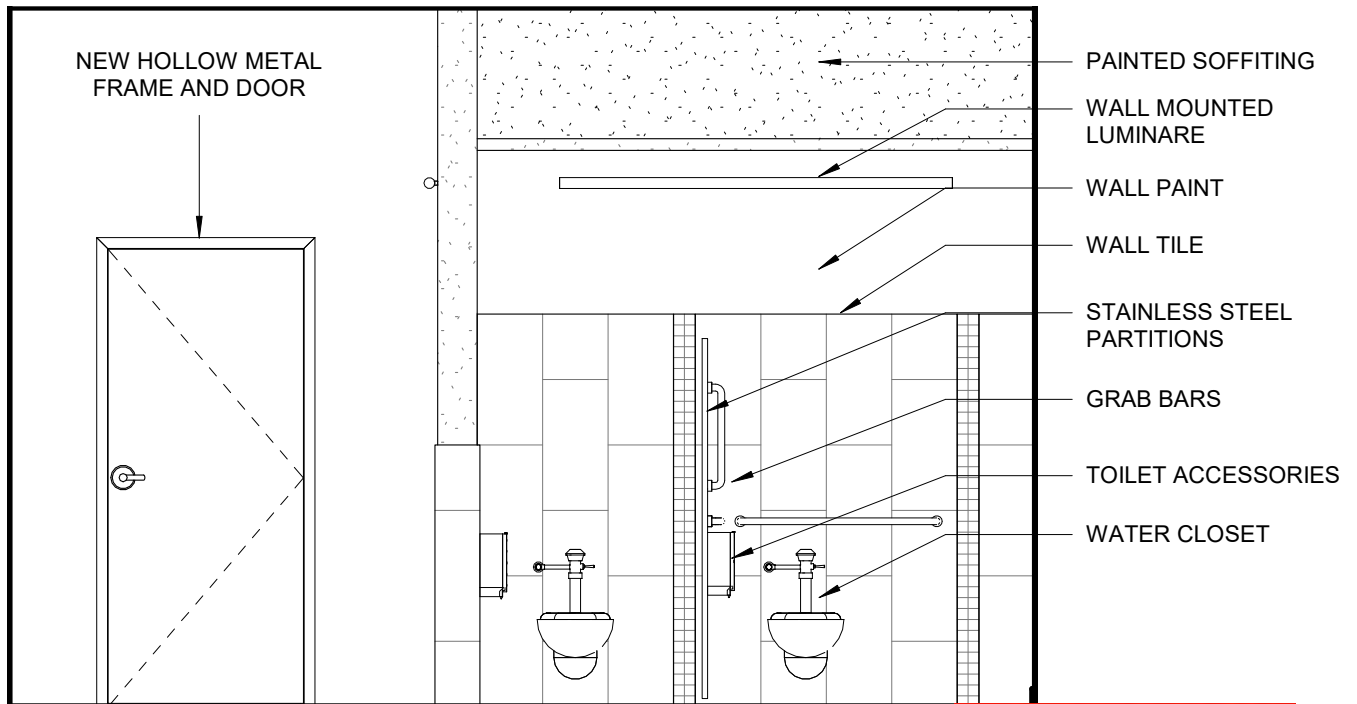
① ENLARGED PLAN - 2002 - NEW  
3/16" = 1'-0"



# ELEVATIONS



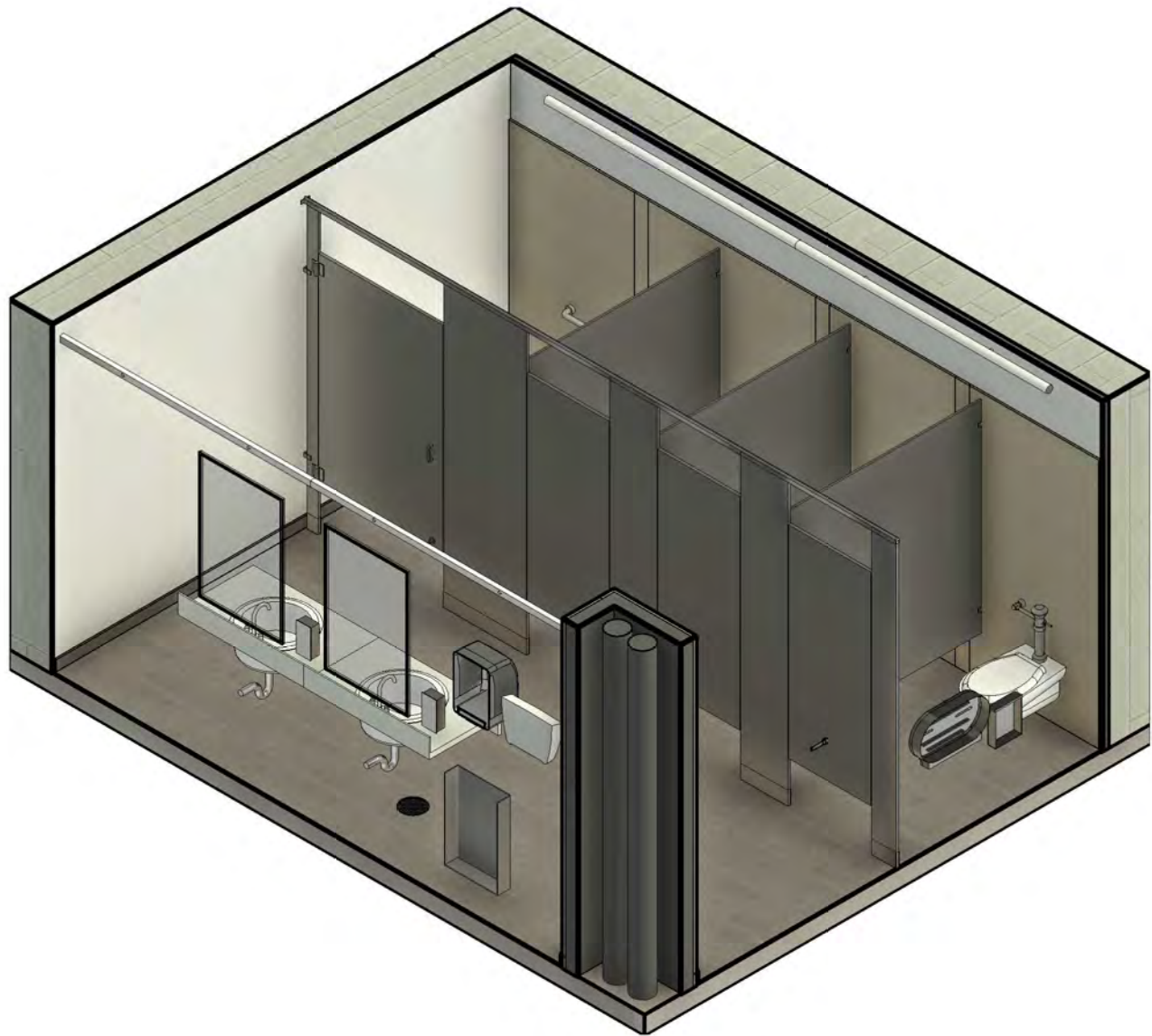
1 ROOM 2139 ENLARGED ELEVATION  
3/8" = 1'-0"



2 ROOM 2139 ENLARGED ELEVATION  
3/8" = 1'-0"



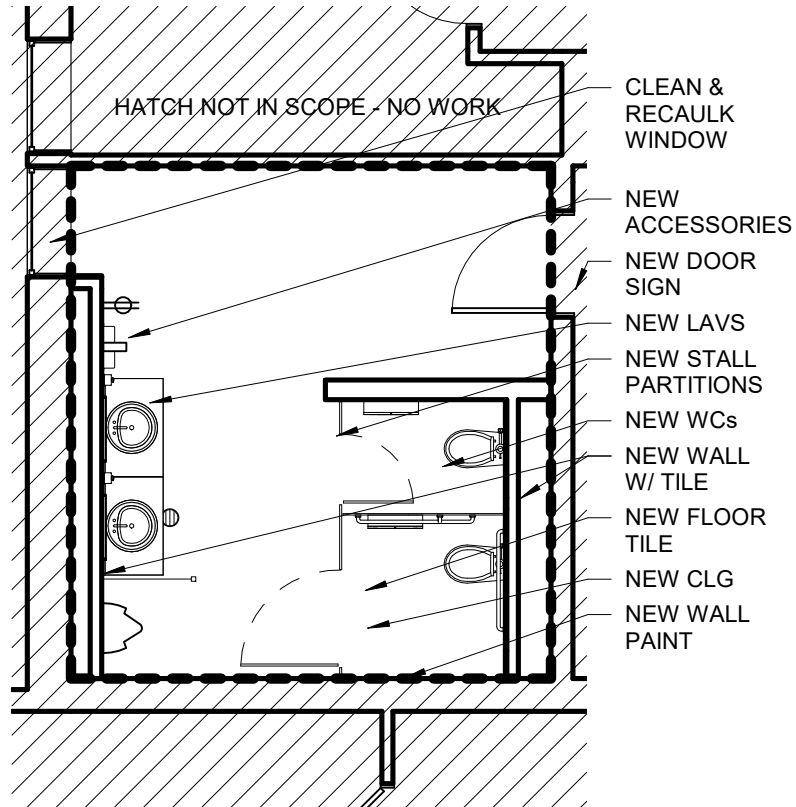
# RENDERING



① 3D - 2002 WOMENS RESTROOM



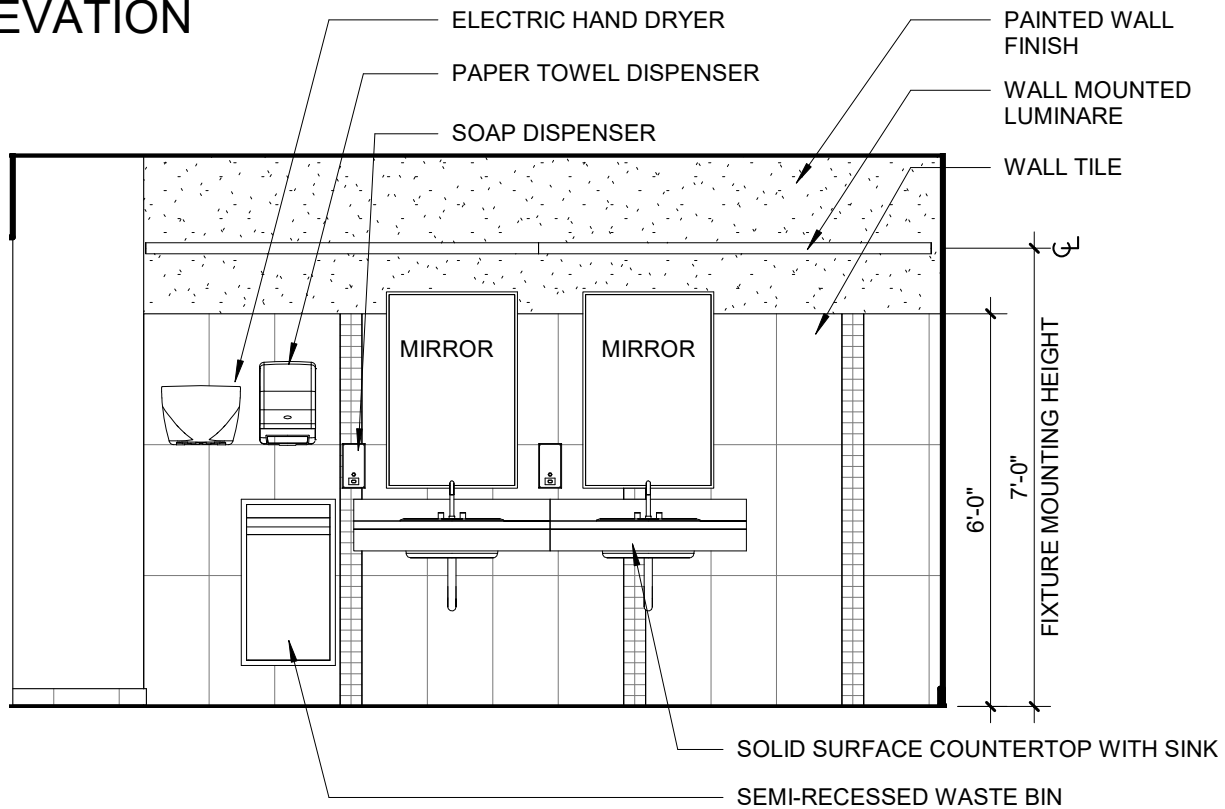
# FLOOR PLAN



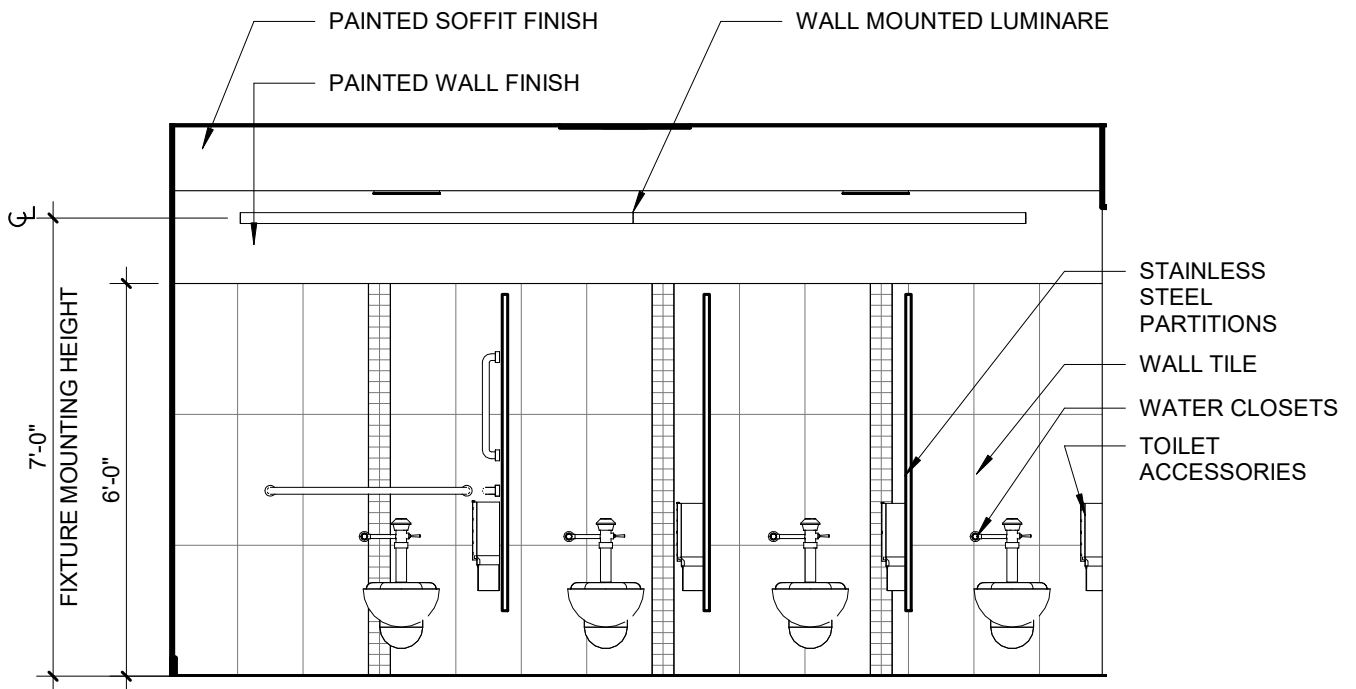
1 ENLARGED PLAN - 2139 - NEW  
3/16" = 1'-0"



# ELEVATION



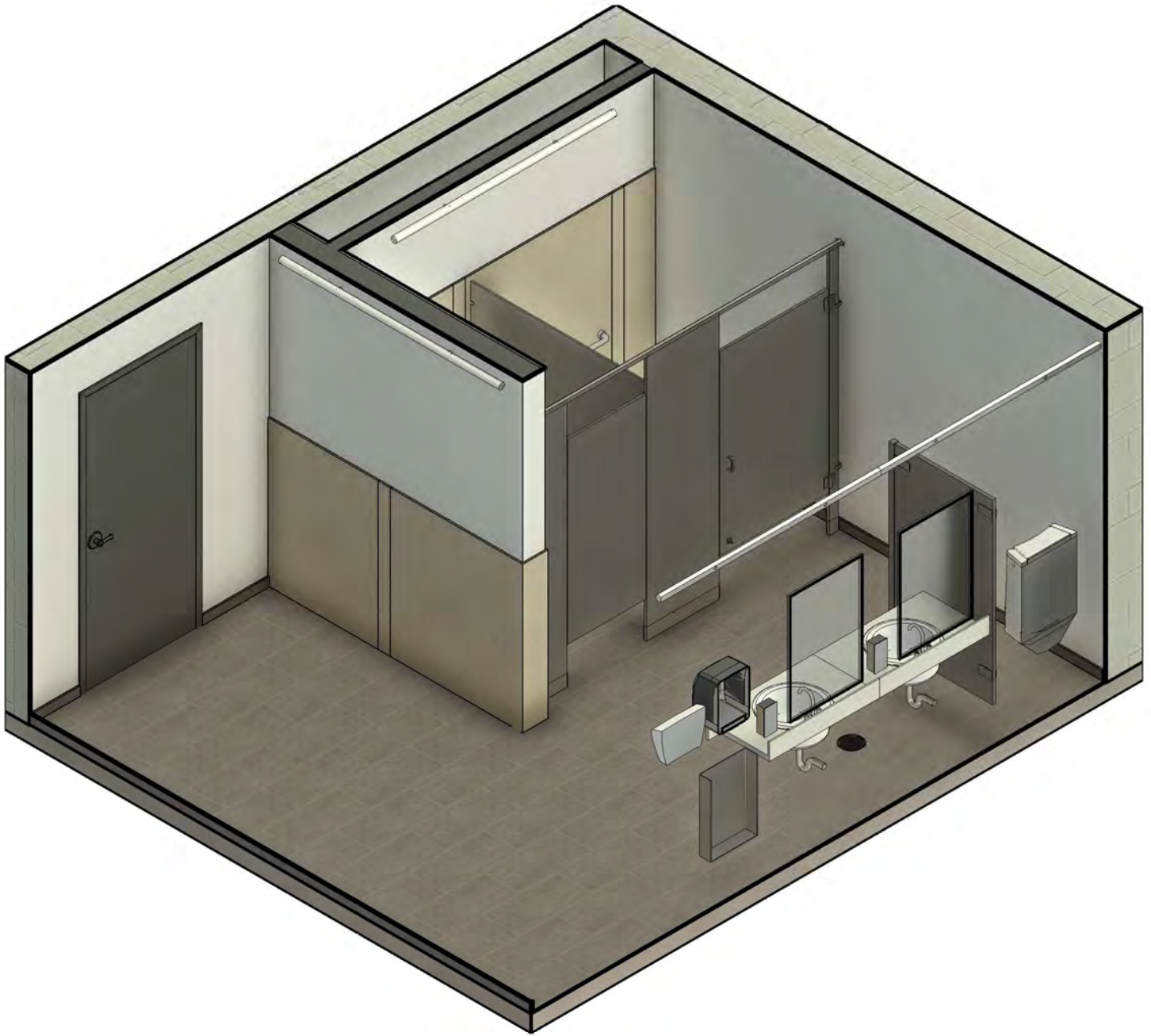
1 ROOM 2002 ENLARGED ELEVATION  
3/8" = 1'-0"



2 ROOM 2002 ENLARGED ELEVATION  
3/8" = 1'-0"



# RENDERING



① 3D - 2139 MENS RESTROOM





## Posthumous Degree Request Form

Request Initiator: Gene Henley Contact: gghenley@unm.edu  
Relationship to student or UNM: Advisor

Would you like the Dean of Students to contact the family regarding this request? ☐ Yes ☐ No

Dean of Students Notification: \_\_\_\_\_

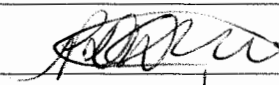
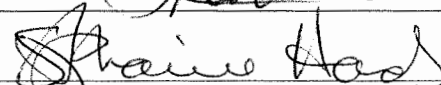


Student Name:	<u>Terry Surveyor</u>		
Student ID:	<u>101526346</u>		
College:		Degree:	<u>mpa</u>
Major(s):			
Concentration(s):			
Minor(s):			

The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but also significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

Accordingly, the University of New Mexico will make available "posthumous degrees" of appropriate type and level to be bestowed upon a student who dies before s/he is able to complete his/her program.

These degrees may be granted under the following circumstances and terms:

1. The student must be in degree status and either currently enrolled or enrolled in the academic year previous to his/her death;
2. The student must have completed a minimum of half of the credits required for the degree;
3. Requests for posthumous degrees may be initiated by the student's family, the faculty of the department and/or college, or a UNM administrator;
4. The department, the college and the Faculty Senate must approve requests for posthumous degrees. The Senate Graduate Committee must also review and provide recommendation on requests for graduate level posthumous degrees;
5. The degree will be noted as "posthumous" on both the diploma and the transcript.

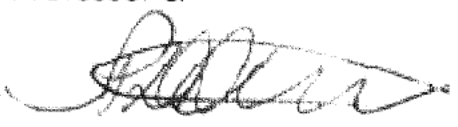
Approvals	Name	Signature	Date
Department :	Patria de Lancer Julnes		9/1/21
College :	Stephanie Hands		9/23/21
Grad. Committee (if necessary):	Nikki Jernigan		11/4/2021
Faculty Senate:	Nancy D. Middlebrook		11/29/21



Date: October 20, 2021

To: Faculty Senate Graduate Committee

From: Dr. Patria de Lancer Julnes, Rosenthal Endowed Professor &  
Director, School of Public Administration

Re: Posthumous Degree Request for Jerry Surveyor 

The School of Public Administration respectfully requests consideration of the Posthumous Degree Request for Mr. Jerry Linn Surveyor.

Mr. Surveyor was a student who had completed 39 of the 42 hours towards the Master of Public Administration (MPA) degree before he passed away on June 2, 2021. Jerry was an outstanding student with a [REDACTED] cumulative GPA. While not currently enrolled, Mr. Surveyor had contacted us to register and enroll in the Professional Paper, the capstone, of his program just before his passing.

Jerry began his MPA Program in Spring 2014. During his time at UNM, he was continually called upon to serve his Native American communities across the nation. One of Jerry's callings was to help tribes establish gaming operations. His expertise in the field had been developed over thirty years in the industry. We would hear from Jerry once or twice a year that he had just finished one project or another and would return to finish his degree.

Sadly, it was not to be.

The Faculty of the School of Public Administration met on Wednesday, September 1, 2021, and unanimously voted to support granting a posthumous degree to Mr. Surveyor.

While the loss of a family member can never be healed, this small token of respect and appreciation for the family will be greatly appreciated.





OFFICE OF  
THE UNIVERSITY  
SECRETARY

November 23, 2021

TO: Board of Regents SSTAR Committee

FROM: Nancy D. Middlebrook, University Secretary

SUBJECT: Fall 2021 Degree Candidates

The Faculty Senate approved the Fall 2021 Degree Candidates at their November 23, 2021 Faculty Senate meeting. Please place this item on the next Board of Regents SSTAR Committee meeting agenda for consideration.

Attached are two lists of the Fall 2021 Degree Candidates. The names of candidates that are on the privacy flag list should not be published.

campus	award_category_desc	Frequency
ABQ	Baccalaureate Degree	1187
ABQ	Doctoral Degree	116
ABQ	First-Professional Degree (Medicine)	11
ABQ	Masters Degree	308
ABQ	Post Second. Cert/Dipl <1 yr.	11
ABQ	Post Second. Cert/Dipl >1 < 2 (Ugrad)	14
ABQ	Post-Masters Cert	16
GA	Associate Degree	88
GA	Post Second. Cert/Dipl <1 yr.	3
GA	Post Second. Cert/Dipl >1 < 2	23
LA	Associate Degree	1
TA	Associate Degree	5
TA	Post Second. Cert/Dipl <1 yr.	5
TA	Post Second. Cert/Dipl >1 < 2	3
VA	Associate Degree	21
VA	Post Second. Cert/Dipl <1 yr.	24

1836\*

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

If the committee needs any additional information, please feel free to contact me at ndm@unm.edu.





# NAS Ph.D. Rationale



1

- ▶ FOCUS: Critical Indigenous thought, Sustainable community building, and Comparative studies in government, policy, identity and sustainability. (3 new courses aligned with these focus areas)
- ▶ Our Vision is that the doctoral candidates will become leaders in academia and/or policy researchers in Indigenous communities. Through an (inter)disciplinary approach to these topics, the doctoral candidates will become proficient researchers and advocates for healthy Indigenous communities.
- ▶ 4<sup>th</sup> Ph.D. program in NAS/AIS/Indigenous Studies in the country
- ▶ Strengthen research skills that honor Native Nations and peoples with ethical, appropriate, and community-based methods .
- ▶ The State of New Mexico and the 24 Pueblos and Tribes of New Mexico have a pressing need for Ph.D. level graduates prepared to work towards healthier and fully engaged communities.



# Native American Studies Faculty

- ▶ NAS Department offers a B.A. degree program which has graduated over 200 majors and minors. We also offer a Master's degree program, which was launched in Fall 2018 and has enrolled 26 MA students. Ten have graduated thus far.
- ▶ 2022 Faculty members
  - ▶ Tiffany Lee, Chair/Professor (Diné/Lakota)
  - ▶ Lloyd L. Lee, Professor (Diné)
  - ▶ Leola Tsinnajinnie-Paquin, Assistant Professor (Diné/Filipino)
  - ▶ Wendy Greyeyes, Assistant Professor (Diné)
  - ▶ New Assistant Professor starting Fall 2022
  - ▶ 2 Teaching assistants, several Part-Time Instructors





# Budget / Needs & Interests Served

- ▶ Estimated program costs include salary for full-time faculty, learning resources, technology equipment, administrative support, and program development. Collaborate with other UNM entities to prevent duplication of efforts and funds.
- ▶ RPSP and Online revenue supports Graduate Assistantships, scholarships, programming, learning resources, and technology. Continue to seek external grants, contracts, and fellowships to support students and department
- ▶ Majority of 110 students, faculty, and community members in survey support. Petition of 438 signatures.
- ▶ NAS is an interdisciplinary field, the students' advanced research areas will prepare them for careers in their preferred focus and expertise, such as in areas like law, health, education and so on as it relates to community-building
- ▶ Remedy for Yazzie and Martinez Consolidated Lawsuit



Native American Studies Department

Doctoral Degree Proposal

College of Arts and Sciences

January 2020



**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE  
FORM D**

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

Date: January 2020

Tiffany S. Lee  
(Name of individual initiating Graduate Degree or Graduate Certificate)

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

Chair & Professor, 277-3927  
(Title, position, telephone number)

tslee@unm.edu  
(Email address)

Native American Studies  
(Department/Division/Program)

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

Attach the following required documents:

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

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

Proposed date to admit new students: Term Fall Year 2021

**Required Signatures:**

Department Chair	<u>[Signature]</u>	Date	<u>1-24-20</u>
College Curricula Committee	<u>[Signature]</u>	Date	<u>03/04/2020</u>
College or School Dean	<u>[Signature]</u>	Date	<u>4/9/21</u>
Dean of Library Services	<u>separate [Signature]</u>	Date	<u>5/11/2020</u>
Office of the Registrar--Catalog	<u>Michael Raine</u>	Date	<u>4/12/21</u>
FS Graduate Committee	<u>[Signature]</u>	Date	
Dean of Graduate Studies	<u>[Signature]</u>	Date	<u>09/02/2021</u>
FS Curricula Committee	Angeline C. Delucas <small>Digitally signed by Angeline C. Delucas Date: 2021.10.18 12:51:55 -0400</small>	Date	
Office of the Provost		Date	
Faculty Senate	<u>[Signature]</u>	Date	<u>10/26/2021</u>
Board of Regents		Date	

**Additional Approvals for Degrees:**

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



## Table of Contents

### Doctoral Degree Proposal for Native American Studies, College of Arts and Sciences

	Elements to FULL Proposal	Page
	Executive Summary	1-2
<b>1.</b>	<b>Program Description and Purpose</b>	
a.	What is the program and why should we offer it? Include the program's major goals (both primary and secondary, if any).	3
b.	How does the program fit within the unit's future plans?	4
c.	How does the program fit within the UNM mission and strategic plan?	5
d.	How does the program fit with related offerings at UNM?	6
e.	Assuming timely approval, what is the program development and implementation timeline?	8
f.	Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)	8
g.	Prior to submission to the NMHED and NMGDC, include a brief statement regarding institution's priority and refer to documentation provided by Provost's Office (see section 9).	14
<b>2.</b>	<b>Justification for the program</b>	
a.	Evidence of need	15
b.	Provide evidence of student demand	16
c.	Provide evidence of student demand for program graduates	17
d.	For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.	17
e.	For full proposal, a discussion of the program's relationship to workforce development is also required.	20



f.	Include any other information as appropriate that will support evidence of need for the university, state, or region.	20
g.	Duplication	20
h.	Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.	20
i.	If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.).	21
j.	For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.	21
k.	For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.	21
<b>3.</b>	<b>Inter-institutional Collaboration and Cooperation</b>	
a.	If applicable, describe opportunities for collaborative relationships with other institutions for shared instruction, faculty arrangements, or student experiences. For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.	21
<b>4.</b>	<b>Clientele and Projected Enrollments</b>	
a.	Clientele	22
i.	Describe the population of students that will be recruited for the program.	22
ii.	Describe the admission requirements for the program.	23
iii.	Indicate how you plan to recruit students. For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce.	23
b.	Projected Enrollment	



i.	Provide a six-year projection of enrollments. For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first six years. A description of the methodology used to arrive at these projections should also be provided.	23
<b>5.</b>	<b>Institutional Readiness for the Program</b>	
a.	How many faculty are necessary for program delivery?	24
b.	How will this program affect the workload of current faculty and support staff?	24
c.	Will additional faculty or staff be required? What is the cost?	24
d.	Will any GA/TA positions be used to assist graduate faculty in the program?	25
e.	What faculty and staff development services will be needed?	26
f.	What technology, media, equipment and instructional supplies are needed to support the program's intended outcomes? Are these resources available? What is the estimated cost?	26
g.	Are there any needs for additional or renovated space?	26
h.	What, if any, existing external facilities will be used? For full proposal, discuss any agreements that have been or will be entered into for use of the facility.	26
<b>6.</b>	<b>Projected Cost of the Program</b>	
a.	Provide a six-year projection of program costs including the new costs for program start up and recurring costs to sustain the program including any new costs identified in Sections 5 or 7.	26
b.	If applicable, describe anticipated sources of new revenue required for the program.	27
c.	Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.	27
d.	For full proposal, a detailed six-year program budget is required outlining programs costs and anticipated state support based on the state funding formula and other areas of support.	27
<b>7.</b>	<b>Quality of the Program</b>	



a.	Describe the qualifications of the faculty and how the expertise and experience will contribute to the quality of the program.	31
b.	Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.	32
c.	What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction?	33
d.	What types of opportunities for experiences outside of the classroom will be available to students and utilized in the program (e.g., internships, service learning projects, research-based service learning).	33
e.	What student support services are likely to be needed and to what extent (tutoring, library, IT, advising, etc.)? What is the estimated cost?	33
f.	What student support will be needed (GA & TA positions, scholarships, internships, etc.)?	34
g.	What are the expected student learning outcomes for the program? What will the students know and what will they be able to do when they complete this program?	34
h.	How will the program's learning outcomes be measured? (For full proposal, also describe any final integrating experiences in the program that will be used to assure graduates have acquired the knowledge and skills expected for the degree/certificate awarded.)	34
i.	Prior to submission to the NMHED and NMGDC, the proposal should state that UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.	35
j.	If applicable, describe any accreditation issues, including the following:	35
k.	Will accreditation be sought for the program? If so, describe the process and expenses involved.	35
l.	How does the program affect any existing accreditation and licensure requirements?	35
<b>8.</b>	<b>Assessment of Operations and Impact</b>	
a.	In addition to student learning outcomes, what other measures to evaluate program effectiveness are contemplated?	35



b.	For full proposal, a long-range plan (at least 5 years) for program assessment and evaluation must be included.	36
<b>9.</b>	<b>Administrative Responsibility for the Program and Institutional Commitment</b>	
a.	What is the proposed governance structure of the program? For full proposal, a thorough discussion is especially important for interdepartmental and intercollegiate programs or when entering into collaborative agreements with other institutions.	37
b.	Prior to submission to the NMHED and NMGCD, documentation outlining the institution's priority for the proposed program should be obtained from the Provost's Office to include with the proposal.	37
<b>10.</b>	<b>Additional Information</b>	
a.	For preliminary proposal, provide any additional information needed to make the case for development of a full proposal. For full proposal, provide any additional information to support the request for the proposed degree program.	38
<b>11.</b>	<b>Attachments full proposal only</b>	
a.	Department of Labor documentation, if applicable.	39
b.	Formal needs assessment	40
c.	Table of 6-year projected graduate program cost estimates and resources (required for submission to NMHED)	46
d.	List of similar programs (state and regional)	48
e.	List of potential employers	48
f.	List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable	49
g.	Letters of support from external partners or stakeholders	49
h.	Letters of support from NM institutions of higher education (strongly recommended prior to presenting program to NMGDC)	50
i.	Additional Attachments for submission to NMHED and NMGDC (supplied by	50



	Provost's Office and Office of Graduate Studies) and for CIP Code approval (submitted by Provost's Office).	
j.	Documentation of institution's priority for the proposed program.  Copy of letter of support from <i>Pamela Cheek</i> Associate Provost for Curriculum  Copy of letter of support to <i>Dr. Kate O'Neil</i> , Secretary of Higher Education from Pamela Cheek, Associate Provost for Curriculum  Copy of letter of support from <i>Susanne K. Clement</i> , Director of Collections University Libraries	50
k.	Course syllabus & Form A/B	
l.	A copy of Form D with signatures	
m.	Minutes from the Board of Regents meeting, noting approval	
n.	Appendices: Letters of Support - UNM entities and External entities	



## **Executive Summary**

This proposal outlines the rationale, academic orientation and budgetary requirements for the development of a nationally and internationally prominent Ph.D. degree program in Native American Studies (NAS) at the University of New Mexico. Throughout the United States, there are three other equivalent doctoral programs at the following institutions: University of Arizona, University of Alaska, and University of California-Davis. We believe that a doctoral program at the University of New Mexico will create the next leaders in academia guiding research that expands the Indigenous canon of knowledge that honors our Native nations and communities.

Our vision is that the doctoral candidates will become leaders in academia and/or policy researchers in Indigenous communities. Through an (inter)disciplinary approach to these topics, the doctoral candidates will become proficient advocates and ethical researchers. They will advocate for healthy Indigenous communities, and they will research with a strong ethical lens honoring Native Nations and peoples

The development of a doctoral program will also complement our existing degree program. Currently, the NAS Master of Arts (MA) degree program, established in Spring 2018, successfully recruited seventeen MA students in the first two years. In addition, the B.A. degree program has graduated over 200 majors and minors during the past fourteen academic years. The establishment of a doctoral program will enhance the educational experience of our existing undergraduate and graduate students by offering an extension to their degree.

The focus of the doctoral program will target these areas:

- Critical Indigenous Thought - Critical Indigenous thought will focus on theorizing and articulating views on issues impacting Native peoples. Indigenous thought will challenge the traditional fields of Education, Ethnic Studies, Linguistics, Law, Anthropology, Sociology, American Studies, History, English, Political Science, and Philosophy.
- Healthy Sustainable Community Building - Sustainable community building will focus on research work targeting policy development and implementation in Indigenous communities. Sustainability would capture the continuation of the Indigenous community's goals and needs.
- Comparative Studies in Indigenous Government, Policy, Identity and Sustainability - Comparative studies will examine the differing trajectories of Indigenous governments, policy, identity and sustainability.

The State of New Mexico and the 24 Pueblos and Tribes of New Mexico have a pressing need for students with advanced degrees prepared to work towards healthier and fully engaged communities economically and socially within the State of New Mexico.

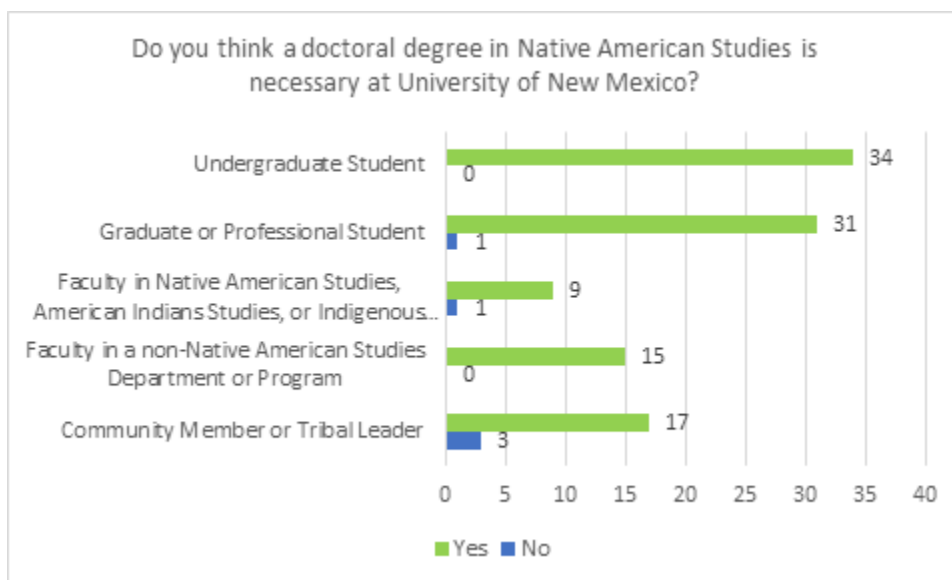
A Doctoral degree in NAS will require successful completion of sixty-six (66) credit hours. Students must take eighteen (18) credit hours of the required core courses. An additional thirty (30) credit hours must come from the Critical Indigenous Thought, Healthy Sustainable Community Building, and Comparative



Studies elective focus courses. These courses are chosen during advisement based on how well they may complement the student’s program of study. A final eighteen (18) credit hours must be completed as dissertation hours.

The target audience for the Ph.D. includes students with advanced degrees, mid-career professionals, and recent M.A. degree graduates who may be either enrolled part-time or full-time, who intend to utilize their doctoral degree to work in academia or tribal communities.

To show the need for a doctoral program, we deployed a survey in February 2019 at the American Indian Studies Association conference at the University of New Mexico. We received 114 responses and in general, a majority of attendees did agree that a doctoral program was necessary. We organized respondents according to the following groups: undergraduate students, graduate or professional student, faculty in Native American Studies, American Indian Studies, or Indigenous Studies, Faculty in a non- Native American Studies department, and community member or tribal leader.



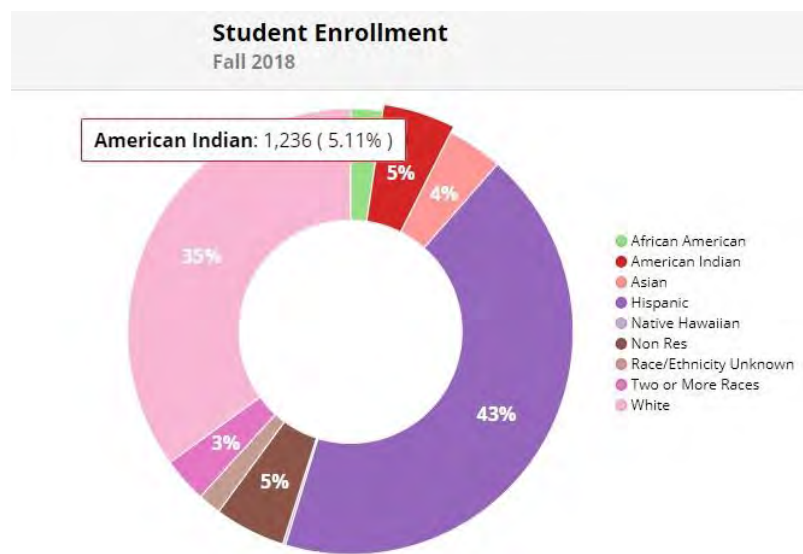
Graph 1: American Indian Studies Association Perception Survey

Across all the differing groups, we found that a majority of individuals thought a doctoral degree in Native American Studies was necessary. In addition to the surveys, we collected names for our petition of support and received 438 signatures. Many of our supporters voiced their surprise that a doctoral program was not offered at the University of New Mexico. We also spoke with eight chairs from the College of Arts and Sciences and the Law School. Many articulated their support for a program, particularly as it would complement their existing Indigenous focused courses. They also expressed support in terms of cross-listed courses, dissertation committee advisory support, and graduate mentorship.



With support letters from New Mexico State University, Western New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, Diné College, and many out-of-state universities, NAS will collaborate with these institutions to bring in students for the graduate program.

There is an increased interest in the NAS degrees. The NAS B.A. program has produced over 200 graduates (majors and minors) since the degree was approved in 2005. It is anticipated the size of the graduating classes will gradually increase in subsequent years. The NAS program currently offers on average 10-15 courses per semester taught by NAS faculty, adjuncts or affiliated faculty serving from 200-300 students per year.



There are approximately 1,200 Native American students enrolled at the UNM Main campus and an additional 2100 students enrolled through the Gallup, Taos, Los Alamos and Valencia campuses. It is anticipated many undergraduate and graduate students will be interested in the new Ph.D. degree program offered through NAS.

The current growth and demand for NAS courses is reaching the maximum carrying capacity of the

faculty and program. Further growth and capacity can be facilitated through an increase in faculty and staff lines and program development monies in the future. As the program grows, we do project the need for recurring appropriation for the augmentation of faculty, staff and program development.

## 1. Program Description and Purpose

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

Native American Studies (NAS) is an academic program committed to Indigenous research and scholarship. NAS offers a Master of Arts degree, Bachelor of Arts degree and a Minor degree granted through the College of Arts and Sciences at the University of New Mexico. Our goal is excellence in



educating all students and the public about the experience of Indigenous peoples with significant attention given our complex history and intercultural heritage in New Mexico and the United States.

The Master's Degree and Bachelor of Arts Degree in Native American Studies is awarded by the College of Arts and Sciences and has UNM Institutional Accreditation from the Higher Learning Commission of the North Central Association. The Bachelor of Arts degree and Minor in NAS are designed to give students a background in Native American Studies theory, Indigenous research, and relevant application of their knowledge among Indigenous communities.

Currently, the Native American Studies Program, in conjunction with the College of Arts and Sciences proposes to establish a Doctoral (Ph.D.) degree in ***critical Indigenous thought, sustainable community building, and comparative studies in government, policy, identity and sustainability***. Critical Indigenous thought will focus on theorizing and articulating views on issues impacting Native peoples. Sustainable community building will focus on research work targeting policy development and implementation in tribal communities. Comparative studies will examine the differing trajectories of Indigenous governments, policy, identity and sustainability. The doctoral candidates will become leaders in academia and/or policy researchers in tribal communities. Through an interdisciplinary approach to these topics, the doctoral program will integrate itself into any social sciences or humanities program.

The NAS Ph.D. degree program will provide a unique progression of study whose central mission is to support leadership development and community education that fosters critical investigation and interpretation, social justice, and social transformation of knowledge. The doctoral degree in Native American Studies will complement our Bachelor's and Master's degrees to create academic leaders in the field. In addition, Native American Studies prepares students to be community engaged leaders who work toward socially plural, culturally inclusive and healthy communities that drive positive human interactions and acknowledge the diversity of human experience and creative expression.

The doctoral degree in Native American Studies will be unique among tier one universities in the United States in that its emphasis will be on community-based education for Indigenous leadership and sustainable community building. The degree program will use a diverse pedagogical approach where instruction will be face-to-face, through Zoom, and online.

By promoting the NAS offerings online, our Ph.D. program will reach out to potential Native Studies students in a capacity that is not offered by major neighboring universities, such as Arizona State University and the University of Arizona. By offering as many avenues of involvement as possible, the quality of our program will be an outstanding pillar across the nation. Of course, Ph.D. students can also choose from the large array of face-to-face course options as well. Students will have many options and choice in terms of how to complete course-work and meet with faculty advisors.

#### **b. How does the program fit within the unit's future plans?**



Through community oriented curricular offerings and programs, faculty and students will develop action-based research to address complex social issues associated with Native American and other Indigenous communities such as social and economic inequities, self-determination, human rights and social transformation. Interdisciplinary in nature, the proposed Ph.D. programming, research and community engagement will emphasize cultural and community-based learning that includes critical thinking, analytical skills, effective communication leadership and community building.

The purpose of the NAS Ph.D. program at UNM is to provide the present and future leadership of Native communities and other Indigenous peoples with relevant leadership and research training and policy analysis that meet the highest academic and professional standards while reflecting the needs, circumstances, goals, and concerns of those communities and peoples.

The Doctoral Degree will address areas of critical Indigenous thought which will focus on theorizing and articulating views on issues impacting Native peoples. Indigenous thought will challenge traditional fields of Education, Ethnic Studies, Linguistics, Law, Anthropology, Sociology, American Studies, History, English, Political Science, and Philosophy. It will also address healthy sustainable community building which will focus on research work targeting policy development and implementation in Indigenous communities. Sustainability would capture the continuation of the Indigenous community's goals and needs. Finally, it will focus on comparative studies in Indigenous Government, Policy, Identity and Sustainability. Comparative studies will examine the differing trajectories of Indigenous governments, policy, identity and sustainability.

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

UNM has defined the mission and vision of the university through the UNM 2020 plan. Seven targeted goals outlined in the UNM 2020 plan are well-aligned with NAS's vision and mission. The seven goals include: 1. Become a destination university, 2. Prepare Lobos for lifelong success, 3. Promote institutional citizenship, 4. Enhance health and health equity in New Mexico, 5. Advance discovery and innovation, 6. Ensure financial integrity and strength, and 7. Advance and accelerate economic development.

NAS provides a range of academic resources for the student, the university community, and the larger Native American community. In keeping with the Memorandum of Understanding with New Mexico tribes, NAS is organized into three major components, which reflects the overall mission and vision of the University. The UNM 2020 goals served in NAS's components are delineated below:

#### *Academic, Research, and Community Outreach*

1. The Academic Component includes an extensive array of courses, internships, individual studies, and summer institutes. The course content is aligned with historical and contemporary issues affecting Indigenous communities in New Mexico, nationally, and internationally. A primary goal of the academic component is to inspire and motivate NAS students toward careers and lifelong learning that address these issues in significant ways. This goal is directly aligned with UNM 2020 goals 2, 3, and indirectly



aligned with goal 1. NAS promotes lifelong learning through its courses and provides opportunities for NAS students to participate in university life and activities to build their capacity to solve complex issues affecting Native communities of New Mexico and beyond. NAS is sought out by many researchers, faculty, students, and others as a source of important connections with Native students and communities, and in this respect, contributes to UNM's goal to become a destination university.

2. The Research Component is integrated into every NAS course and provides training and experience in doing research in a Native American context. The NAS student learning outcomes are directly tied to the development of research skills among our students. Research skills are highly valued as a way to contribute to Native communities in any field of study. The Research component also provides research opportunities and teaching assistantships to Native American students currently in graduate degree programs. Incorporated into the Research Component is the NAS library. This collection of materials (2,800 volumes) by and about Native Americans (books, journals, articles, research papers, video and audiotapes) including the highly prized Reno Collection, is available to students, the university community and the larger public community. The family of Philip Reno donated the Reno Collection to NAS. The collection consists of materials that Philip Reno utilized in his book, *Navajo Resources and Economic Development* (1988) University of New Mexico Press. This component directly aligns with UNM 2020 goals 2, 5, and indirectly aligns with goals 1, 4, and 7. Research skills advance discovery and innovation by advancing knowledge and student learning. Research skills also prepare students for lifelong learning as these skills can be applied in any context and setting over time. Depending on the fields our students enter with their degree, their skills can contribute to health equity and economic development of their communities and beyond.

3. The Community Outreach component occurs through NAS in a variety of ways. One significant avenue community outreach is achieved is through NAS courses with their research focus on issues pertaining to tribal leadership, self-determination and economic development. Specialized courses, workshops and research are offered as necessary via NAS programming and activities based on main campus and branch campus systems. This component aligns directly with UNM 2020 goals 1, 2, and 5, and is indirectly aligned with goals 3, 4, 6, and 7. The community focus of our mission and vision make NAS a destination program for the university. The partnerships and relationships we create and build with communities contribute to students' lifelong relationships and learning. Aligning our curriculum with current realities and issues of Indigenous communities advances discovery and innovation by promoting research and teaching that is community-based, driven and collaborative.

#### **d. How does the program fit with related offerings at UNM?**

We visited with many of the College of Arts and Sciences department chairs and discussed courses across our units. We received support to build an inter-disciplinary and comparative analysis perspective across courses. We were able to evaluate courses offered throughout the respective departments, which would help us build a Ph.D. course structure of existing Indigenous and Native American related courses.



	<b>Departments/Chairs:</b>	<b>Dates:</b>	<b>Times:</b>
1	American Studies - David Correia -	4/22/2019	10 a.m.
2	Anthropology- Les Fields – Les Field	4/29/2019	10 a.m.
3	Chicana/Chicano Studies - Irene Vasquez	4/26/2019	10 a.m.
4	English - Anita Obermeir and Melina Vizcaino-Aleman	4/29/2019	12 p.m.
5	Linguistics - Barbara Shaffer	4/19/2019	10 a.m.
6	Philosophy - Adrian Johnston	4/29/2019	12 p.m.
7	Political Science - Tim Krebs	4/29/2019	11 a.m.
8	Law - John LaVelle	4/29/2019	1 p.m.
9	Indigenous Design and Planning Institute – Ted Jojola	3/19/2019	1 p.m.

Even more, we received many emails and letters of support from departments we were not able to physically meet with, and those letters are included in the appendices. We were excited by the large amount of favorable support from departments within the College of Arts and Sciences, the College of Education, the Law School, and the Indigenous Design and Planning Institute. All of the department chairs offered their support through the following activities:

- Letters of Support: All of the chairs we met with were in support, and they provided letters of support.
- Methodology Courses: The various method courses from each respective department were approved as NAS Ph.D. course offerings and additional courses were added.
- Subject/Content Courses: Chairs stated that their graduate level courses would be made available for enrollment of our Ph.D. students. We discussed specific courses found within the course catalog that were relevant to our focus, and future courses will be discussed further.
- Speakers/Summits/Events: All chairs stated that they would provide support in this area of activity. They also articulated they would like to garner our support as well for their events. These activities will be mutually beneficial.

Our overall conclusion is that the department chairs support the effort of Native American Studies to build its own Ph.D. program and cross-list courses from their departments. Many had expressed that our existing faculty currently work collaboratively with graduate students in their department.

UNM has related Indigenous-focused programs in the Community and Regional Planning program and the Law School, but they are not replications of the Ph.D. degree proposal NAS is submitting. The NAS Ph.D. program will support leadership development and community education that fosters critical investigation, interpretation, and analysis, social justice, and social transformation of knowledge.

The Ph.D. program will prepare students to be community-engaged leaders who work toward socially plural, culturally inclusive and healthy communities that drive positive human interactions and acknowledge the diversity of human experience and creative expression. Students will learn to be researchers, critical thinkers, effective communicators, nations builders, and change agents of Native communities, organizations, and/or Nations. Students will develop action-based research skills to



address complex issues associated with Native communities such as social and economic inequities, human rights, self-determination, and social transformation. The NAS Ph.D. degree at UNM will be a distinct program where the faculty will provide a conceptual understanding of leadership, both from a historical and contemporary viewpoint, leading to the advancement of self-determination in Native communities, organizations, and Nations, and the sustaining of distinct peoples.

The Community and Regional planning program prepares students to be future planners and professionals with the knowledge and skills to support planning that is responsive to people and place. Their students create community-based plans, programs, and policies that sustain and enhance their culture, resource base, built environment and economic vitality. A major difference between the community and regional planning program and the NAS Ph.D. program is our focus on the importance of being effective and relevant researchers, critical thinkers, effective communicators, and nation builders. Their program in Indigenous planning is also not a Ph.D. degree program. Their graduate program emphasizes the skills specific to planning. NAS's emphasis has a broader view across skill areas that can be applied to various disciplines and career choices.

The Law school is designed to educate and train students to be excellent lawyers who will serve local, state, tribal, national, and international communities. While Native nations and communities need lawyers to help sustain a distinct way of life, the NAS Ph.D. program will educate students on how to be community engaged leaders in multiple areas including law and policy. The Ph.D. program will include an understanding of how the law impacts Native communities, organizations, and Nations and will extend how students utilize critical analytical skills to help build their Nations, organizations, and/or communities.

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

The anticipated implementation timeline is the following:

- Fall 2019 - Begin the process of preliminary approval and submit full proposal
- Spring 2020 to Fall 2020 - Obtain all UNM-related approvals including the Board of Regents; Obtain all state-related approvals; Develop marketing and recruitment plan
- Fall 2020 - Begin implementation of the marketing and recruitment plan
- Spring 2021 - Accept applications by February 1
- Fall 2021 - First group of students begin the NAS Ph.D. program

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

Study Requirements: 66 credit hours for Ph.D.



A Doctor of Philosophy (Ph.D.) in Native American Studies will require successful completion of sixty-six (66) credit hours. Students must take eighteen (18) credit hours of the required core courses, thirty (30) credit hours NAS or interdisciplinary focus, and eighteen (18) credit hours towards dissertation. All courses will be approved through advisement based on how well they may complement the students' program of study.

All doctoral candidates must successfully complete their courses, comprehensive exam, field specialization/concentration, methodology, and dissertation to successfully graduate from this graduate program.

#### Ph.D. CORE COURSE REQUIREMENTS (18 CREDIT HOURS)

In consultation with advisor, students will select a combination of eighteen (18) credit hours of the following courses:

NATV 550	Indigenous Nations and Sustainable Communities seminar	3 Hours
NATV 560	Research Method and Practice in Indigenous Scholarship	3 Hours
NATV 570	Indigenous Thought and Ethics	3 Hours
NATV 665	Applied Indigenous Critical Theory	3 Hours
NATV 670	Comparative Indigenous Studies across Disciplines	3 Hours
Additional Graduate Level Methods Course (see below)		3 Hours
TOTAL:		18 Hours

#### GRADUATE SECOND METHODOLOGY COURSE (3 CREDIT HOURS)

##### Native American Studies

667. Action Research in Indigenous Communities (3)

##### American Studies

501. Theories and Methods in American Studies (3)

502. Research Methods Practicum (3, may be repeated once)

##### Anthropology

523. Quantitative Analysis in Archaeology (3)

541. Problems and Practice in Ethnography (3)



### Chicano/a Studies

540. Literary Analysis of the Mexican Revolution (3)

### Community and Regional Planning

583. Introduction to Geographic Information Systems (GIS) (3)

### Economics

508. Statistics and Introduction to Econometrics (3)

### Education

500. Research Applications to Education (3)

### Educational Leadership

603. Introduction to Data Analysis, Organizational Leaders

605. Qualitative Research in Education

607. Analyzing Qualitative Data

609. Quantitative Methods for Analyzing and Transforming Organizations

### History

665. Seminar in Historical Research Methods (3, no limit  $\Delta$ )

### Linguistics

510. Statistical Methods in Linguistics (3)

513. Linguistic Field Methods (3)

522. Grammatical Analysis (3)

### Language, Literacy and Sociocultural Studies

501. Practitioner Research (3)

502. Introduction to Qualitative Research (3)

503. Research in Bilingual Classrooms and Communities (3)

### Sociology

481. Data Analysis (3)



580. Methods of Social Research I (3)

581. Advanced Social Statistics I (3)

582. Advanced Social Statistics II (3)

#### Political Science

581. Statistics for Social Research

681. Advanced Quantitative Analysis

#### NAS or INTERDISCIPLINARY FIELD COURSES (30 CREDIT HOURS)

##### NAS Field Focus

NATV 502 Education, Power, and Indigenous Communities

NATV 523 Self-Determination and Indigenous Human rights\*

NATV 524 Principles of Leadership in Indigenous Contexts

NATV 545 Politics of Identity\*

NATV 522 Indigenous Community Approaches in Restorative Justice

NATV 530 Gender and Indigenous Leadership

NATV 535 Issues in Contemporary Native Leadership

NATV 540 Indigenous Economies, Sustainability, and Environmental Protection

\*Form A has been submitted to create graduate level equivalents

##### Interdisciplinary Focus

The following courses, based on our preliminary engagement with College of Arts and Sciences chairs, are courses currently available to NAS Ph.D. students. These related disciplines are: American Studies, Anthropology, History, Community & Regional Planning, Language Literacy Sociocultural Studies, Public Administration, Sociology, and other interdisciplinary-related program. The Law school will require a partnership with the Indigenous Peoples Law Program.

AMST 552: Colonialism and Decolonization

ANTH 532: Indigenous Peoples of South America



ANTH 578: Indigenous Mexico

ENG: Native American Literature and Culture

ENG 574: Southwest Women Writers

CRP 503: Community-Based Practice

CRP 534: Foundations of Indigenous Planning

CRP 539: Indigenous Space Place Mapping

CRP 540: Pueblo Design and Planning

CRP 541: Navajo Design and Planning

HIST 546: Native America to 1850

LLSS 551: History of American Indian Education

LLSS 554: Teaching the Native American Child

LLSS 560: Language and Education in Southwest Native American Communities

LLSS 564: Issues in American Indian Education

LLSS 570: Science and Native American Education

PADM 590: Topical Seminars

PSY 450/508: Research with Diverse Populations

SOC 595: Special Topics in Sociology

*Will require special permissions from the Law School*

LAW 552 Federal Jurisdiction (must obtain approval from chair)

LAW 582: Economic Development in Indian Country (must obtain approval from chair)

LAW 584: Indian Law (must obtain approval from chair)

LAW 628: Law of Indigenous Peoples (must obtain approval from chair)

All courses will be offered through the following approaches: online, Zoom, & face-to-face during the graduate program. We will make our current M.A. course offerings available to our Ph.D. students.



### DISSERTATION (18 CREDIT HOURS)

Once students have successfully completed their dissertation proposal defense, they may enroll in the dissertation hours. A minimum of 18 credit hours will be required for their successful completion of their Ph.D.

NATV 699\*      Dissertation

18 Hours

\*Form B submitted

### **DRAFT CATALOG COPY**

### **Doctor of Philosophy in Native American Studies**

The Doctor of Philosophy in the Native American Studies program is targeted to students holding a B.A. and M.A. degree in Native American Studies, History, Anthropology, American Studies, Education, Sociology, or any interdisciplinary-related program. The program prepares students for positions in teaching, research, tribal leadership, leadership of tribal organizations, leadership of community based organizations, positions related to educational outreach and training, social and cultural program development, policy development and analysts, and sustainable community building.

### **Admission Requirements**

- 3.0 GPA at the Master's degree level;
- Test of English as a Foreign Language (TOEFL), if applicable;
- Graduate application and fee;
- Completed Bachelor's and Master's degree by start of Ph.D. program, or Juris Doctorate;
- One writing sample (between 10-15 pages double spaced) of original work;
- Three recommendation letters;
- Personal statement that addresses candidate's educational goals, professional plans, interest in the Ph.D. program and background in Native American Studies or Indigenous communities.

### **Advisement and Plan of Study**

NAS Ph.D. students will meet with the NAS Academic Advisor at least once a semester. Students will create a degree plan by the start of the second semester. Students will be required to take the 18 credit hours of the NAS Ph.D. Core classes as well as pick 30 credit hours of coursework from the required NAS or interdisciplinary focus that match their intended career path. NAS understands that some students



may attend part-time 3-6 credit hours a semester and others may be full-time taking 9 credit hours a semester. NAS faculty will be available to mentor and to provide support to students in the NAS Ph.D. degree program.

### **Program Requirements**

Students must complete a minimum of 66 credit hours within the following:

- Core Courses—18 credit hours—In the following courses: NATV 550: Indigenous Nations and Sustainable Communities seminar; NATV 560: Research Method and Practice in Indigenous Scholarship; NATV 570: Indigenous Thought and Ethics; NATV 665: Applied Indigenous Critical Theory; NATV 670 - Comparative Indigenous Studies Across Disciplines; Additional Graduate Level Methods Course (3 credit) in another discipline.
- NAS or Interdisciplinary Focus—30 credit hours chosen from—NATV 502 (Education, Power, and Indigenous Communities), NATV 523 (Self-Determination and Indigenous Human Rights), NATV 524 (Principles of Leadership in Indigenous Contexts), NATV 545 (Politics of Identity), NATV 522 (Indigenous Community Approaches in Restorative Justice), NATV 530 (Gender & Indigenous Leadership), NATV 535 (Issues in Contemporary Native Leadership), and NATV 540 (Indigenous Economies, Sustainability, and Environmental Protection). Additional elective UNM courses of appropriate 500 or above level (up to 6 hours) may be petitioned for NAS approval from related disciplines such as American Studies, Anthropology, History, Community & Regional Planning, Language, Literacy, & Sociocultural Studies, Public Administration, Sociology, or an interdisciplinary-related program.
- Dissertation – 18 credit hours

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

We obtained approval to submit a full proposal from the Provost's office on October 2, 2019. The letter from Associate Provost Pamela Cheek on behalf of the Provost is included in this proposal. Our program has also been identified as a priority for UNM's Research and Public Service Projects for the 2020 New Mexico Legislative session. Our RPSP will support our undergraduate and graduate students with assistantships, research funding, undergraduate stipends, and support for community collaborations. See the press release located at <https://news.unm.edu/news/unm-releases-2020-legislative-priorities>



## **2. Justification for the Program**

### **Evidence of Need**

The last three decades have seen a remarkable change in the governing and economic situations of Native communities. In the 1970's, the federal government moved to a policy of Self-Determination for Indian tribes. Although the federal policy intent was modest – to allow tribes to run federal Indian programs – assertive Native communities have used the opportunity opened by this policy to take dramatically increased control of their own affairs, realizing in practice much of the sovereignty long promised them in treaties, court decisions, and legislation. Added to these factors are the new and evolving challenges of global climate change and many associated issues, which directly affect Native communities environmentally, socially, economically and culturally.

Implementing self-determination and control over Native Nations' own affairs, however, has posed major leadership, management, and community challenges for Native Nations. Confronted with many of the same institutional, strategic, and administrative problems faced by most contemporary societies, many of these Nations also are trying to preserve distinctive cultural legacies, control and re-channel often destructive forces of change, and maintain a maximum degree of political autonomy within the often hostile political atmosphere of the contemporary United States, where tribal sovereignty has been recurrently under attack over the last half century. All too often, they face these complex tasks with only limited contemporary experience in sovereign government and meager informational and educational resources. Native American leaders often have to make momentous decisions without the benefit of the focused, customized educational experience that the leaders of other societies find readily available at leading educational institutions or through major executive education programs. Tribal governments also typically lack access to the kinds of policy analyses that other governments regularly employ in making major policy decisions.

Tribal leaders in New Mexico and all across the country have often called for access to the kinds of sophisticated policy resources that have traditionally been part of the decision-making processes of non-Indian governments in the United States. The development of the current NAS program is a response to this need and to similar needs among Indigenous groups elsewhere in the world. The primary mission of the program is to be an educational resource, making available to Native communities a comprehensive and high quality doctoral level program of study designed specifically to meet the educational, research, and policy development needs of Native Nations in New Mexico and beyond. The doctoral program will also serve the interests of policy-makers, organizations, and government offices who work closely with Native American people by training and educating students in advanced research and community-collaboration. In addition, the NAS program aims to develop a body of theory, research and practice which is founded upon Indigenous thought, values, principles and research protocols. It is intended to be a vehicle for supporting the work of New Mexico and Native American educational institutions, in particular tribal colleges, through cooperative relationships, curriculum development, and the transfer



of skills. The NAS graduate program's overall aim is to evolve an educational process for Indigenous community building, which flows from Indigenous based theory and practice. The goal of the UNM-NAS educational process is to make a long-lasting, relevant contribution to the effort of Indigenous communities to improve the community, economic and social well-being of their peoples and support their development of effective control of their own futures on their own terms. The UNM-NAS program will offer a distinct graduate program emphasizing leadership and sustainable community building no other Native American Studies graduate program currently offers.

### Provide evidence of student demand

NAS faculty administered a survey in February 2019 at the American Indian Studies Association conference at the University of New Mexico. We received 114 responses and in general, a majority of attendees did agree that a doctoral program was necessary. We organized respondents according to the undergraduate and graduate students, faculty in NAS and other programs, and community members. Across all the differing groups, we found that a majority of individuals thought a doctoral degree in Native American Studies was important and necessary. In addition to the surveys, we collected names on a petition of support and received 438 signatures. Many of our supporters were surprised that a doctoral program was not already offered at the University of New Mexico. We also spoke with eight chairs from the College of Arts and Sciences and the Law School and have collected 14 letters of support from UNM departments and entities. Many articulated their support for a program, particularly as it would complement their existing Indigenous focused courses. They also expressed support in terms of cross-listed courses, dissertation committee advisory support, and graduate mentorship.

With support letters from New Mexico State University, Western New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, Diné College, and many out-of-state colleges and universities, NAS will collaborate with these institutions to recruit students for the doctoral program.

Currently, NAS is one of a handful of departments in the College of Arts and Science whose student credit hour production is growing and has been growing for the last five years.

In our survey with 223 individuals conducted in the spring and summer of 2015, over 200 (98%) wanted NAS to develop a graduate degree program. 220 individuals (99%) felt producing students with a graduate degree in NAS would benefit Native and non-Native communities in New Mexico and beyond. In a previous survey conducted in 2013 with 70 individuals, 65 (93%) wanted a NAS graduate degree program and 63 individuals (90%) felt producing students with a graduate degree in NAS would benefit Native and non-Native communities in New Mexico and beyond. In addition to the surveys, over 200 students signed a petition supporting an NAS graduate program and several schools, tribal leaders, and organizations submitted letters of support. Student and public demand is high for the M.A. and now a Ph.D. degree in NAS at the University of New Mexico.



### Provide evidence of demand for program graduates

We anticipate that a Ph.D. program will absorb several students in the NAS M.A. program for the first few years but as the program matures we anticipate student growth from across the country, the branch campuses, and regional states. We anticipate 3-5 students entering the Ph.D. program for the first two years. We anticipate admitting more than 5 students per year based on our faculty capacity and funding for those students.

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

#### a. US Department of Labor Estimates

The data was compiled from the US Department of Labor, Bureau of Labor Statistics, and Occupational Handbook for 2012-2022. These labor statistics displays changing employment from 2012 to 2022. Native American Studies alumni from 2006 to 2015 reported careers serving Indigenous communities in the following sectors: public relations specialist; arbitrators, mediators and conciliators; technical writers; education: training and development managers; and management analysts. We anticipate with a Ph.D. our graduates will find academic and research positions at Universities, Tribal Colleges, tribal governance, organizations, and entities serving Native peoples and communities similar to the listing and in areas such as community building.

U.S. Bureau of Labor Statistics – Occupational Outlook Handbook			
Occupation	Annual Median Pay	2018-28 Growth (Next 10 <sup>th</sup> Years)	Degree
Area, ethnic, and cultural studies teachers and law post secondary (Assistant Professors)	\$78,470	11%	Doctoral, or professional degree
Social and Community Service Managers	\$65,320	13%	Bachelor's degree



Survey Researchers	\$57,700	1%	Master's degree
Advertising, Promotions, and Marketing Managers	\$132,620	8%	Bachelor's degree
Operations Research Analysts	\$83,390	26%	Bachelor's degree
Public Relations Specialists	\$60,000	6%	Bachelor's degree
Technical Writer	\$71,850	8%	Bachelor's degree
Arbitrators, Mediators and Conciliators	\$62,270	8%	Bachelor's degree
Education: Training and Development Managers	\$65,320	13%	Bachelor's degree
Management Analysts	\$83,610	14%	Bachelor's degree
Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, on the Internet at <a href="https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm">https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm</a> (visited May 04, 2019).			

### **Post Secondary Teachers**

Postsecondary teachers instruct students in a wide variety of academic and technical subjects beyond the high school level. Most postsecondary teachers work in public and private colleges and universities, tribal colleges, tribal universities, professional schools, and junior or community colleges.

### **Social and Community Service Managers**

Social and community service managers coordinate and supervise social service programs and community organizations. Social and community service managers work for nonprofit organizations, private for-profit social service companies, and government agencies. The majority work full time.

### **Survey Researchers**

Survey researchers design and conduct surveys and analyze data. Most survey researchers work in research firms, polling organizations, nonprofits, corporations, colleges and universities, and government agencies. The majority work full time during regular business hours.



### **Advertising, Promotions, and Marketing Managers**

Advertising, promotions, and marketing managers plan programs to generate interest in products or services. Many of these workers are employed in advertising agencies or in corporate or regional managing offices.

### **Public Relations Specialist**

Public Relations Specialists are liaisons between State, Federal and tribal government agencies to report out information to serve their communities on behalf of American Indian Education, Economic development, Environment, Health, and numerous important issues. Some tribal nations also have their own newspapers.

### **Technical Writer**

Technical writers communicate for governmental agencies, apply for grants, and develop critical policies within Native governments. Other career choices include global visibility of Indigenous-based education via published children's books or producing critical literacy among adults as well.

### **Arbitrators, Mediators and Conciliators**

NAS alumni have found themselves in careers such as arbitrators, mediators and conciliators, and these type of position often address multiple issues to educate Federal or State agencies who have less awareness of policies related to Native communities. This work also includes educating the public about state, tribal, and federal laws, policies, acts, and statutes impacting Native communities.

### **Education: Training and Development Managers**

A high percentage of NAS alumni are in the education field working or serving in charter, public, tribally controlled, and Bureau of Indian Education schools. They work at various levels of education from educational administrators, Native American language and culture teacher, to State certified teachers, athletic coaches, mentors, tutors, and managing multiple federal funds including partnerships with surrounding Native and non-Native communities.

### **Management Analyst**

A management analyst organizes and processes information for various agencies that deal with various levels such as the U.S. Environmental Protection Agency in relation to tribal water rights, political organizations, and non-governmental organizations such as the National Congress of American Indians. Some alumni have transitioned to law school or graduate school as well.

Additional career choices include health related-areas such as individual family counseling programs, community food and housing programs, community health nurses, nutrition, and physical therapists.



These career choices also lead into helping to improve health policies among Native communities and collaborating with the US Indian Health Service throughout the United States (See Attachments Full Proposal – Attached List of NM Department of Labor Statistics)

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

A B.A. degree is an entry-level education for each occupation, higher-level degrees are essential to community building. Thus, the program provides workforce development for many employees in the federal government, tribes, tribal organizations, non-governmental organizations, education-related, law-related, health-related, policy-related, and development-related fields. The federal government, tribal governments and organizations, and non-governmental organizations are seeking individuals with graduate degrees to help with Indigenous community building. Our Ph.D. program will educate individuals who will help and lead Indigenous community building.

At the University of Arizona, fourteen of their alumni entered their own American Indian Studies doctorate program and a few others went to law school. Most of their alumni are now faculty in various universities and colleges.

At the University of Oklahoma, their graduates find employment with tribes, public schools, non-profit organizations, research centers, and law firms. They also have a joint M.A.-J.D. initiative with the College of Law; so many of their students have become attorneys. Some of their M.A. graduates choose to go onto to a doctorate/professional program such as English, Anthropology, Psychology, Education, and Law.

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

We have secured many signatures on petitions in support of a Ph.D. program at UNM. They are attached at end of this document.

### **Duplication**

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

There are no other Ph.D. programs offered at any public or private institution in the state of New Mexico. There are no conflicts with other program offerings in the university.



The Native American Studies department at UNM would recommend for the Dean of the College of Arts and Science to submit a nomination to add UNM-NAS Ph.D. degree program to the WICHE list to encourage students in the Western Regional Graduate Program (WRGP) to apply to the UNM NAS Ph.D. degree program once the graduate program is available.

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

N/A

Only one Native American Studies Ph.D. program is listed on WICHE, American Indian Studies at the University of Arizona. No other peer institution or similar graduate program is listed. The American Indian Studies Ph.D. program is a traditional graduate program. The Ph.D. program we are proposing is distinct from the University of Arizona due to our multiple pedagogical approach, content, and focus.

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

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

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

N/A—no similar programs exist in the state

### **3. Inter-institutional Collaboration and Cooperation**

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

No other institution in New Mexico has a Native American Studies Ph.D. degree program but the opportunity for those institutions to collaborate and work with our department is strong. With support letters from New Mexico State University, Western New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, Diné College, and many out-of-state universities, our department will collaborate and recruit students for the Ph.D. program.



Native American Studies will also collaborate with community partners to identify areas of research that will build community capacity, provide support for policy initiatives, increase health and food security, and build stronger and more diverse local economies. Possible research collaborators are the Native Nations Institute—Udall Center for Policy Development at University of Arizona, The University of New Mexico Law School, American Indian Law Center, Inc., New Mexico Department of Indian Affairs, Diné Policy Institute, Indigenous Leadership Institute at Santa Fe Indian School, and specific tribal entities.

NAS will provide best practices expertise (i.e., empirical, theoretical, methodological) and consulting to researchers in community education and social sciences seeking to incorporate Indigenous perspectives and an understanding of the dynamics of Indigenous leadership into their studies. We will provide expertise and consulting community members and policy makers at the federal, tribal, state, county and municipal levels for measuring (assessing) and ameliorating (addressing) social and cultural disparities; create successful research partnerships between the university and surrounding local and national communities. We will create conferences that convene researcher, scholars, community for capacity building toward promising practices on Indigenous leadership development and building sustainable Indigenous communities.

NAS will also foster an institutional context for ongoing scholarly conversations about the empirical, theoretical and methodological understanding and empirical study of "race," hold regular lecture series, symposium, that reach out beyond academia to include tribal leaders, tribal community members, Indigenous scholars, policy makers, stakeholders, and community-based organizations.

NAS will mentor graduate students in their research and career development to build the next generation of scholars on Indigenous thought, healthy sustainable Indigenous communities, and comparative Indigenous studies. We will nurture research agendas of UNM doctoral students as they relate to mapping racial disparities and promoting equity and social justice community viability, education, law, health and criminal justice as they relate to Indigenous populations with a particular focus on New Mexico.

#### **4. Clientele and Projected Enrollments**

##### **Clientele**

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

The target audience for the Ph.D. degree includes recent college graduates (specifically our recent M.A. graduates), mid-career professionals, and individuals pursuing academic careers. Students may be either enrolled part-time or full-time who is working or anticipates working for a Native community, in a supra tribal program or federal agency, or in an Indian Country Non-Governmental Organization. The



primary clientele the UNM-NAS Doctoral degree program will come from UNM and students from within New Mexico. Secondly, it will serve students out of the state of New Mexico who seek a Doctoral degree in Native American Studies.

**Describe the admission requirements for the program.**

The NAS Doctoral degree will require the following admission standards: (1) graduate application and fee, (2) applicants must have a minimum cumulative grade point average of 3.0 at the master's degree level and must hold a Bachelor's degree and Master's degree or Juris doctorate (requests for conditional admission is allowed and determined by the NAS faculty), (3) one writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature, (4) three recommendation letters, and (5) a personal statement (3 to 5 pages) which addresses student's educational goals, professional plans, interest in the Ph.D. program and background in Native American Studies or Indigenous communities. A committee of six faculty members will review each application and recommend admission. The number of students the program can accommodate in a given two-year cycle will also be a factor. Another primary factor for graduate admission will be identifying a faculty member whose expertise matches the interests of an applicant and who is willing to mentor the student.

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

Recruitment of students will be via print and online media, college and graduate school fairs, conferences, community outreach, undergraduate and M.A. programs, etc. Our department has been recruiting students for our B.A. and M.A. programs so we extend these efforts to also include the Ph.D. program. These efforts target Native American communities and entities that involve diverse, underrepresented student populations. We anticipate meeting the goal of admitting 3-5 students for each year in the first six years of the doctoral program.

## **Projected Enrollment**

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

Alumni in the NAS Bachelor of Arts, minor degree, and M.A. program have already reached over 200 students, with an anticipated additional 100 new students enrolling in the undergraduate program over the next three years as a result of the development of online and Zoom course capacities. The growth



and demand for the program along with student demand for the graduate program are the compelling reasons for this proposal.

For first six years of the graduate program, we anticipate 3 to 5 graduate students per year utilizing face-to-face, Zoom and on-line course capacities.

YR	Headcount New FT	New PT	Return FT	Return PT	FTE	Credit Hrs New FT	New PT	Return FT	Return PT	Total
1	5	0	5	0	5	90	0	0	0	90
2	5	0	10	0	10	90	0	90	0	180
3	5	0	15	0	15	90	0	180	0	270
4	5	0	20	0	20	90	0	270	0	360
5	5	0	25	0	25	90	0	360	0	450
6	5	0	25	0	25	90	0	360	0	450

## 5. Institutional Readiness for the Program

How many faculty are necessary for program delivery?

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

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

Degree program	Faculty	Current Course Load
B.A. & M.A.	A – Full line (Chair)	2 courses per year



B.A. & M.A	B – Full line	4 courses per year
B.A. & M.A	C – Full line	4 courses per year
B.A. & M.A	D – Full line	4 courses per year
B.A. & M.A	E – .75 line	3 courses per year (4 <sup>th</sup> course cross-listed with NAS)
B.A. & M.A	F – .25 line	1 course per year
B.A. & M.A.	G – Instructional Post-Doctoral Fellow (through 06/2021)	6 courses per year
B.A. & M.A.	3 Part-time Instructors	As needed

There are currently 4 full-time faculty, 1 three-quarter-time appointment, and one-quarter-time appointment. We have one Instructional post-doctoral fellow (whose term will end in June 2021) and three adjunct faculty. This number of faculty is able to cover the undergraduate and M.A. course load, which ranges between 10-12 sections of courses per semester.

To fully accommodate all three programs: the B.A., M.A., and Ph.D. program, we will need to add three-five additional faculty (2-4 full-time tenure/tenure-track faculty & 1 lecturer). We will request and pursue additional funds to ensure the additional faculty lines are met. The Ph.D. program will admit 3-5 students each year. Two full-time faculty will teach 2 sections of required Ph.D. courses to 10-15 admitted Ph.D. students and additional students from other departments who enroll, when applicable each semester. The lecturer will largely teach the B.A. courses as current faculty will primarily teach sections of graduate level courses for the M.A. and Ph.D. degree.

The cost for each full-time faculty positions will range from \$65,000 to \$80,000 plus fringe benefits and the lecturer position will range from \$50,000-\$55,000 plus benefits.

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

NAS has one GA position currently, and we would like to increase to 2-3 GA/TA positions to support teaching faculty and research programs in the Ph.D. program.



**What faculty and staff development services will be needed?**

Faculty and Staff development needs include administration of the Ph.D. level program, student support, and academic planning.

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

NAS will need upgrades to current technological, media, equipment, and instructional support for delivering the online courses and through other distance learning modalities. We estimate the cost for purchasing such technology (computers) and equipment to come to \$20,000. The College of Arts and Sciences provides some support for upgrades.

**Are there any needs for additional or renovated space?**

Presently, eight faculty and staff offices are located on the third floor of Mesa Vista Hall, each of which are occupied with current faculty and staff. Additional space could include offices and classrooms located down the hallway on the third floor, but the Global Education Office is the current occupant. Initially, Native American Studies was assigned those offices and classrooms. If NAS is to maintain current location, we will need those offices and classrooms returned. Otherwise, we may need renovations in our library space to accommodate additional faculty offices.

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

N/A

**6. Projected Cost of the Program**

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

The current growth and demand for NAS courses has reached the maximum carrying capacity of the faculty and program. Further growth and capacity will need to be facilitated through an increase in



faculty and staff lines and program development monies. We do project the need for recurring appropriation for the augmentation of faculty, staff, and program development. We cannot afford future budget cuts.

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

Sources of new revenue for the NAS Doctoral degree may include external grant sources, Kellogg Foundation, and funding from the New Mexico State Legislature.

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

NAS students will pay an online class fee of \$100 per course. These fees currently apply to all courses within the B.A./M.A. program. Online fees cover incremental costs of online course delivery including some related technology, faculty training, and support staff dedicated to online course support. Differential tuition was approved in the College of Arts and Sciences; so graduate students will have this additional fee. Students may also pay a class fee of \$200 per course for field trips. The Doctoral program focuses on *critical Indigenous thought, sustainable community building, and comparative studies in government, policy, identity and sustainability*. Instructors and students will at times visit Native Nations, communities, and organizations to learn and understand how the knowledge, theories, and research methods apply to these entities.

Part of the planning process will involve specification of costs and the development of a plan for seed funding and long-term funding of the program surpassing tuition revenue. The likely sources are standard ones: state legislative, foundations, corporations, and possibly federal funds.

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



### Six-Year Projection Budget

ESTIMATED REVENUES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	459,814	0	459,814	0	459,814	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	0	2000	2000	2000	2000	2000
TOTAL REVENUE	486,777		488,777		638,777	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	459,814	0	493,240	0	493,240	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	0	327,500	327,500	200,000	527,500	0
TOTAL EXPENSES	787,314		987,314		1,137,314	
DIFFERENCE (Rev.-Exp.)	-300,537		-498,537		-498,537	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3	



FTE Enrollment	5		10		15	
Projected Annual Credits Generated	90		180		270	
Tuition Generated	36,779.40		73,558.80		110,338.20	
ESTIMATED REVENUES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	638,777	0	638,777	58,000	696,777	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	6000	2000	8000	2000	10,000	2000
TOTAL REVENUE	671,740		731,740		883,740	
ESTIMATED EXPENSES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	638,777	0	638,777	58,000	696,777	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	527,500	155,000	682,500	0	682,500	0
TOTAL EXPENSES	1,321,277		1,379,277		1,529,277	
DIFFERENCE (Rev.-Exp.)	-649,537		-647,537		-645,537	



ESTIMATED IMPACT OF NEW PROGRAM	Year 4	Year 5	Year 6
FTE Enrollment	20	25	25
Projected Annual Credits Generated	360	450	450
Tuition Generated	146,959.20	183,897.00	183,897.00

Estimated program costs include salary for full-time faculty, learning resources, technology equipment, administrative support, and program development. We will collaborate with other UNM entities and programs to prevent duplication of efforts and funds.

Some key assumptions underlying the budget scenarios include:

- Sections taught and average enrollments are based on courses in the B.A. program.
- Full-time faculty teach an average of 4 courses per year (2/2 load).
- NAS started its online B.A. degree in Fall 2017. We receive 65% of tuition revenue generated from students who enroll in the Managed Online Program. The amount varies each semester.
- NAS is in its second year of the M.A. program with 5 students in its second year and 9 in its first year.
- All salary cost projections do not include indirect costs (benefits).
- No inflation assumptions are incorporated into costs or funds
- External sources of funding from the New Mexico State Legislature, grants, and other entities is included in the budget forecast. We anticipate the department will apply and pursue other funding initiatives in the future.



## 7. Quality of the Program

- a. Describe the qualifications of the tenured/tenure track faculty and how the expertise and experience will contribute to the quality of the program.

Faculty	Tribal Affiliation	Areas of Expertise	FT/PT status with NAS - % with NAS
Full/Associate Professor			
Tiffany S. Lee	Diné and Lakota	Indigenous education, educational self-determination, language socialization experiences	FT 100%
Gregory A. Cajete	Santa Clara Pueblo	Indigenous education, science, Indigenous epistemology, creating sustainable Indigenous communities	PT appointment with Language, Literacy and Sociocultural Studies; FT 25%
Lloyd L. Lee	Diné	American Indian identity, masculinities, philosophies, leadership, nation building	FT 100%
Assistant Professor			
Leola Tsinnajinnie	Diné and Filipino	Indigenous education, decolonization, and nation building	FT 100%
Wendy S. Greyeyes	Diné	Political sociology, organizational analysis, American Indian education, nation building	FT 100%
Melanie K. Yazzie	Diné	Navajo/Diné studies, water, political ecology, Indigenous queer and feminist studies, American Indian history, social and political theory, urban Indigenous studies, policing and incarceration	PT (.25) appointment with American Studies; FT 75% NAS



As the above table demonstrates, our faculty have several overlapping areas of expertise that include the following:

1. Indigenous education
2. Nation building
3. Indigenous epistemologies/philosophies
4. Science/political ecology
5. Political theory/sociology

These areas are pillars of the three learning outcomes that graduate students will be expected to achieve by end of degree: a practical and theoretical grounding in Indigenous community building, the development of skills necessary to contribute to the sustainability of healthy Native communities, and a mastery of frameworks that capture the complexity of differing Indigenous systems. And given the representation of these areas across several of our existing faculty profiles, students will obtain consistency and cohesion in these areas across the graduate curriculum.

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

As outlined in Section 1, The NAS doctoral degree will require the following admission standards: 1) graduate application and fee, 2) applicants must have a minimum cumulative grade point average of 3.0 at the Master's degree level and must hold a Bachelor's degree and Master's degree or Juris Doctorate (requests for conditional admission are allowed and determined by the NAS faculty), 3) one writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature, 4) three recommendation letters, and (5) a personal statement (3 to 5 pages) that addresses students' educational goals, professional plans, interest in the Ph.D. program and background in NAS or Indigenous communities.

Our admission standards are almost identical to the admissions standards for the two other stand- alone NAS PhD programs in the U.S. For example, the admissions standards for the PhD in NAS at the University of California Davis are the following: 1) a Bachelor's degree, 2) three letters of recommendation, 3) official transcripts, 4) official GRE scores, 5) writing sample (10 pages minimum, not to exceed 20 pages), 6) curriculum vitae (CV), and 7) Office of Graduate Studies online admissions and fellowship applications, 8) admissions fee, and 9) a minimum GPA of 3.0.

The admissions standards for the PhD in American Indian Studies at the University of Arizona are the following: 1) online application and fee, 2) 3.2 GPA from previous MA program, 3) A personal statement (3 to 5 pages) that includes students' educational goals, professional plans, interest in the PhD program, and background in American Indian Studies or with American Indian communities, 4) a current resume or curriculum vitae, 5) one writing sample (between 15 and 20 pages double spaced) of original work that is academic, technical, professional or artistic in nature, 6) one critical essay (no more than 5 pages) which analyzes three American Indian Studies books or monographs of your choice, 7) electronic copies of official transcripts from all institutions attended, undergraduate and graduate, and 8) three letters of



recommendation from faculty or supervisors who can attest to your achievements and academic potential.

While our PhD application will require fewer criteria than the program at the University of Arizona, the general criteria (minimum GPA of at least 3.0, personal statement, three letters of recommendation, 20-page writing sample) for all three programs are almost identical. We will not, however, require a GRE score.

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

We plan to follow the cohort model for our PhD program, which stresses relationship-building between PhD students who are admitted into the program each year. We will also emphasize the importance of developing strong advising relationships between faculty and graduate students. For these reasons, most of our courses will be delivered in-person using a graduate seminar format. However, given the success we have had with hybrid instructional techniques for our MA program, some of our curriculum will be delivered online and via Zoom to supplement face-to-face instruction using a modified schedule.

Technology requirements include computers and video broadcast capabilities (through Zoom).

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

Native American Studies already offers service-learning courses in our undergraduate curriculum that will be modified to teach at the graduate level. Additionally, our MA degree requires a Project of Excellence that demonstrates extensive research collaboration with community-based organizations. While the PhD will culminate in a standard dissertation, we intend to carry the emphasis on community-based research into the PhD with a series of elective courses. These practicum courses will be among the required credits for PhD students. Additionally, NAS will seek funds to operate a highly selective internship program for NAS graduate students in self-determination and leadership through New Mexico state government, tribal governments, tribal organizations, school, and community programs.

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

Because our Native student population is so high, NAS and UNM more broadly have excellent support services for Native students. For example, the Indigenous Nations Library Program at the university's main library offers expert advising for research, writing workshops, study groups, and assists with recommending and purchasing NAS-related material for UNM libraries. Additionally, American Indian Student Services offers a full spectrum of student support services, with an emphasis on comprehensive advising related to funding and academics. For these reasons, no additional student support services are anticipated beyond those already provided for NAS students.



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

We anticipate offering GA and TA positions to support research initiatives, student funding, and teaching in both the BA and MA programs. We plan to have one position by year two of the program, two positions by year four, and three positions by year six.

PhD students will also be encouraged to apply for several scholarships, including a department scholarship through NAS. We will encourage students to submit the appropriate Free Application for Federal Student Aid (FAFSA) and apply for funding from American Indian Student Services, tribal scholarship funds, and other outside scholarship entities that fund both part-time and full-time degree seeking students. Students will also be encouraged to seek additional resources from the UNM Scholarship Office, Office of Graduate Studies (OGS), the Graduate Resource Center (GRC), and the Institute for American Indian Research (IFAIR).

NAS has existing partnerships for internship opportunities with the following entities: Native American Community Academy (NACA), Indian Pueblo Cultural Center (IPCC), Native Health Initiative (NHI), Center for Native American Health (CNAH), and the New Mexico State Legislature. NAS plans to develop more defined internship opportunities in the future.

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

The expected student learning outcomes of the graduate program include the following:

- a. Students will be able to demonstrate a practical and theoretical grounding in Indigenous community building.
- b. Students will be able to develop the skills necessary to contribute to the sustainability of healthy Native communities.
- c. Students will be able to critically analyze and develop frameworks to capture the complexity of differing Indigenous systems.

We intend to ensure that all graduates of the PhD in NAS at UNM will have the expertise required to contribute to community and nation building in Indigenous contexts. They will be prepared to do so in three different but interrelated ways: to conduct research for non-profit organizations, tribal governments, think tanks, etc; to pursue a professional teaching and research career in the academy; or to enter into a leadership position to effect change in Indigenous communities. Tribal communities and organizations will be solicited to offer feedback in diverse ways on PhD students' dissertation proposals, research work, and final dissertation. They may be invited to serve on PhD candidates' dissertation committees.

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



The three student learning outcomes will be fully evaluated at the completion of year two of the implementation of the PhD degree. However, assessment activities (data collection and reflection) will begin throughout year one and be conducted by NAS faculty. Measurements of the outcomes will be based upon student performances in the core courses. For detailed information, please see the Assessment Plan in Additional Information.

In respect to measuring the outcomes at the exit level, all students will be required to take a comprehensive exam prior to their advancement to candidacy that demonstrates proficiency in major practical and theoretical approaches to Indigenous critical thought, sustainable community building, and comparative frameworks (the three student learning outcomes outlined above). Students will also be required in their final oral presentation to demonstrate how their dissertation research addresses these three interrelated outcomes.

The core courses for the degree will also focus on these student learning outcomes and ensure that graduate students have a strong foundation in leadership, sustainability, and community building by the time they begin to study for their comprehensive exams. As outlined in Section 1, our core courses include the following:

NATV 550: Indigenous Nations and Sustainable Communities Seminar

NATV 560: Research Method and Practice in Indigenous Scholarship

NATV 570: Indigenous Thought and Ethics

NATV 665: Applied Indigenous Critical Theory

NATV 670: Comparative Indigenous Studies Across Disciplines

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

Noted.

- i. If applicable, describe any accreditation issues, including the following:

None.

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

No. UNM already holds all pertinent accreditations.

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

N/A—there are no existing accreditation and licensure requirements.



## **8. Assessment of Operations and Impact**

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

The Native American Studies department is in the College of Arts & Sciences and reports directly to Mark Peceny, Dean of the College. Assessments will be based on appropriately for a graduate level program including community through a research symposium.

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

In addition to the table below, please see Assessment Plan in Additional Information under Formal needs assessment.

Measurement of Student Learning Outcomes			
Outcome	Direct Measures	Indirect Measures	Years
1. Practical and theoretical Indigenous Community Building	Final assignments in 570, 665 & 699 by NAS Faculty	Student self-evaluations in 699  Community evaluations at 699 Symposium	Year 1, 4, 7
2. Sustainability & Healthy Communities	Final assignments in 550, 560, & 699 by NAS Faculty	Student self-evaluations in 699  Community evaluations at 699 Symposium	Year 2, 5, 8
3. Comparative Indigenous Systems	Final assignments in 670 and 699 by NAS Faculty	Student self-evaluations in 699	Year 3, 6, 9



Community  
evaluations at 699  
Symposium

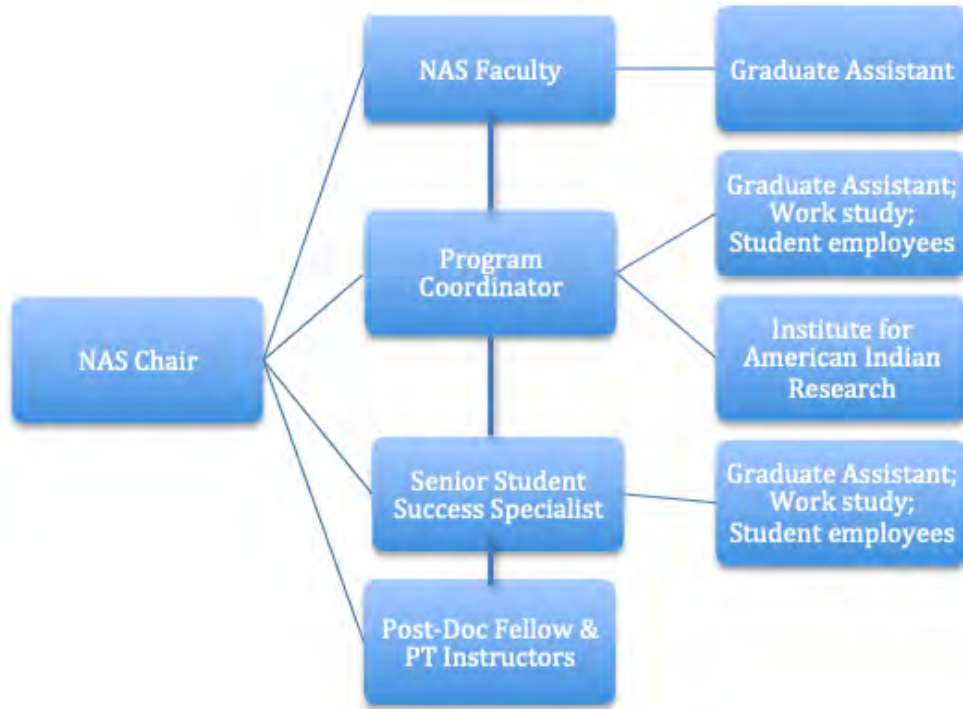
## **9. Administrative Responsibility for the Program and Institutional Commitment**

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

Native American Studies is currently housed in College of Arts and Sciences under the leadership of Dean Mark Peceny. We expect to maintain this line of responsibility as a graduate degree-granting program. The following organizational chart shows the governance structure of the program:



## NATIVE AMERICAN STUDIES Organizational Chart



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

### **10. Additional Information**

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

Our Alumni and their careers and accomplishments now make a strong case for the establishment of a Ph.D. program in NAS. Our alumni serve New Mexico and Native American communities in many capacities. Some of those alumni are highlighted below.



**Native American Studies—Alumni Spotlight:**

Stephanie Salazar – Senior Policy Analyst, New Mexico Indian Affairs Department

Ken Lucero – Field Representative, U.S. Senator Martin Heinrich’s office

Bennie Francisco - Director of Tribal Court Assessment, Bureau of Indian Affairs; Part-time Instructor NAS UNM

Darryl Candelaria – Tribal Administrator/Planner, Pueblo of San Felipe

Dawn Begay – Native American Affairs Liaison, City of Albuquerque

Alannah Hurley – Executive Director, United Tribes of Bristol Bay

<http://news.unm.edu/news/a-unm-alumna-president-obama-and-the-last-frontier>

---

Poqueen Rivera – Legislative Liaison, Governor Michelle Lujan Grisham

Andy Nez – Senior Education Specialist, Navajo Nation Department of Diné Education

Eldon Brown – Ph.D. student, LLSS College of Education UNM; Chief of Permits, Division of Migratory Bird, U.S. Forest Service

Curtis E. Chavez – Ph.D. (Pueblo cohort), Indian Education, Bernalillo Public Schools

Elroy Keetso – Tribal Planner, Laguna Pueblo

Kieoshiah Peter – Ph.D. student, American Studies UNM

Lani Tsinnajinnie – Asst. Professor, Community & Regional Planning Department, UNM

Lyle C. Begay – Associate Civil Engineer, Navajo Nation Division of Transportation

Makhpiya J. Black Elk – MBKA Community Director, NACA Inspired Schools Network

Mario P. Atencio – Legislative District Assistant Navajo Nation Council; Part-time Instructor NAS UNM

Natahnee Winder – Asst. Professor, Sociology, Simon Frazier University, Canada

Winoka Begay – Ph.D. candidate, LLSS College of Education UNM

Micha Bitsinnie – Social Studies teacher, NACA; current NAS MA student



## **11. Attachments full proposal only**

### **Department of Labor documentation, if applicable**

<b>Professional Title</b>	<b>Employment</b>	<b>Wage</b>	<b>Annual</b>
Lawyers	603,310	\$64.17	\$133,470
Individual and Family Services	305,850	\$17.90	\$37,230
Local Government (OES Designation)	234,640	\$23.75	\$49,390
State Government (OES Designation)	221,700	\$22.93	\$47,700
Elementary and Secondary Schools	189,590	\$28.86	\$60,020
Outpatient Care Centers	126,580	\$19.92	\$41,430
Community Food and Housing, and Emergency and Other Relief Services	45,200	\$16.27	\$33,830
Other Residential Care Facilities	40,920	\$16.47	\$34,260
Religious Organizations	46,380	\$20.70	\$43,050
Vocational Rehabilitation Services	75,000	\$16.26	\$33,820
Individual and Family Services	305,850	\$17.90	\$37,230



Federal Executive Branch (OES Designation)	19,550	\$35.48	\$73,790
Elementary and Secondary Schools	189,590	\$28.86	\$60,020
History Teachers, Postsecondary	23,640	*N/A reported only annual bases	\$73,720

Source: United States Department of Labor, Bureau of Labor Statistics website:  
[http://www.bls.gov/oes/current/oes\\_NM.htm#25-0000](http://www.bls.gov/oes/current/oes_NM.htm#25-0000)

#### Formal needs assessment

Template

Academic Program

Plan for Assessment of Student Learning Outcomes

The University of New Mexico

#### A. College, Department and Date

1. College: *College of Arts and Sciences*
2. Department: *Native American Studies*
3. Date: *December 2, 2019*



**B. Academic Program of Study\***

*Ph.D. in Native American Studies*

**C. Contact Person(s) for the Assessment Plan**

*Tiffany Lee, Professor, [tslee@unm.edu](mailto:tslee@unm.edu)*

*Lloyd Lee, Associate Professor, [triplel@unm.edu](mailto:triplel@unm.edu)*

**D. Broad Program Goals & Measurable Student Learning Outcomes**

**1. Broad Program Learning Goals for this Degree/Certificate Program**

- A. Provide advanced educational foundation in leadership in Native American Studies preparing students to build and sustain relationships and practices in Native communities and Nations.
- B. Students will become practitioners in Indigenous-based research for community building and self-determination.

**2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

- a. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.
- b. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.
- c. Students will demonstrate a practical and theoretical grounding in Indigenous community building.

**E. Assessment of Student Learning Five-Year Plan**

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

---

\* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).



## 1. Student Learning Outcomes

*[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]*

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
1. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.	X	X	X	
2. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.		X	X	
3. Students will demonstrate a practical and theoretical grounding in Indigenous community building.	X	X	X	

## 2. How will learning outcomes be assessed?

### A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three-year plan?*

SLO #1 will be measured by the successful completion of NATV 570 *Indigenous Thought and Ethics*, NATV 665 *Applied Indigenous Critical Theory* and NATV 699: *Dissertation*

- a. Evaluating written work and oral presentations in NATV 570 and NATV 665.
- b. Evaluating completed Dissertation by each student's NAS faculty committee.



SLO #2 will be measured by the successful completion of NATV 550: *Indigenous Nations and Sustainable Communities Seminar*; NATV 560: *Research Methods and Practice in Indigenous Scholarship*, and NATV 699: *Dissertation*.

- a. Evaluating written work and oral presentations in NATV 550 and 560
- b. Evaluating completed Dissertation by each student's NAS faculty committee.

SLO #3 will be measured by the successful completion of NATV 670: *Comparative Indigenous Studies Across Disciplines* and NATV 699: *Dissertation*.

- a. Evaluating written work and oral presentations in NATV 670.
- b. Evaluating completed Dissertation by each student's NAS faculty committee.

- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]*

The written work, oral presentations, and completed dissertation are direct measures of the SLOs listed.

- iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

Criteria for success:

- a. At least 80% of the students who complete each NATV core course (550, 560, 570, 665, 670, additional methods course) will score a B or higher on their final assignments.

Rubrics/scoring sheets will be created. These rubrics will identify the specific qualities of work that constitute mastery of the respective SLO's.

- b. At least 80% of the students who complete Dissertation hours will receive "pass." A scoring sheet for the course research project and presentation will be created.

- c. The student self-evaluations within their dissertation will provide more in-depth understanding of how the students rate their achievement on the SLOs. In quantified terms,



80% or more will rate their understanding as agree or strongly agree (which translate to Likert scale average scores between 4 and 5).

- B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

The program assessment will include evidence from all the students in the specific core courses. This evidence will be valid and reliable because it includes the entire population of students in the courses.

**3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

*[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2008-2009, 2009-20010, and 2010-2011), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]*

One SLO will be assessed each year, starting with SLO 1.

SLO 1 will be measured once the 1<sup>st</sup> cohort of Ph.D. students have completed NATV 550 and NATV 665. SLO 2 and 3 will follow each year thereafter respectively once the 1<sup>st</sup> cohort of students have completed the courses associated with those SLOs.

At the end of each academic year, faculty will meet to discuss the summary reports and make changes to the curriculum and instruction if it is deemed less than 80% of students are demonstrating the SLOs. Students will experience changes to the course in the following semester.

**4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

*Briefly describe:*

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*



2. *the process for consideration of the implications of assessment for change:*

*a. to assessment mechanisms themselves,*

*b. to curriculum design,*

*c. to pedagogy*

*...in the interest of improving student learning.*

3. *How, when, and to whom will recommendations be communicated?*

1. NAS faculty will designate two members to chair the overall assessment activities in two-year increments. The Assessment Chairs will be responsible for ensuring all data needed is collected and saved immediately upon completion of courses and the dissertation.
2. NAS faculty who teach the Ph.D. core courses and the graduate assistant or staff member will directly participate in the assessment process. They will collect the data and evidence and prepare the summary reports.
3. All NAS faculty will meet at the end of each year to reflect on the assessment data shared in the reports. Faculty will analyze and interpret data through curriculum mapping, strategic planning for course and/or program changes and changes to teaching methods.
4. The recommendations will be shared with NAS faculty, students, and selected Native community leaders or an Advisory Council.
5. A summative assessment document will be provided to the College Assessment office by the deadline determined by the College the following academic year detailing the previous year's work and changes to curriculum, pedagogy, and service to students and their collective effect on student learning.

*Adapted from Kansas State University Office of Assessment*



Table of 6-year projected graduate program cost estimates and resources (required for submission to NMHED)

ESTIMATED REVENUES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	459,814	0	459,814	0	459,814	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	0	2000	2000	2000	2000	2000
TOTAL REVENUE	486,777		488,777		638,777	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	459,814	0	493,240	0	493,240	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	0	327,500	327,500	200,000	527,500	0
TOTAL EXPENSES	787,314		987,314		1,137,314	
DIFFERENCE (Rev.-Exp.)	-300,537		-498,537		-498,537	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3	
	FTE Enrollment		FTE Enrollment		FTE Enrollment	
	5		10		15	



Projected Annual Credits Generated	90		180		270	
Tuition Generated	36,779.40		73,558.80		110,338.20	
ESTIMATED REVENUES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	638,777	0	638,777	58,000	696,777	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	6000	2000	8000	2000	10,000	2000
TOTAL REVENUE	671,740		731,740		883,740	
ESTIMATED EXPENSES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	638,777	0	638,777	58,000	696,777	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	527,500	155,000	682,500	0	682,500	0
TOTAL EXPENSES	1,321,277		1,379,277		1,529,277	
DIFFERENCE (Rev.-Exp.)	-649,537		-647,537		-645,537	
ESTIMATED IMPACT OF NEW PROGRAM	Year 4		Year 5		Year 6	



FTE Enrollment	20	25	25
Projected Annual Credits Generated	360	450	450
Tuition Generated	146,959.20	183,897.00	183,897.00

#### List of similar programs (state and regional)

None

#### List of potential employers

Fields	Potential Employers	Occupation
<b>Education</b>	<p>New Mexico Districts and Charter schools</p> <p>Bureau Indian Education Schools</p> <p>UNM Educational Leadership</p> <p>Tribal Colleges</p> <p>Tribal language and culture programs</p>	<p>Certified teachers, administrative, staff, educational assistant, professional training, office and administrative support, language &amp; culture teacher</p>
<b>Native Nations</b>	<p>23 Indian tribes in New Mexico - nineteen Pueblos, three Apache tribes (the Jicarilla Apache Nation, the Mescalero Apache Tribe, and Fort Sill Apache Tribe), and the Navajo Nation.</p> <p>The 19 Pueblos are the Pueblos of Acoma, Taos, Santa Clara, San Ildefonso, Tesuque, San Felipe, Jemez, Zuni, Zia, Nambe, Picuris, Ohkay Owingeh, Santo Domingo,</p>	<p>Business, management, public relations, financial operations, community support, professional training, legal &amp; political occupations, office and administrative support</p>



	Laguna, Isleta, Santa Ana, Sandia, Cochiti, and Pojoaque.	
<b>Health</b>	Johns Hopkins University Center for American Indian Health Indian Health Services Phoenix Indian Center First Nations - Albuquerque Homeless task force	Healthcare support, social services, office and administrative support
<b>National Resources</b>	Environmental Protection Agencies, Tribal fish and gaming agencies, tribal & national forestry, private-own farming, agricultural and constructions	Community & urban & regional planner, manager, compliance officers, surveyors, all engineers, geological technicians
<b>Law</b>	Albuquerque Environmental Engineering firm Government federal and state agencies – Indian Affairs Department Native Nations government Indian Pueblo Council Center	Tribal Council, Tribal Nations governors, Policy Analyst, and Legal staff

Source: <http://www.epi.org/publication/bp370-native-americans-jobs/>

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

To be determined

Letters of support from external partners or stakeholders



Attached at the end of this document

Letters of support from NM institutions of higher education (strongly recommended prior to presenting program to NMGDC)

Attached at the end of this document

**12. Additional Attachments for NMHED and NMGDC (supplied by Provost's Office and Office of Graduate Studies) and for CIP Code approval (submitted by Provost's Office)**

Documentation of institution's priority for the proposed program

Course syllabus & Form A/B

A copy of the Form D with signatures

The final executive summary, proposal, and supporting documentation

Minutes from the Board of Regents meeting, noting approval

Appendices: Letters of support from UNM entities and External entities



TO: Academic Affairs

FROM: Tiffany S. Lee, Chair, Native American Studies 

**RE: Addendum to Form D: Proposal for a Ph.D. in NAS**

I am writing this addendum on behalf of our faculty and staff in Native American Studies (NAS) to respond to additional questions Academic Affairs raised in regards to our Form D proposal. Please include this addendum to our Form D, which was recently approved by the UNM Faculty Senate.

*How might the Ph.D. prepare a student (or complement preparation) for work in law, health, education and other fields?*

NAS is a field onto itself, and the Ph.D. program will prepare students to work in NAS programs across the country. Currently there are over 15 position announcements across universities nationwide for tenure track hires in NAS, Indigenous Studies, or American Indian Studies. Given that NAS is an interdisciplinary field, the students' advanced research areas will prepare them for careers in their preferred focus and expertise, such as in areas like law, health, education and so on. The NATV Ph.D. program will develop student's reading comprehension, analysis, writing, communication, and community building skills through the following required courses: NATV 550, NATV 560, NATV 570, NATV 665, NATV 670, NATV 699 (dissertation) and additional graduate level methods course. These courses will teach students the skills necessary to become university or college professors, teachers, educational administrators, policy researchers, technical writers, health advocates and professionals, and community building leaders. Their dissertation will be focused on their specific area of interest and need in NAS, which again may include areas of law, health, education, and others, and intersecting topics as well. Native Nations, Pueblos, and communities are in need of individuals with these skills to build their communities and to meet their sustainable goals. Given that the country's Native Nations have a treaty-based relationship with the federal government, and many have state agreements with state governments, there is tremendous need for Ph.D. level trained scholars to work with Native Nations on research and policy development in the many areas that affect Native peoples' lives. There is also need for these communities to strengthen their human resource capacity with Ph.D. trained scholars who can obtain grants and create their own research institutes to address the many needs and interests of Native communities.

*How will this small group of hard-working faculty manage the teaching and supervision load of a doctoral program?*

The department is currently conducting a search for one full-line faculty position to replace a faculty member who is leaving UNM. We will advocate for two hires during this search to have at least six faculty members when the doctorate program starts in Fall 2023. We believe we will need at least eight full-line faculty members total to ensure the undergraduate, M.A., and Ph.D. programs are fully covered. In the meantime, we will admit fewer doctoral students than



planned in order to effectively mentor and support these students. We can also hire part-time instructors over the next three to five years to help with the sustainability of NAS. Our current Ph.D. proposal describes our collaboration with other departments such as Chicana/o Studies, Africana Studies, Sociology, American Studies, and others to teach the second required graduate methodology course and interdisciplinary focus courses. NAS Ph.D. students will also have the opportunity to take up to 30 credit hours from within NAS and in other departments to fulfill the course requirements for their doctorate program. Several current and graduated M.A. students have taken other departmental courses to meet their program requirements. We will begin the process to formally name our colleagues who are interested as NAS affiliated faculty. These might be faculty who regularly include our NAS graduate students in their courses which count toward the NAS degrees.



October 6, 2021

Dr. Tiffany Lee, Chair  
Dept. of Native American Studies  
University of New Mexico

Dear Dr. Tiffany Lee,

The University Libraries (UL) has re-reviewed the Native American Studies (NAS) proposal for a PhD degree program in NAS. As one of the Libraries' distinctive collections and recognized in our strategic plan, we have long been supporting research on the southwest as well as Indigenous and First Nation populations in the US and in Latin America and Canada through our collections (books, journals, databases and primary resource material) and services.

As one of our strategic initiatives, the libraries' curator of Native American studies reviewed our NA collections extensively in 2019. This position was vacated due to a retirement but remained part of the University Libraries Faculty hiring plan for FY21. The libraries successfully filled the position on September 1, 2021 with Prof. Jolene Manus who will strongly support a Ph.D. degree program in NAS.

The UL has extensive primary source material related to NA in its Center for Southwest Research and Special Collections, such as books, photographs, manuscripts and oral history recordings. We also have thousands of digital files through New Mexico Digital Collections. These resources are significant and can support PhD level research.

The UL has in its general collections more than 22,000 monographs and 14 current journal and database subscriptions directly relating to the history of Native Americans. Additionally, we have thousands of other monographs that deal with some aspect of Native American populations in Education, Ethnic Studies, Linguistics, Law, Anthropology, Sociology, American Studies, English, Political Science, and Philosophy. We also have current journal and database subscriptions in these related subjects.

Though we can support undergraduate and masters level research, we believe that our general collections are lacking significant secondary sources required for PhD level research and teaching. This assessment is based on the NA curator's comparative analysis of the resources available to students at the three PhD granting institutions in the US and also other universities with significant NAS collections. We project that we would need an additional \$3,000 annually for journals and databases (not including annual inflationary increases of 4-6%), \$125,000 in one-time funding to add significant NA database and primary source material, and an additional \$50,000 for selected primary source material and backfill of missing monographic material published in the last 5-10 years (see below for details). The UL budget is not currently able to add these additional resources.

As new NAS faculty are hired at UNM, it is possible that new or additional library resources will be needed to support their specific research areas. Since we operate with limited resources, the library may need to cancel some existing resources to meet the need for new resources. We will

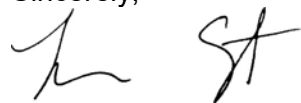


work closely with NAS to identify not only new resources but also potential cancellations of existing resources as the need arises.

The UL provides significant student support, mostly to undergraduates, through its Indigenous Nations Library Program (INLP) in Zimmerman Library. Students have access to computers, reading areas, meeting and study rooms. The NA curator works closely with INLP staff to ensure that students' informational needs can be met.

We look forward to continuing our strong relationship with NAS and, recognizing some of our collection limitations, supports its request to offer a PhD degree. We also want to offer our support to NAS should it be necessary for the department to use some of its space currently used for the department library for additional faculty offices. Please let me know if you have any questions.

Sincerely,



Laura Soito  
Associate Professor  
Director of Collections  
College of University Libraries & Learning Sciences  
[lsoito@unm.edu](mailto:lsoito@unm.edu)  
505-277-4760

cc:

Leo Lo, Dean, College of University Libraries & Learning Sciences  
Jolene Manus, Curator of Native American Collections, Center for Southwest Research and Special Collections, College of University Libraries & Learning Sciences

Budget to support a PhD in Native American Studies: One-time = \$175,000; ongoing = \$3,000  
Journals/subscriptions not currently available at UNM:

\$1,000 annual subscription plus inflationary increases of 4-6%

- |                                      |   |
|--------------------------------------|---|
| ▪ Critical Ethnic Studies            | ▪ NAJA News (Native American Journalists Association)                         |
| ▪ Financial Aid for Native Americans | ▪ RED INK: International Journal of Indigenous Literature, Arts, & Humanities |
| ▪ Harvard Blackletter Law Journal    |   |
| ▪ Journal of Cognition and Culture   |   |

Databases not currently available at UNM

One-time cost of \$125,000, plus annual access fees of \$2,000

- Early Encounters in North America: Peoples, Cultures and The Environment
- History Vault - American Indians And the American West, 1809-1971
- Indigenous Peoples: North American
- ProQuest Indian Claims Insight

Monographic backfill  
\$50,000





October 28, 2019

Mark Peceny, Dean  
University of New Mexico  
College of Arts and Sciences  
Ortega Hall 201  
Albuquerque, NM 87131

Dear Dean Peceny,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

A handwritten signature in black ink that reads "C.E. Becknell, Jr.".

Charles E. Becknell, Jr., Director  
505.277.0048  
cbeck@unm.edu





# ALL PUEBLO COUNCIL OF GOVERNORS

Officers:  
E. Paul Torres, Chairman  
Governor J. Michael Chavarria, Vice Chair  
Governor Val Panteah, Sr., Secretary

## RESOLUTION

### ALL PUEBLO COUNCIL OF GOVERNORS

#### RESOLUTION NO. APCG 2019-34

#### SUPPORT FOR THE ESTABLISHMENT OF A DOCTORAL DEGREE PROGRAM WITHIN THE UNIVERSITY OF NEW MEXICO'S NATIVE AMERICAN STUDIES DEPARTMENT

Acoma

Cochiti

Isleta

Jemez

Laguna

Nambe

Ohkay Owingeh

Picuris

Pojoaque

Sandia

San Felipe

San Ildefonso

Santa Ana

Santa Clara

Santo Domingo

Taos

Tesuque

Ysleta del Sur

Zia

Zuni

**WHEREAS**, the All Pueblo Council of Governors is comprised of the Pueblos of Acoma, Cochiti, Isleta, Jemez, Laguna, Nambe, Ohkay Owingeh, Picuris, Pojoaque, San Felipe, San Ildefonso, Sandia, Santa Ana, Santa Clara, Santo Domingo, Taos, Tesuque, Zia and Zuni, and one pueblo in Texas, Ysleta Del Sur, each having the sovereign authority to govern their own affairs; and

**WHEREAS**, the purpose of the All Pueblo Council of Governors is to advocate, foster, protect, and encourage the social, cultural and traditional well-being of the Pueblo Nations; and

**WHEREAS**, through their inherent and sovereign rights, the All Pueblo Council of Governors will promote the language, health, economic and natural resources, and educational advancement of all Pueblo people; and

**WHEREAS**, the Native American Studies Department at the University of New Mexico was established to increase educational scholars in Indigenous academic scholarship and research on issues and topics; and

**WHEREAS**, the Native American Studies Department is intended to educate the public and students about the complex history and intercultural heritage of New Mexico and the United States; and

**WHEREAS**, the Native American Studies Department offers a Master of Arts, a Bachelor of Arts, an Online Bachelor of Arts, and a minor degree; and

**WHEREAS**, the Native American Studies doctoral degree program exists at three universities in the United States (University of California at Davis, University of Arizona, and University of Alaska at Fairbanks); and

**WHEREAS**, the Doctoral Degree Program within the Native American Studies Department at the University of New Mexico would be the first of its kind in the state of New Mexico; and

**NOW THEREFORE IT BE RESOLVED**, the All Pueblo Council of Governors' supports the establishment of a doctoral degree program within the University of New Mexico's Native American Studies Department to create the next





# ALL PUEBLO COUNCIL OF GOVERNORS

Officers:

E. Paul Torres, Chairman  
Governor J. Michael Chavarria, Vice Chair  
Governor Val Panteah, Sr., Secretary

leaders in academia guiding research that expands the Indigenous canon of knowledge that honors all our New Mexico tribal and Pueblo Nations; and

**BE IT FINALLY RESOLVED**, the APCG Chairman and the Office of the All Pueblo Council of Governors is hereby authorized to do all that is necessary to carry out the intent of this Resolution.

## CERTIFICATION


We, the undersigned officials of the All Pueblo Council of Governors hereby certify that the foregoing Resolution No. APCG 2019-34 was considered and adopted at a duly called council meeting held on 21<sup>st</sup> day of November 2019, and at which time a quorum was present and the same was approved by a vote of 11 in favor, 0 against, 0 abstain, and 0 absent.

## ALL PUEBLO COUNCIL OF GOVERNORS

By:

  
E. Paul Torres, APCG Chairman

ATTEST:

  
Governor Val Panteah, Sr., APCG Secretary





Dr. Daisy Thompson  
DIRECTOR

September 26, 2019

Dr. Daisy Thompson  
Indian Education Department  
Albuquerque Public Schools  
P.O. Box 25704  
Albuquerque, NM 87125-0704

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native American communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Daisy Thompson", with a long, sweeping horizontal line extending to the right.

Dr. Daisy Thompson, Senior Director  
Indian Education Department of  
Albuquerque Public Schools



November 26, 2019

Dean Mark Peceny  
College of Arts and Sciences  
MSC 03 2120  
Ortega Hall 201  
1 University of New Mexico  
Albuquerque, NM 87131

Dear Dean Peceny,

The American Indian Studies Program at Arizona State University supports the establishment of a doctoral degree in Native American Studies at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

Sincerely,

*Stephanie Fitzgerald*

Stephanie Fitzgerald, Ph.D.  
Director and Associate Professor





October 28, 2019

Mark Peceny, Dean  
University of New Mexico  
College of Arts and Sciences  
Ortega Hall 201  
Albuquerque, NM 87131

Dear Dean Peceny,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

A handwritten signature in black ink that reads "C.E. Becknell, Jr.".

Charles E. Becknell, Jr., Director  
505.277.0048  
cbeck@unm.edu





*American Studies Department*

May 10, 2019

Dean Peceny  
College of Arts & Sciences  
University of New Mexico

Dear Dean Peceny and Colleagues

I write in support of the proposal by the Department of Native American Studies (NAS) to offer a doctoral degree program at the University of New Mexico. I and my colleagues in the Department of American Studies strongly support this proposal and encourage the college to approve this request. The doctoral program will prepare academic leaders with an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations. By approving it UNM will demonstrate its commitment to strengthening academic teaching, research, and leadership in the field of Native American Studies.

The NAS doctoral program will develop scholars who will engage across UNM's colleges, departments, and programs. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues facing Native communities.

I encourage you and the UNM administration to support this proposal. I'm happy to discuss this further if you have any questions. Thank you.

Sincerely,

David Correia  
Associate Professor and Chair  
Department of American Studies  
University of New Mexico  
dcorreia@unm.edu





The University of New Mexico

Department of Anthropology  
MSC01 1040, 1 University of New Mexico  
Albuquerque, NM 87131-1086  
Telephone (505) 277-4524  
FAX (505) 277-0874

April 30, 2019

Dean Mark Peceny  
College of Arts and Sciences  
University of New Mexico  
Albuquerque, NM 87131

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, the Department of Anthropology support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

Les W. Field

Professor and Chair, Department of Anthropology





Chicana and Chicano Studies  
MSC02 1680  
1 University of New Mexico  
Albuquerque, NM 87131-0001  
Phone: 505-277-6414  
FAX: 505-212-0342

---

October 1, 2019

Dear Provost Holloway, Dean Mark Peceny and Dr. Finnie Coleman:

This letter is in strong support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). As Chair of the Department of Chicana and Chicano Studies I am familiar with the demand and interest in a PhD in Native American Studies. Establishing a PhD program in Native American Studies will add to UNM's prestige as a flagship university. The MA program in Native American Studies is already diversifying and amplifying the research agenda of UNM.

I base my recommendation on my experience working with MA students in American and Chicana and Chicano Studies. Moreover, students in our face-to-face and online majors and minors also inquire about and demonstrate an interest in a PhD in Native American Studies.

I believe that UNM should continue to work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

For all of the reasons stated in this letter, I support the development of the doctoral degree program at the University of New Mexico. If you have any questions, please contact me at the address above.

Thank you,

Irene Vasquez, Ph.D.  
Professor, American Studies and Chicana and Chicano Studies  
Chair, Chicana and Chicano Studies  
Director, Southwest Hispanic Research Institute  
University of New Mexico  
[ivasquez@unm.edu](mailto:ivasquez@unm.edu)



October 3, 2014

Mr. Mark Peceny, Dean  
College of Arts and Sciences  
University of New Mexico  
Albuquerque, NM

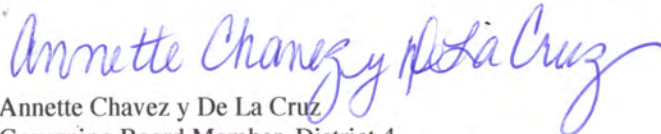
Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM) and echoes the support submitted by CNM administrative leadership. I believe that UNM will be a stronger institution by creating a program that will strengthen academic teaching and research, as well as developing leaders in the field of Native American Studies. Such a doctoral program will prepare academic leaders with an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations.

Since 2014-2015 and to date, CNM has been #1 among the country's community colleges for the number of certificate and degree graduation awards earned by Native Americans and Hispanics; it has been #2 overall for the number of certificate and degree graduation awards. Many of CNM's degree programs transfer to UNM. The NAS doctoral program will provide another pathway for CNM graduates to participate in a doctoral program that will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

If you have any questions, my contact information appears below.

Regards,



Annette Chavez y De La Cruz  
Governing Board Member, District 4  
Central New Mexico (CNM) Community College  
Albuquerque, NM  
505-319-4109

**CENTRAL NEW MEXICO COMMUNITY COLLEGE GOVERNING BOARD**

Pauline J. Garcia  
DISTRICT 1

Michael Canfield  
DISTRICT 2

Thomas E. Swisstack  
DISTRICT 3

Annette Chavez y De La Cruz  
DISTRICT 4

Nancy A. Baca  
DISTRICT 5

Virginia M. Trujillo  
DISTRICT 6

Michael J. Glennon  
DISTRICT 7





*Vice President for Student Affairs*

October 1, 2019

Dear Dean Mark Peceny and Colleagues,

I am pleased to support the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). I have cross-listed two on-line courses, Traditional Medicine of Mexico and the Southwest, and Global Perspectives of Curanderismo with Native American Studies for about five years and have been pleased with the student's evaluation of these courses. I believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

It is my understanding that the NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me.

Sincerely,

Eliseo "Cheo" Torres  
Vice President for Student Affairs/Professor



Date: 11/4/19

Curtis Chavez  
Bernalillo Public Schools Indian Education Department  
560 S. Camino del Pueblo  
Bernalillo, NM, 87004

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

*Curtis Chavez*, PhD  
BPS Indian Education Department





# DINÉ COLLEGE

THE HIGHER EDUCATION INSTITUTION OF THE NAVAJO

Office of the President

November 5, 2019

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). As President of Diné College, a college located within the Navajo Nation, I believe that UNM can and must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. Our Indian communities, whether they are tribal colleges or tribal governments demand critical thinkers and problem solvers with an understanding of native ways of knowing. This doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

I am excited by the potential of this doctoral program for my current students and also as a potential source for future faculty. I am aware of the current faculty and their unique backgrounds that will set this program apart from others. I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at [OfficeofthePresident@dinecollege.edu](mailto:OfficeofthePresident@dinecollege.edu).

Sincerely yours,



Charles M. Roessel, President  
Diné College



November 6, 2019

Jorge Garcia  
Senior Program Manager  
El Centro de la Raza  
The University of New Mexico  
Albuquerque, NM 87131

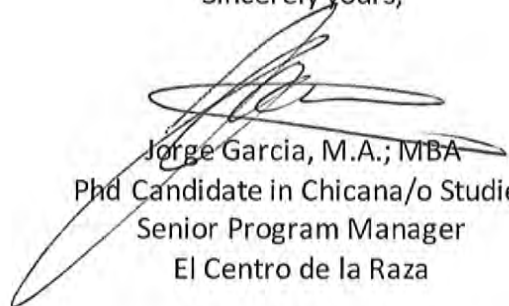
Dear Dean Mark Peceny,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). I believe that UNM must strive to support academic teaching, research and programmatic areas in the field of Native American Studies. The doctoral program will prepare academic leaders and scholars with an intellectually rigorous and inter-disciplinary approach that support the future of Native Nations and communities.

The NAS doctoral program will focus on creating academics that engage with the most innovating and theoretically engaging ideas. Under this programs, doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

I support the development of the PhD degree program at the University of New Mexico. If you have any question, please do not hesitate to contact me at the address above or by email at [mexicatl@unm.edu](mailto:mexicatl@unm.edu).

Sincerely yours,




Jorge Garcia, M.A.; MBA  
Phd Candidate in Chicana/o Studies  
Senior Program Manager  
El Centro de la Raza





*Department of Language, Literacy & Sociocultural Studies*

TO: Dean Mark Peceny and Colleagues of Arts and Sciences  
FROM: Glenabah Martinez, Ph.D.   
DATE: October 10, 2019  
RE: Establishment of Ph.D. in Native American Studies

This letter is in full support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). I believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Indigenous scholars, leaders, and community members across the state, nation, and internationally recognize the excellence of scholarship, service, and pedagogy among the faculty in the Department of Native American Studies. By establishing a doctoral program in Native American Studies, UNM will officially acknowledge the importance of Indigenous knowledge systems, scholarship, and community engagement. I fully support the development of a Ph.D. program of studies in the Department of Native American Studies at University of New Mexico. If you have any questions, please contact me at [glenie@unm.edu](mailto:glenie@unm.edu)

Cc: Professor Tiffany Lee, Chair of the Department of Native American Studies





December 5, 2019

Dean Mark Peceny  
MSC03 2120  
1 University of New Mexico  
Albuquerque, NM 87131

Dear Dean Mark Peceny and Colleagues,









We, the Institute for American Indian Education (IAIE) faculty, write this letter in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). As Native faculty deeply engaged with New Mexico communities, we believe that the intellectually rigorous and inter-disciplinary approach of NAS supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, we support the development of the doctoral degree program at the University of New Mexico. We are committed to our continued partnership with Native American Studies. Please contact our Director of Native American Initiatives in Education, Dr. Glenabah Martinez, at [glenie@unm.edu](mailto:glenie@unm.edu) should you have any questions.

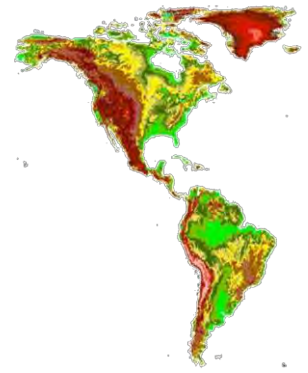
Sincerely yours,

The undersigned faculty of the Institute for American Indian Education

  
Lloyd L. Lee  
  
Duke  
  
Cathy  
  
Sh. L. Lee  
  
Christine  
  
Vicki West  
  
Terri Haverday  
  
John



# Indigenous Institute of the Americas



Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address or email below.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Gregory G. Gomez'.

Always,  
Gregory G Gomez MSSW  
Lipan Mescalero Apache  
President IIA

**Texas Office**  
**1700 Alma Drive, Suite 315**  
**Plano, TX 75075-6962**  
**972-480-5310**

**EIN 421736036**

**indeapache@gmail.com**  
**New Mexico Branch Office**  
**Albuquerque, NM 87111-5008**  
**505.306.9218**

## **IIAmericas.org**



25 September 2019

Dear Dean Mark Peceny and Colleagues,

We write in strong support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). Department of Linguistics faculty believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies, and we are prepared to support those efforts. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The Department of Linguistics provides more courses in Navajo language and linguistics than any other university. We offer students an undergraduate minor in Navajo Language & Linguistics. Both graduate and undergraduate students enroll in our courses, and they come from a wide range of majors and degree programs. Many are interested in building on their training in Navajo language and linguistics to take on professional roles within the Navajo Nation.

We also offer a variety of graduate courses that could potentially benefit doctoral students in Native American Studies, including LING 522 Grammatical Analysis, LING 531 Language & Society, LING 539 Language & Culture, LING 512 Native American Languages, LING 520 Language Contact, and LING 513 Field Methods. We also anticipate offering a seminar on Cherokee on an occasional basis.

The NAS doctoral program will allow UNM students to develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities. Therefore, we support the development of the doctoral degree program at University of New Mexico.

If you have any questions, please contact us at [morford@unm.edu](mailto:morford@unm.edu) or [mchee@unm.edu](mailto:mchee@unm.edu).

With kind regards,



Jill P. Morford  
Professor & Chair  
Department of Linguistics



Melvatha Chee  
Assistant Professor & Director  
Navajo Language Program





October 3, 2019

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations. We stand in support that UNM's Native American Studies (NAS) program is a model and an exemplar for Native studies nationwide for institutions of higher education.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Anpao Duta Flying Earth', is placed below the 'Sincerely yours,' text.

Anpao Duta Flying Earth  
Executive Director



Native American Studies 699 – Dissertation  
(3 credit hours)

**Course Description**

A dissertation demonstrates advanced academic research and writing and contributes to the foundation of knowledge associated with Native American Studies. Students develop an original idea through theory, conceptualization, analysis, and methodology.

Dissertation courses are required for the Doctorate degree in Native American Studies. The purpose of these courses is to complete a dissertation project, culminating students' experiences in the PhD program in Native American Studies certifying them as academic specialists. Based upon the dissertation proposal and dissertation work completed in, students should complete their dissertation writing and successfully defend their dissertation. Students will work in consultation with the course instructor, your dissertation advisor, to develop specific outcomes that lead to the completion of the dissertation. Individual meetings will be held to discuss and revise the work related to the dissertation. In consultation with the course instructor, each student will develop his or her own work schedule for the course.

**Course Student Learning Outcomes**

- A. Students will evaluate the applicability and relevance of theories and approaches to Native American experiences and to the discipline.
- B. Students will demonstrate the following abilities: write a compelling thesis statement, organize a research plan, conduct a literature review, collect and interpret data, examine the complexities and perspectives of an issue to different viewpoints, and recognize and test assumptions that enable theirs' and others' belief systems.
- C. Students will advance on the development and completion of an original, compelling, coherent, well documented, and persuasive dissertation.
- D. Students will strengthen oral presentation skills for delivery of a paper or chapter related to the thesis and the defense of the thesis with clear and appropriate visual and oral explanations of your project; and
- E. Students will enhance oral and written communication skills in order to communicate your project to academic and popular audiences.

**Accommodation Statement**

"In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

"If you need an accommodation based on how course requirement interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for



adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so."

### **Title IX Statement:**

A Note About Sexual Violence and Sexual Misconduct: As a UNM faculty member, I am required to inform the Title IX Coordinator at the Office of Equal Opportunity ([oeo.unm.edu](http://oeo.unm.edu)) of any report I receive of gender discrimination which includes sexual harassment, sexual misconduct, and/or sexual violence. You can read the full campus policy regarding sexual misconduct at <https://policy.unm.edu/university-policies/2000/2740.html>. If you have experienced sexual violence or sexual misconduct, please ask a faculty or staff member for help or contact the [LoboRESPECT Advocacy Center](#).

### **Academic Integrity Statement**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

### **Required Reading Material:**

1. UNM's "Thesis and Dissertation Formatting and Submission Guidelines" available free on web, <http://grad.unm.edu/degree-completion/thesis-dissertations/guidelines.html>
2. *A Pocket Style Manual*, 2000, Diana Hacker, Third Edition, Bedford Books; available for purchase at bookstore or on web at [Amazon.Com](#) (click on this link to find it there). Many PPA students have already purchased this manual for an earlier class; and
3. Reading materials informing the development and completion of the thesis project.

### **Elements of the Dissertation:**

Define Your Research/Thesis Question

Writing the abstract

Literature Review

Theoretical Framework

Thesis Outline

Bibliography

Preparing the Manuscript

### **Dissertation Outline:**

Chapter 1: Introduction



What is your topic? What is your research question? In theory and application, why is this question important? Relate the topic to the thematic areas in Chicana and Chicano Studies, cite relevant publications that center your topic. Describe succinctly the chapters of your thesis.

#### Chapter 2: Literature Review

What is already known about this issue? Review relevant and extant academic literature on your topic. Reference the publications in the area of study. Provide a summary of the research academic gap that your project will fill. Identify the specific sub questions that are addressed in your thesis.

#### Chapter 3: Methodology

What are the methods you use to address your question? Include your data collection and methods of analysis. Provide specific and coherent details.

#### Chapter 4: Results

Present your findings with an analysis. Save the major summative findings and conclusions for Chapter 5.

#### Chapter 5: Conclusions and Implications

Summarize the previous chapters and then draw conclusions. What does your analysis contribute to currently existing knowledge? What are the implications of your findings?





October 7, 2019

Dr. Mark Peceny  
Dean, College of Arts and Sciences  
University of New Mexico

Dear Dean Peceny:

On behalf of the UNM Law and Indigenous Peoples Program, I am writing to extend my enthusiastic support for the proposal that is being submitted by my colleagues in the Native American Studies Department of UNM for establishing a doctoral degree in Native American Studies.

NAS Assistant Professor Dr. Wendy Greyeyes visited with Mitzi Vigil, Administrator of the Law and Indigenous Peoples Program, and me in spring 2019 to discuss the NAS doctoral degree proposal. The proposal encompasses opportunities for interdepartmental collaboration that will enrich academic programs within the Native American Studies Department and the School of Law. In particular, the proposal will augment the Indian Law Certificate (ILC) program at the Law School by allowing Certificate candidates to access the enhanced Native American Studies resources, including any new NAS courses that arise through the Ph.D. program's development, in fulfilling the ILC requirements. We further envision collaboration between the Law School and the NAS Department with respect to presentations by both J.D. and Ph.D. candidates at the annual ILC Scholars Forum, a required component for ILC students that also could be utilized by NAS Ph.D. students interested in sharing aspects of their doctoral-level research with the broader University and Native American community.

What is most exciting about the NAS Ph.D. proposal is the additional human resources and professional expertise that it will foster for serving the needs of tribal communities and urban Indian populations in New Mexico. With 23 federally recognized Indian tribes within the state, and with the nation's highest percentage of Native American people, New Mexico is a place of both immense tribal/cultural diversity and constant need for developing leadership capable of addressing the social, cultural, political, educational, and sovereign governance-related needs of Native communities. Investing in the establishment of a doctoral degree program in Native American Studies will help ensure that the University of New Mexico continues to be at the forefront of higher educational institutions committed to embracing within their academic mission the provision of professional and scholarly leadership and resources tailored to the unique needs of the people served by those institutions.

Respectfully submitted,

A handwritten signature in black ink that reads 'John P. LaVelle'.

John P. LaVelle  
Weihofen Professor of Law & Regents' Lecturer  
Co-Chair, UNM Native American Faculty Council  
Director, Law and Indigenous Peoples Program  
University of New Mexico School of Law



Native American Studies 423/523  
Dissertation

Form A Reasoning

A. Reason for the change: The Department of Native American Studies is proposing to double-number NATV 423 to offer a specifically graduate level course. We are including this course as an option in our MA degree and our PhD degree proposal. Graduate students are limited in the number of hours they can gain credit from a 400 level course. By adding a 500 level number, graduate students will have less limitations in taking this course.

B. Impact on long-range planning: There is neutral impact since we have been teaching this course for undergraduate and graduate credit in our BA degree program since its inception.

C. Budget and Workload implications impact: There is neutral impact since we have been teaching this course for undergraduate and graduate credit in our BA degree program since its inception.



# **NATV 423/523: Self-Determination and Indigenous Human Rights**

## **Course Description:**

This course analyzes the emerging norm of self-determination and its impact on Indigenous peoples in the international legal system. Colonization, liberation, and the political futures of culturally distinct peoples are examined from interdisciplinary perspectives.

## **Learning Objectives:**

1. Students will learn about the concept of Indigenous self-determination.
2. Students will learn about the concept of Indigenous colonization.
3. Students will learn about the concept of Indigenous liberation.
4. Students will learn about international Indigenous challenges and concerns.

**Required Texts:** The following texts are available at the UNM campus bookstore and are required for this course. Additional readings will be on the class LEARN page.

1. Weston, Burns H. & Anna Grear. *Human Rights in the World Community: Issues and Actions*. University of Pennsylvania Press, 2016.
2. Echo-Hawk, Walter R. *In the Light of Justice: The Rise of Human Rights in Native America and the UN Declaration on the Rights of Indigenous Peoples*. Fulcrum Publishing, 2013.

## **Course Requirements:**

Reflection Essays: You will be required to write two reflection essays. The format of the essay is: Name, title, double-spaced, 12-point font, and 3-5 pages only.

Final Brown Paper: You will be required to examine an Indigenous community outside of the United States. The paper must include the following: a title page, bibliography, typed, double-spaced, 12-point font, and 5 pages.

Presentation: You will present your Brown paper. The presentations will be conducted in class and each student will have 20 minutes.

Participation: You will need to attend class on a regular basis, complete assigned readings, and participate in class discussions. This course is rooted in class discussion. Each student will be required to write open-ended comment (250-300 words) on the assigned readings for the specific class session.

**If you have 3 or more unexcused absences, you will be dropped from the course.** In order for us to learn from one another and create an engaging class environment, it is



vital that you attend all classes, complete the readings before class, and come prepared to share your thoughts and questions. Some questions to help with comprehending the readings:

*What are the author's main points or arguments?*

*Where did the author peak my interest in this reading?*

*What insights have I gained from this reading?*

*Where do I agree or disagree with their conclusions?*

### **Graduate Credit Requirement:**

You need to do all the requirements for undergraduate students with a minimum grade of B. Students taking this course for graduate credit will also be required to produce a critical review of a peer-reviewed article or book addressing the course description.

Additional information concerning these assignments and the grading criteria for each will be provided in timely fashion. **The course readings, assignments, exam, due dates, and schedule may change.**

### **Grading Point Scale:**

Reflection Essays	50 points each X 2 = 100 total points
Brown Paper	50 points
Presentation	50 points
Participation	50 points (Based on attendance (14 sessions) + Comments (2 x 11 sessions))

Total: 250 points

(for graduate students)

same as above plus:

Critical Review	50 points
-----------------	-----------

Total: 300 points

### **Percentage Scale:**

A+	99-100% (without extra point assignment)
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%



D	63-67%
D-	60-62%
F	0-59%

### **Accommodations:**

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

### **Misconduct:**

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

### **Academic Integrity:**

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

### **Cell Phones and Technology:**

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.



## **Library and Tutorial Services:**

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

## **Course Schedule of Activities (taken from Spring 2018):**

*The course readings, assignments, exams, due dates, and schedule is subject to change. Minor changes will be announced in class, major ones in writing.*

**January 17.** Introductions, syllabus overview, opening discussion on self-determination & indigenous human rights

**January 24.** Origins of the Status of the American Indian in Western Legal Thought

**Read:** Robert Williams "The Medieval and Renaissance Origins of the Status of the American Indian in Western Legal Thought" & "Our Land, Our Identity, Our Freedom: A Roundtable Discussion" <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/our-land-our-identity-our-freedom-roundtable-discussion>

**January 31.** Settler Colonialism

**Read:** Alyosha Goldstein "Where the Nation Takes Place: Proprietary Regimes, Antistatism, and U.S. Settler Colonialism" & William Brennan Thomas "U.N. Human Rights Committee Denounces U.S. Indigenous Peoples" <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/un-human-rights-committee-denounces-us-indigenous-policies>

**February 7.** Genocide

**Read:** Walter R. Echo-Hawk Chapter 14 "Was Genocide Legal?" from *In the Courts of the Conqueror: The 10 Worst Indian Law Cases Ever Decided*

**February 14.** Universal Declaration of Human Rights

**Read:** Universal Declaration of Human Rights & Kim Baca "Tribes Moves Toward Restoring Its World" <http://articles.latimes.com/2003/mar/09/news/admn-island9>

**Reflection Essay #1 DUE**

**February 21.** Understanding the Declaration

**Read:** Foreword, Preface, Acknowledgements, & Part One *In the Light of Justice*

**February 28.** The Need for the Declaration

**Read:** Part Two *In the Light of Justice*

**March 7.** Implementing the Declaration (Guest speaker: Dr. Kristen Carpenter)

**Read:** Part Three *In the Light of Justice*

**March 14.** No Class (Spring Break)



**March 21. International Human Rights**

**Read:** *Human Rights in the World Community* A Warm Welcome from the Editors, An Essential Guide to Use of Our Book, About the Authors, Acknowledgements, Chapter 1

**Reflection Essay # 2 DUE**

Film: *Our Nationhood* (2003)

**March 28. Basic Decencies and Participatory Rights**

**Read:** *Human Rights in the World Community* Chapter 2 & 3

Film: *Noho Hewa: The Wrongful Occupation of Hawai'i* (2009)

**April 4. Community or Solidarity Rights—Group Rights**

**Read:** *Human Rights in the World Community* Chapter 4 & 5

Film: *Power Paths* (2009)

**April 11. No Class (Shiprock Forum)**

**April 18. Public Approaches & Private Sector Approaches to Human Rights--  
Implementation**

**Read:** *Human Rights in the World Community* Chapter 7 & 8

Film: *Tribal Justice* (2017)

**April 25. Presentations**

**May 2. Presentations**

**Final Brown Paper DUE**



## **NATV 445/545: Politics of Identity**

**CRN#**

**3-credit hours**

**Fall 2019, University of New Mexico**

**Wednesday 4:00 – 6:30 p.m. Mesa Vista Hall 3082**

Instructor: Lloyd L. Lee, Ph.D. (Diné)

Office Hours: Mondays 1:30 p.m. – 3:30 p.m. & by appointment

Office Location: Mesa Vista Hall Room 3095

Office Phone: 277-3917

E-mail: [triplel@unm.edu](mailto:triplel@unm.edu)

### **Course Description:**

This course will examine the issue of Native American identities as politicized identities that are both determined and impacted by federal and state laws/policies. The course will examine race/ethnicity, culture/heritage, and nationality or tribal citizenship/membership as functions of Native American identities, and discusses federal intrusion into Native American identities and appropriation by non-Indians of Native American identities.

### **Course & Student Objectives:**

Students will be able to:

- (1) describe specific ways in which race, culture, class, and nationality have been constructed in selected geographic regions in different historical eras, including modern era, as factors in Native American identities.
- (2) To identify ways in which federal laws and policies historically have been devised to divide Indian populations according to these constructions.
- (3) To describe the impacts of contemporary federal and state laws and policies in determining Native American identities.
- (4) To give examples of aboriginal social systems and cultural teachings and their applicability in the contemporary struggle to find Native individual and community identities.

**Required Texts:** The following texts are available at the UNM bookstore and are required for this course. Additional readings will be on course's UNM Learn page at [learn.unm.edu](http://learn.unm.edu)

1. Sturm, Circe. 2002. *Blood Politics: Race, Culture, and Identity in the Cherokee Nation of Oklahoma*. Berkeley, CA: University of California Press.

2. Ramirez, Renya K. 2007. *Native Hubs: Culture, Community, and Belonging in Silicon Valley and Beyond*. Durham, NC: Duke University Press.



3. Garrouette, Eva Marie. 2003. *Real Indians: Identity and Survival of Native America*. Berkeley, CA: University of California Press.
4. Wilkins, David E. and Shelly Hulse Wilkins. 2017. *Dismembered: Native Disenrollment and the Battle for Human Rights*. Seattle: University of Washington Press.

### **Course Requirements:**

Quiz: You will have 4 in-class quizzes on **September 18, October 9, October 30, and November 20**. It will consist of answering ten questions. The questions will come from the readings, lectures, and class notes.

Final Project: This project will consist of each student developing a portrait of your identity. The portrait must consist of pictures/images/text that describe yourself and who you are as a person. The approach you develop to demonstrate your identity will be of your own choosing. You can use PowerPoint, Prezi, personal photographs, music, film, or some other method. The portrait must be college level work. You will then present your portrait in class. Presentations will be on **November 27 & December 4**.

Final Paper: In addition, you must submit a 5-page paper, plus bibliography and endnotes, pertaining to a subject matter discussed in class as it relates to your personal identity. Graduate students will be required to complete a 7-page paper for the final project. The paper must be formally written with references. It is due on **December 4**.

Participation: This portion of the course grade includes attendance, actively taking notes, asking questions, making comments, and entering into discussions. **Additionally, each student will write a one-page commentary on the assigned readings for the class session.** This commentary will guide class discussions on the assigned readings.

The course is rooted in class discussion. If you have three excused or unexcused absences, you will be dropped from the course. In order for us to learn from one another and create an engaging class environment, it is vital that you attend all classes, complete the readings before class, and come prepared to share your thoughts, questions, and perceptions.

### (Graduate Students only)

Book Review: Graduate students will be required to write a 5-page review on one of the books read in the course. The review will be due at the student's discretion however no later than December 6.

Additional information concerning these assignments and the grading criteria for each will be provided in timely fashion throughout the semester. **The course readings, assignments, exams, due dates, and schedule may change during the semester.** No late work will be accepted and no extra credit will be accepted for this course.

Grading Point Scale:



(undergraduate)

Quiz #1, 2, 3, 4	40 total points = 10 points for each quiz X 4
Participation	30 points = (Based on attendance [16 sessions] + Comments [14])
Final Project/Paper	100 points
Total:	170 points

(graduate)

same as above plus:

Review	50 points
Total:	220 points

A+	99-100% (without extra point assignment)
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	0-59%

**Accommodation Statement:**

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

**Title IX Statement:**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 -<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title->



ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

### **Academic Integrity Statement:**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

### **Cell Phones and Technology:**

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

### **Library and Tutorial Services:**

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

### **Course Schedule of Activities:**

*The course readings, assignments, exams, due dates, and schedule are subject to change.*

**August 21:** Introduction, course overview, & 21<sup>st</sup> century Native identity

Read: Forbes article (LEARN)

**August 28:** Law & Biology

Read: Garrouette Introduction & Chapter 1-2

**September 4:** Culture & Self-Identification

Read: Garrouette Chapter 3 & 4

**September 11:** Conflicts, Radical Indigenism, & Future



Read: Garrouette 5, 6, & conclusion

**September 18:** Blood & Culture in Cherokee

Read: Strum Chapter 1 & 2

**Quiz # 1**

**September 25:** Race, Nation, & Kinship in Cherokee

Read: Strum Chapters 3, 4 & 5

**October 2:** Marriage & Cherokee Freedmen

Read: Strum Chapter 6, 7, & 8

**October 9:** Diné Identity

Read: Spruhan & Lee article (LEARN)

**Quiz #2**

**October 16:** Mashpee Identity

Read: Clifford article (LEARN)

**October 23:** Skin Deep

Read: Red Shirt & Tallbear article (LEARN)

**October 30:** Banishment & Federal Authority & New Deal

Read: Wilkins Introduction, Chapter 1, 2, & 3

**Quiz # 3**

**November 6:** Self-Determination & Dismembering Explosion & Judicial Interpretation

Read: Wilkins Chapter 4, 5, 6, & Conclusion

**November 13:** Native hubs, Claiming home, Relocation, & “Real Indians”

Read: Ramirez Introduction, Chapter 1, 2, 3, & 4

**November 20:** Empowerment, Transnationalism, Youth & Creativity

Read: Ramirez 5, 6, 7 & Epilogue

**Quiz # 4**

**November 27:** Presentations

**December 4:** Presentations

**Final Project Paper due**



Native American Studies 445/545  
Dissertation

Form A Reasoning

A. Reason for the change: The Department of Native American Studies is proposing to double-number NATV 445 to offer a specifically graduate level course. We are including this course as an option in our MA degree and our PhD degree proposal. Graduate students are limited in the number of hours they can gain credit from a 400 level course. By adding a 500 level number, graduate students will have less limitations in taking this course.

B. Impact on long-range planning: There is neutral impact since we have been teaching this course for undergraduate and graduate credit in our BA degree program since its inception.

C. Budget and Workload implications impact: There is neutral impact since we have been teaching this course for undergraduate and graduate credit in our BA degree program since its inception.



# **NATV 665: Applied Indigenous Critical Theory (3 Credits)**

## **Instructor Information**

Dr. Melanie K. Yazzie  
Office: Mesa Vista 3092  
Office Hours: TBA  
Contact: [myazzi02@unm.edu](mailto:myazzi02@unm.edu)

## **Course Description**

This course will be conducted as a seminar to introduce students to critical thought about major issues affecting Indigenous peoples. As one of the core courses for all Native American Studies (NAS) doctoral students, this seminar will emphasize the importance of critical theory and methodologies for community-engaged research and leadership development in Indigenous nations. We will examine canonical and contemporary texts from Indigenous thinkers to develop expertise in the long arc of Indigenous critical traditions. Emphasis will be placed on interdisciplinary and comparative inquiry about a number of interrelated theories/frameworks that pertain to an analysis and understanding of power in Indigenous contexts, including settler colonialism, decolonization, knowledge/power, sovereignty, biopolitics, queer theory, resurgence, radical feminism, racialization, inter/nationalism, (post)humanism, and intersections between Black, Indigenous, and Latinx studies.

## **Student Learning Outcomes**

1. Students will sharpen their critical thinking skills, including demonstrable improvement in analytical thinking and argument-driven writing.
2. Students will be able to communicate clearly and effectively in both written and verbal formats.
3. Students will develop an understanding of Indigenous theories and critiques about structural power from an interdisciplinary and intersectional lens.
4. Students will be able to articulate at least one critical NAS methodology they can apply to their dissertation research.

## **Required Text and Supplies**

Baldy, Cutcha Risling. *We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies*. Seattle: University of Washington Press, 2018.

Blackwell, Maylei; Lopez, Floridalma Boj; Urrieta Jr., Luis. "Special Issue: Critical Latinx Indigenities," *Latino Studies*, 15:2, 2017.



Carroll, Clint. *Roots of Our Renewal: Ethnobotany and Cherokee Environmental Governance*. Minneapolis: University of Minnesota Press, 2015.

Dennison, Jean. *Colonial Entanglement: Constituting a Twenty-First-Century Osage Nation*. Chapel Hill: University of North Carolina Press, 2012.

Denetdale, Jennifer Nez. *Reclaiming Diné History: The Legacies of Navajo Chief Manuelito and Juanita*. Tucson: University of Arizona Press, 2007.

Dhillon, Jaskiran. *Prairie Rising: Indigenous Youth, Decolonization, and the Politics of Intervention*. Toronto: University of Toronto Press, 2017.

Estes, Nick. *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*. New York: Verso Press, 2019.

Goldstein, Alyosha; Hu Pegues, Juliana; Vimalassery, Manu, Eds. "Special Issue: On Colonial Unknowing," *Theory & Event*, 19:4, 2016.

Justice, Daniel Heath; Rifkin, Mark; Schneider, Bethany, Eds. "Special Issue: Sexuality, Nationality, and Indigeneity," *GLQ: A Journal of Lesbian and Gay Studies*, 16:1-2, 2010.

King, Tiffany Lethabo. *The Black Shoals: Offshore Formations of Black and Native Studies*. Durham: Duke University Press, 2019.

Lyons, Scott Richard. *X-Marks: Native Signatures of Assent*. Minneapolis: University of Minnesota Press, 2010.

Salaita, Steven. *Inter/Nationalism: Decolonizing Native America and Palestine*. Minneapolis: University of Minnesota Press, 2016.

Simpson, Audra. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press, 2014.

Simpson, Leanne Betasamosake. *As we Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press, 2017.

## **Course Requirements**

### *Correspondence*

Although you are free to email me about any issue related to this seminar, I encourage you to come to my office hours or make an appointment to speak with me in person. If you do need to



email me, please use professional email etiquette and include this course number (NATV 665) in your email subject so it doesn't get lost in my inbox. Please use the email address provided at the top of this syllabus and do not message me through UNM Learn.

### *Participation/Attendance*

Except for medical or family emergencies, only one (1) excused absence will be allowed, and this absence must be cleared in advance with the instructor. Any absence beyond this will result in an automatic WF for the course. You are welcome to bring food and drinks to class.

### *Conduct*

Come to class prepared to engage in respectful but critical dialogue with your peers. Some of the material in this course will be conceptually challenging, so please come with the spirit of helping your peers to understand the material. The purpose of a seminar is to deeply and collectively examine the ideas presented to us by our interlocutors, with the goal of building a common understanding of main concepts together. Disagreement and critique is expected, but please retain modesty and humility when dialoguing with your peers, and with our authors.

### *Late Assignment Policy*

Late assignments will not be accepted. I will not accept make up work or extra credit.

## **Grading**

Your final grade for this course will be determined according to the following criteria. Please submit all written assignments via email using the email address provided at the top of this syllabus.

### *Participation, Weekly Reflection Papers, Seminar Facilitation: 60%*

The success of this seminar depends upon your consistent, thoughtful, and, most importantly, prepared, participation. Please come to seminar ready to summarize texts, define key concepts, engage in discussion and debate about texts, and make critical connections between and across texts. Evidence of preparation and active participation in seminar discussions will be considered in evaluating student performance. Additionally, participation will be graded on the basis of *content and quality* rather than *quantity*. I will take into account the extent to which your comments reveal a critical engagement with the assigned materials, and how you engage with your peers in a collaborative learning environment. Given that this seminar focuses on critical thought, special weight will be given to discussions about methodology and the politics of knowledge production about and by Indigenous people.

To help you prepare for each seminar meeting, you will be required to write a two-to-three (2-3) page response to each week's readings. These will be posted on this course's UNM Learn page for the entire class to read by midnight (12am) two days before each class meeting. It is expected that each student will read their peers' responses prior to each seminar meeting and our



discussions each week will build directly upon your responses. Your response should include the following components:

1. **Thesis:** One-to-two sentences identifying the author's thesis
2. **Summary of Argument:** One-to-two paragraphs identifying the author's major arguments and claims. Complex works will have at least two-to-three interrelated arguments.
3. **Method/s:** One-to-two sentences that identify the author's method. Is it archival research? Statistical analysis? Interviews? A combination?
4. **Methodology/ies:** One-to-two paragraphs identifying the author's methodologies. Methodology is different from method. A method is the manner in which a researcher collects their data. Methodology is the secondary literature a researcher uses to construct an argument using their data. What kinds of theories is the author drawing from to construct her argument? What discipline/s is she drawing from and contributing to? Is she introducing any new concepts or theories that challenge existing frameworks?
5. **Source/s:** What types of sources (government documents, interviews, personal letters, films, etc.) does the author use to construct her argument?
6. **Analysis/Reflection:** One-two paragraphs of your own reaction to the text. This reaction can take many forms: a critique of something you find problematic; a proposed set of connections to other readings; an explanation of an emotional response you've had to a reading.
7. **Questions:** Two-to-three critical questions about the text that I will compile and use to guide seminar discussion. These should be questions that facilitate deep, analytical understanding of a text or set of ideas we've been working through during the semester.

You will also be required to lead seminar discussion once during the semester.

#### *Final Paper: 40%*

You will be required to write a methodology paper of 12-15 pages in length (12-point font, double-spaced, 1" margins, page count does not include cover page or bibliography). I expect this paper to engage substantially with concepts/theories we've discussed in class. Your paper should focus on one methodology/theory/framework that seems appropriate for your proposed dissertation research project. You should draw from at least ten sources (no more than two of which should be from class). This is not a literature review. This is an argumentative essay; meaning, I expect you to advance and develop an argument using secondary literature about a topic or issue that pertains to your dissertation research. A special assignment sheet containing the parameters of this assignment will be distributed later in the semester.

#### *Grading Policy*

Grading at the graduate level is different than grading at the undergraduate level. As a PhD student, you are not only learning content and concepts. You are preparing to be an expert; someone who produces knowledge and acts as a leader/teacher rather than someone who



absorbs knowledge in an attempt to prove proficiency. For this reason, an “A” typically signifies that you have demonstrated original thought (and not just mere comprehension) and conveyed your ideas in professional and polished language appropriate to your fields of study/research, whether this be written or verbal. Grades lower than an “A” indicate areas that need improvement in order for you to be successful at obtaining a PhD. I will indicate these areas in my written comments.

### **Accommodation Statement**

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. Accessibility Resources Center (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire.

### **Title IX Statement**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity ([oeo.unm.edu](http://oeo.unm.edu)). This means I am required to report any potential Title IX violation, including information I receive directly or via rumor, witness, or off-campus. For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

### **Academic Integrity Statement**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

### **FERPA**

In accordance with the Family Educational Rights & Privacy Act (FERPA), all UCR college records are confidential. These records consist of the student’s admission application, high school



and/or college transcripts, records of grades and academic standing, and any notes, memos, or letters about students' scholastic progress.



Native American Studies 665  
Applied Indigenous Critical Theory (3 Credits)

Form B Reasoning

A. Justification for the course: The Department of Native American Studies is proposing to extend the graduate degree programs into a PhD program. This course is a new course and is intended to introduce students to critical thought about major issues affecting Indigenous peoples. As one of the core courses for all Native American Studies (NAS) doctoral students, this seminar will emphasize the importance of critical theory and methodologies for community-engaged research and leadership development in Indigenous nations. We will examine canonical and contemporary texts from Indigenous thinkers to develop expertise in the long arc of Indigenous critical traditions. Emphasis will be placed on interdisciplinary and comparative inquiry about a number of interrelated theories/frameworks that pertain to an analysis and understanding of power in Indigenous contexts, including settler colonialism, decolonization, knowledge/power, sovereignty, biopolitics, queer theory, resurgence, radical feminism, racialization, inter/nationalism, (post)humanism, and intersections between Black, Indigenous, and Latinx studies.

**Student Learning Outcomes**

1. Students will sharpen their critical thinking skills, including demonstrable improvement in analytical thinking and argument-driven writing.
2. Students will be able to communicate clearly and effectively in both written and verbal formats.
3. Students will develop an understanding of Indigenous theories and critiques about structural power from an interdisciplinary and intersectional lens.
4. Students will be able to articulate at least one critical NAS methodology they can apply to their dissertation research.

B. Impact on long-range planning: The inclusion of the NATV 665 course will strengthen graduate student preparation in the PhD program in anticipation of their dissertation. The course will be taught by various faculty in NAS as part of their existing current load. This course strengthens the mission and curriculum of Native American Studies. Given the academic and programmatic value of the course, it is timely that PhD graduate courses be introduced and institutionalized through Native American Studies.

C. Budget and Workload implications impact: NAS has hired 1 new faculty member in 2019 and anticipates additional hires in FY 22. While this course will be taught by current faculty, NAS will



need additional faculty to fully implement the PhD program. We have resources from our Managed Online Program to hire part-time instructors to teach our undergraduate level courses when needed.



## **NATV 667: Action Research in Indigenous Communities**

**CRN#**

**Syllabus**

Semester Year, University of New Mexico

Class meeting times

Instructor: Leola Tsinnajinnie Paquin, Ph.D.

Office location: Mesa Vista Hall 3093

Office hours: TBD & by appointment

Office phone: 505-277-3917

E-mail: [leola@unm.edu](mailto:leola@unm.edu)

### **Course Description:**

This course examines action and/or practitioner research for the purpose of creating a framework for scholars working within Indigenous communities.

### **Learning Objectives:**

1. Students will be able to define action and practitioner research from an Indigenous perspective.
2. Students will be able to identify the benefit of action research to Indigenous communities.
3. Students will be able to demonstrate the ability to practice action research methods from within an Indigenous community or organization.

### **Required Textbooks:**

The following texts are available at the UNM Bookstore and are required for this course. Any additional readings will be posted on the class's LEARN page.

1. Lawson, H. A., Caringi, J. C., Pyles, L., Jurkowski, J. M., & Bozlak, C. T. (2015). *Participatory action research*.
2. Huaman, E. S., & Brayboy, B. M. K. J. (Eds.). (2017). *Indigenous Innovations in Higher Education: Local knowledge and critical research (Advances in innovative education, volume 4)*. SensePublishers-Rotterdam, The Netherlands.
3. Throne, R. L. (2012). *Practitioner research in doctoral education*. Dubuque, IA: Kendall Hunt Publishing Company.

### **Course Requirements:**

Activities and Reflection (40%): Each week, you will earn credit for participating in class activities and/or submitting reflections in response to the readings. These responses will be due on UNM Learn. Discussion prompts will be provided.



Case Study Presentation (20%): You will select a research project that was conducted by practionners within an Indigenous community. You will study their approach, their design, their process, and what they learned from the project. Your investigation can be literature or field based in consultation with the professor.

Research Project Design and Presentation (40%): Based on what you learn from throughout the course, you will design a research project that can be conducted as a doctoral student or a community based practionner. This project will be hypothetical but must demonstrate course learning outcomes.

Additional information concerning these assignments and the grading criteria for each will be provided in timely fashion throughout the semester

Grading Point Scale:

Activities and reflection	40 points
Case study presentation	20 points
Research project design and presentation	40 points
Total:	100

Percentage Scale:

A+	99-100%
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	0-59%

**Accessibility Resource Center:**

**<http://as2.unm.edu/faculty/index.html>**

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the



instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirement interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

### **Misconduct:**

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

### **Academic Integrity:**

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

### **Cell Phones and Technology:**

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

### **Library and Tutorial Services:**

UNM-Main campus provides many library services and some tutorial services for



distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

### **Course Schedule of Activities:**

*The course readings, assignments, exams, due dates, and schedule is subject to change. Minor changes will be announced in class, major ones in writing.*

#### **Week One**

Introduction activities and course overview

#### **Week Two**

**What is action research?**

**Read:** Lawson, H. A., Caringi, J. C., Pyles, L., Jurkowski, J. M., & Bozlak, C. T. (2015). *Participatory action research*.

#### **Week Three**

**What is action research?**

**Read:** Lawson, H. A., Caringi, J. C., Pyles, L., Jurkowski, J. M., & Bozlak, C. T. (2015). *Participatory action research*.

#### **Week Four**

**What are the values of an Indigenous approach to action research?**

**Read:** Huaman, E. S., & Brayboy, B. M. K. J. (Eds.).(2017). *Indigenous Innovations in Higher Education: Local knowledge and critical research (Advances in innovative education, volume 4)*. SensePublishers-Rotterdam, The Netherlands.

#### **Week Five**

**What are the values of an Indigenous approach to action research?**

**Read:** Huaman, E. S., & Brayboy, B. M. K. J. (Eds.).(2017). *Indigenous Innovations in Higher Education: Local knowledge and critical research (Advances in innovative education, volume 4)*. SensePublishers-Rotterdam, The Netherlands.

#### **Week Six**

**What does Indigenous action research look like in Native communities?**

**Readings TBD by research**

#### **Week Seven**

**What does Indigenous action research look like in Native communities?**

**Readings TBD by research**

#### **Week Eight**

**What does Indigenous action research look like in Native communities?**

**CASE STUDY PRESENTATIONS AND REFLECTIONS**



**Week Nine**

**FALL OR SPRING BREAK**

**Week Ten**

**What does Indigenous action research look like in Native communities?**

**CASE STUDY PRESENTATIONS AND REFLECTIONS**

**Week Eleven**

**What is practitioner research in doctoral education?**

**Read:** Throne, R. L. (2012). *Practitioner research in doctoral education*. Dubuque, IA: Kendall Hunt Publishing Company.

**Week Twelve**

**What is practitioner research in doctoral education?**

**Read:** Throne, R. L. (2012). *Practitioner research in doctoral education*. Dubuque, IA: Kendall Hunt Publishing Company.

**Week Thirteen**

**Creating an Indigenous community-based doctoral action research framework.**

**Readings TBD by research**

**Week Fourteen**

**What is Indigenous Evaluation?**

**Read:** See UNM Learn for documents

**Week Fifteen**

**Presentations**

**Week Sixteen**

**Presentations and celebration**

**Finals Week**

**Final Research Project Design Due**



Native American Studies 667  
Action Research in Indigenous Communities  
(3 Credits)

Form B Reasoning

A. Justification for the course: The Department of Native American Studies is proposing to extend the graduate degree programs into a PhD program. NATV 667 is a new course and will examine action and/or practitioner research for the purpose of creating a framework for scholars working within Indigenous communities. A central focus of students' experience and learning in the NAS PhD program is how to work with communities and organizations to engage in collaborative, respectful, reciprocal, relevant, and responsible research. Indigenous research principles are designed by and for Indigenous scholars and activists working within their own communities. This course aims to build and strengthen students' skills in action research in this regard.

**Student Learning Outcomes**

1. Students will be able to define action and practitioner research from an Indigenous perspective.
2. Students will be able to identify the benefit of action research to Indigenous communities.
3. Students will be able to demonstrate the ability to practice action research methods from within an Indigenous community or organization.

B. Impact on long-range planning: The inclusion of the NATV 667 course will strengthen graduate student preparation in the PhD program in anticipation of their dissertation. The course will be taught by various faculty in NAS as part of their existing current load. This course strengthens the mission and curriculum of Native American Studies. Given the academic and programmatic value of the course, it is timely that PhD graduate courses be introduced and institutionalized through Native American Studies.

C. Budget and Workload implications impact: NAS has hired 1 new faculty member in 2019 and anticipates additional hires in FY 22. While this course will be taught by current faculty, NAS will need additional faculty to fully implement the PhD program. We have resources from our Managed Online Program to hire part-time instructors to teach our undergraduate level courses when needed.



**Comparative Indigenous Studies**  
**NATV 670**  
**Syllabus**

3 credit hours

**Course Description**

In fulfillment of the Doctor of Philosophy Degree in Native American Studies (NAS) at UNM, the NATV 670 course will introduce comparative analysis of indigenous governments, policy, identity, and sustainability across multiple indigenous nations. The goal is to capture a deeper understanding of unique applications of governing systems, policy decision making, identity formation and definitions, and sustainability strategies across multiple indigenous nations.

**Course Overview**

- The course will examine multiple indigenous nations and compare/contrast governing systems, tribal policies, identity formation, and sustainability strategies.

**Student Learning Outcomes**

- Students will evaluate and compare governing systems across differing indigenous nation.
- Students will detect impacts of historical circumstance, social and economic impacts on the design of governing systems, policies, identity, and sustainability.
- Students will critically analyze and develop theoretical frameworks to capture the complexity of differing indigenous system.

**Assignments, Evaluation and Grade Percentages**

You and your faculty advisor should discuss each assignment to answer your questions and establish clear expectations and deadlines.

**Fall 2020**

- Case study of three tribal nations – 25%
- Literature Review (minimum 10 references) – 25%
- Theoretical Framework – 25%
- Comparative Indigenous Nations Final Paper – 25%

**Academic Integrity:**

You are expected at all times to follow University policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action including dismissal against any student who is found responsible for academic dishonesty or who otherwise fails to meet the standards. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.



Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or throughout the University; and nondisclosure or misrepresentation in filling out applications or other University records. I will be available to discuss any questions or concerns you may have about academic and professional ethics during office hours.

### **Special Accommodations:**

Please notify me as soon as possible if you experience any personal circumstances that might affect your participation in this course: medical conditions, physical limitations, learning disabilities, academic problems, emotional crises, family difficulties, or religious obligations. I will be happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality.

In accordance with UNM Policy 2130 and the Americans with Disabilities Act (ADA), academic adjustments may be made for students with disabilities. Accessibility Resource Center, 2021 Mesa Vista Hall, 277-3506 (voice/TT), coordinates accommodations and services. If you have a disability for which you may request academic adjustments and have not registered with their office, please do so as soon as possible. Also meet with me privately to discuss your specific accommodations and how they relate to course expectations and assignments.

## **UNM Policies**

### **Title IX: Gender Discrimination**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg. 15 <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf> ). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity ([oeo.unm.edu](http://oeo.unm.edu)).

For more information on the campus policy regarding sexual misconduct, see:

<https://policy.unm.edu/university-policies/2000/2740.html>

### **Copyright Issues**

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

### **Citizenship and/or Immigration Status**

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our



undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

### **Accessibility**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact the UNM Accessibility Resource Center in 2021 Mesa Vista Hall at 277-3506 or <http://arc.unm.edu/>. Information about your disability is confidential.

- UNM  
Learn: **Accessibility:** <http://www.blackboard.com/accessibility.aspx> - **Privacy:** <http://www.blackboard.com/footer/privacy-policy.aspx>
- Kaltura: **Accessibility:** <https://knowledge.kaltura.com/508-support-within-kaltura-player-toolkit> - **Privacy:** <http://corp.kaltura.com/privacy-policy>
- Office: **Accessibility:** <https://www.microsoft.com/enable/microsoft/mission.aspx> - **Privacy:** <https://privacy.microsoft.com/en-us/privacystatement>
- Adobe Acrobat: **Accessibility:** <http://www.adobe.com/accessibility/products/acrobat.html> - **Privacy:** <http://www.adobe.com/privacy/policy.html>
- Google Products (including YouTube): **Accessibility:** <https://www.google.com/accessibility/> - **Privacy:** <https://www.google.com/policies/privacy/>

### **Academic Misconduct**

You should be familiar with UNM's [Policy on Academic Dishonesty](#) and the [Student Code of Conduct](#) which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

### **Drop Policy:**

UNM Policies: This course falls under all UNM policies for last day to drop courses, etc. Please see <http://www.unm.edu/studentinfo.html> or the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

### **UNM Resources**

**CAPS Tutoring Services** <http://caps.unm.edu/programs/online-tutoring/>

CAPS is a free-of-charge educational assistance program available to UNM students enrolled in classes. Online services include the Online Writing Lab, Chatting with or asking a question of a Tutor.

**UNM Libraries** <http://library.unm.edu>



**Student Health & Counseling (SHAC) Online Services**

<http://online.unm.edu/help/learn/support/shac>



Native American Studies 670  
Comparative Indigenous Studies (3 Credits)

Form B Reasoning

A. Justification for the course: The Department of Native American Studies is proposing to extend the graduate degree programs into a PhD program. NATV 670 is a new course and will introduce comparative analysis of Indigenous governments, policy, identity, and sustainability across multiple Indigenous nations. The goal is to capture a deeper understanding of unique applications of governing systems, policy decision making, identity formation and definitions, and sustainability strategies across multiple indigenous nations. The NAS PhD program is centered on identifying important research questions, problems and issues of Native communities and organizations. This course will strengthen students' skills to make comparisons across Indigenous contexts in an effort to address those problems.

**Student Learning Outcomes**

1. Students will evaluate and compare governing systems across differing Indigenous nation.
2. Students will detect impacts of historical circumstance, social and economic impacts on the design of governing systems, policies, identity, and sustainability.
3. Students will critically analyze and develop theoretical frameworks to capture the complexity of differing Indigenous system.

B. Impact on long-range planning: The inclusion of the NATV 670 course will strengthen graduate student preparation in the PhD program in anticipation of their dissertation. The course will be taught by various faculty in NAS as part of their existing current load. This course strengthens the mission and curriculum of Native American Studies. Given the academic and programmatic value of the course, it is timely that PhD graduate courses be introduced and institutionalized through Native American Studies.

C. Budget and Workload implications impact: NAS has hired 1 new faculty member in 2019 and anticipates additional hires in FY 22. While this course will be taught by current faculty, NAS will need additional faculty to fully implement the PhD program. We have resources from our Managed Online Program to hire part-time instructors to teach our undergraduate level courses when needed.



Native American Studies 699  
Dissertation

Form B Reasoning

A. Justification for the course: The Department of Native American Studies is proposing to extend the graduate degree programs into a PhD program. This course is a new course and is intended to provide students with the required thesis units.

B. Impact on long-range planning: The inclusion of the NATV 699 course will strengthen graduate student preparation in the PhD program in anticipation of their dissertation. The course will be taught by various faculty in NAS as part of their existing current load. Faculty in NAS already serve on many PhD student committees through other departments. This course strengthens the mission and curriculum of Native American Studies. Given the academic and programmatic value of the course, it is timely that PhD graduate courses be introduced and institutionalized through Native American Studies.

C. Budget and Workload implications impact: This course is a supervisory course required for the completion of a dissertation. A faculty member will assume the supervisory duty as part of their regular course load. The introduction carries a neutral impact on the NAS budget because no additional funds will be required.





NATIONAL INDIAN EDUCATION ASSOCIATION

October 28, 2019

Diana Cournoyer  
National Indian Education Association  
1514 P Street NW, Suite B  
Washington, DC 20005

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nation building and self-determination.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities. Higher education towards Native Nation building requires a deeper understanding of nation building, self-determination, indigenous knowledge so institutions are better equip to ensure broad access, healthy experiences, and successful completion of Native students.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

Executive Director  
National Indian Education Association





**American Indian Program**

New Mexico State University  
MSC 3AISC, P. O. Box 30001  
Las Cruces, NM 88003-8001  
Phone: (575) 646-4207  
Fax: (575) 646-5291

1 October 2019

Dean Mark Peceny and Colleagues,

The American Indian Program at New Mexico State University is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in establishing a doctoral degree program. The doctoral degree program will be of great value to strengthening academic teaching, research, and leaders in the field of Native American Studies for tribes, pueblos, and nations throughout New Mexico and the U.S.

With the focus on shaping academics who engage with the most theoretically stimulating ideas across the field, the doctoral degree program would be an opportunity for students to develop advanced research and analytical skills to create innovative, groundbreaking ideas, and practices to address the multiple and complex issues of New Mexico and U.S. tribal communities. It is logical that the University of New Mexico would continue to build upon the foundation of the Native American Studies B.A. and M.A. Programs and offer an opportunity for students to achieve the highest level in their Native American Studies education.

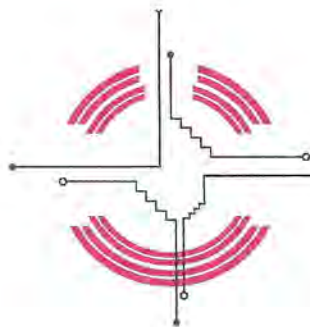
We hope you will support the development of their proposal to continue providing indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination, and community sustainability. If you have any questions, please contact me at the address above.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael Ray", with a stylized, flowing script.

Michael Ray  
Director





ESTABLISHED 1979

NAVAJO TECHNICAL UNIVERSITY

S I H A S I N

February 15, 2019; Friday

Dean Mark Peceny  
University of New Mexico  
Albuquerque, NM

Dear Dean Peceny and Colleagues:

This letter is submitted to support the development of a doctoral degree in Native American Studies (NAS) at University of New Mexico (UNM). I believe that UNM must work towards strengthening academic teaching, conduct research, and create and improve leadership in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorousness and inter-disciplinary approaches that supports the future of all Native Nations.

The NAS doctoral program will focus on creating academics that involves with the most theoretically engaging ideas across the field. Doctoral students will develop advanced Indigenous research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting the current Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address below or via e-mail at [wthomas@navajotech.edu](mailto:wthomas@navajotech.edu) or phone at 505.399.8612.

Sincerely,

Wesley K Thomas, PhD, Graduate Dean & Professor  
School of Graduate Studies & Research



# THE NAVAJO NATION

---

JONATHAN NEZ | PRESIDENT MYRON LIZER | VICE PRESIDENT



October 18, 2019

College of Arts and Sciences  
The University of New Mexico  
MSC 03 2120  
Ortega Hall 201  
1 University of New Mexico  
Albuquerque, New Mexico 87131

Dear Dean Mark Peceny and Colleagues,

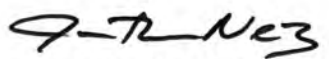
We write this letter in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We strongly believe that a doctoral program at the University of New Mexico will help create future academic leaders who will guide research that expands the Indigenous canons of knowledge that honors our communities. Our vision is that these doctoral candidates will become forerunners in academia and evolve into Indigenous policy researchers. The State of New Mexico, Navajo Nation, Jicarilla Apache, and the Pueblos have a pressing need for graduate educated students prepared to work towards healthier and fully engaged communities economically and socially within the State of New Mexico.

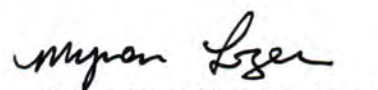
The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

On the Navajo Nation, there are a significant number of University of New Mexico alumni working to improve the lives of our people and neighboring communities. We believe a doctoral program will support the increase in needed research essential for our communities throughout the nation.

In closing, I unequivocally support the development of the doctoral degree program in Native American Studies at the University of New Mexico. If you have any questions, please contact me at (928) 871-7000 or by email at [jonathannez@navajo-nsn.gov](mailto:jonathannez@navajo-nsn.gov). Ahe'hee.

Sincerely,

  
Jonathan Nez, President  
THE NAVAJO NATION

  
Myron Lizer, Vice President  
THE NAVAJO NATION





---

OFFICE of EQUAL OPPORTUNITY

---

February 5, 2019

Dr. Richard L. Wood  
Interim Provost and Executive Vice President for Academic Affairs  
[rlwood@unm.edu](mailto:rlwood@unm.edu)

*Via electronic mail*

RE: Native American Studies Graduate Level Degrees

Dear Provost Wood:

The Office of Equal Opportunity (OEO) supports the approval of graduate level degrees in Native American Studies at the University of New Mexico. As a UNM alumna, I gained incredible perspective and experience through the UNM School of Law's Southwest Indian Law Clinic and Tribal Law Journal. In these and other courses, I learned about the Native American experience, legal systems as they affect Native Americans, social and political history, and the importance of this history for any American, but especially New Mexicans who will serve and work in this state.

I am proud that UNM has both a traditional and online Bachelors program that includes learning about the intersectionality of Native Americans, history, cultural competency, leadership, and social justice issues. I am excited that the leaders in Native American Studies are proposing a hybrid online doctoral program that will be able to reach scholars in outlying areas, and prepare them in an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations. This provides an immense opportunity for UNM to continue to be a leader in this vital field of study.

Sincerely,

Heather S. Jaramillo  
Associate Director

cc: Pamela Agoyo, Director of American Indian Student Services (*via electronic mail*)  
Wendy Greyeyes, Assistant Professor (*via electronic mail*)



Robert P. Giebitz, PhD  
3120 Madeira Drive NE  
Albuquerque, NM 87110  
505-850-5815 [rgiebitz@gmail.com](mailto:rgiebitz@gmail.com)

4 March 2019

Dean Mark Peceny  
College of Arts and Sciences  
University of New Mexico

RE: Support for a doctoral degree in Native American Studies at the University of New Mexico

Dear Dr. Peceny and Colleagues,

A doctoral program in Native American Studies is overdue. UNM is ideally positioned to be a leader in this field and to attract a rising generation of Indigenous scholars. Such a program would provide advanced research and analytical skills to support innovative strategies for addressing the daunting and complex social issues faced by Native peoples as well as provide needed perspectives in the arts and sciences, business and medicine. I recently completed a PhD in *Organization, Information & Learning Sciences* at UNM; courses in Native American Studies were a vital part of my doctoral journey and essential to my dissertation.

UNM has a great opportunity to attract brilliant minds to create a body of scholarship and practical solutions for the betterment of Indigenous communities and communities around the world. Launching a doctoral program in Native American Studies would be an excellent way to recognize this International Year of Indigenous Languages.

Sincerely,

*Robert Giebitz*

Cc: Dr. Tiffany S. Lee; Dr. Wendy Greyeyes





*Office of the Dean*  
4/13/20

Pamela Cheek  
Associate Provost  
University of New Mexico

Dear Dr. Cheek,

I write in strong support of the proposed Ph.D. program in Native American Studies. The University of New Mexico is the only flagship university with a majority-minority undergraduate student population. We have more Pell-eligible students as a proportion of our student body than any other flagship university. We have a substantial number of non-traditional and first-generation college students. Because the student populations of other universities are increasingly going to resemble the students we serve today at UNM, we have a special responsibility to become national leaders in delivering a flagship-quality university education for the emerging American majority.

To do that, we need to hire outstanding faculty who are doing path-breaking research that speaks to the needs of the communities we serve. As a flagship university with one of the largest populations of Native American students in the nation, in a state with the second highest proportion of Native Americans in the United States, we have a special opportunity to strengthen our national reputation for excellence in the study of Native American communities in the United States. Creating only the fourth Ph.D. program in Native American Studies in the United States will significantly raise our profile as national leaders in this area of study. The program's focus on community-engaged scholarship and helping to train the next generation of leaders for the sovereign nations will also provide extraordinary service to the sovereign nations in New Mexico and throughout the United States.

The proposal submitted by Native American Studies calls for adding 2-4 more tenure track faculty members, one lecturer, and three graduate teaching assistants by the end of the six-year time horizon covered by the proposal, which certainly appeared to be within the means of the College when I began drafting this letter earlier this semester. Of course, the budget situation for the University and the College of Arts and Sciences has become much more difficult since the time I initially agreed to support this new degree program and is likely to become even more constrained over the next year. Despite the increasing constraints faced by the College, this new program will remain a critically important strategic initiative for the College.

I agree with the department that hiring two more tenure track faculty members reflects the minimum necessary investment to launch the new program. I had initially planned to ask the Provost for authorization to launch one search this fall and another in fall 2021. It increasingly looks like the College will not be in a position to do any faculty hiring next year. If that indeed is the case, I would plan to ask for authorization to search to fill two positions in Native



American Studies for searches that would take place in fall 2021 for faculty who would come to UNM in fall 2022. I have already added a .25 FTE graduate assistant position to the department for fall 2020, funded by the College's differential tuition, and hope to increase that to .5 FTE for fall 2021.

As the department's proposal makes clear, additional faculty beyond what is promised here will need to be hired and more funding will need to be provided for graduate assistants to ensure that this program will thrive. I am confident, however, that these initial investments will start the department on a good trajectory to launch successfully their new Ph.D. program.

Sincerely,

A handwritten signature in dark ink, appearing to read "Mark Peceny". The signature is fluid and cursive, with the first name "Mark" being more legible than the last name "Peceny".

Mark Peceny, Dean





*Department of Philosophy*

Mark Peceny  
Dean  
College of Arts and Sciences  
MSC 03 2120  
Ortega Hall 201  
1 University of New Mexico  
Albuquerque, NM 87131

May 6, 2019

Dear Dean Peceny:

I am writing to express the support of the Department of Philosophy for the establishment of a doctoral degree program in Native American Studies (NAS) at the University of New Mexico. We believe that UNM must work towards strengthening teaching and research in the field of Native American Studies, especially at the graduate level. A NAS doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that address the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, the Department of Philosophy supports the development of a NAS doctoral degree program at University of New Mexico. Please do let me know if you have any questions.

Sincerely,

Adrian Johnston  
Professor and Chair



Department of Philosophy  
University of New Mexico at Albuquerque  
MSC 03 2140  
1 University of New Mexico  
Albuquerque, New Mexico 87131-0001  
Telephone: 505-277-2405  
aojohns@unm.edu



May 6, 2019

Dr. Mark Peceny  
Dean, College of Arts and Science  
University of New Mexico  
Albuquerque, NM 871731

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, the Political Science department supports the development of the doctoral degree program in Native American Studies at the University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,



Timothy B. Krebs, Ph.D.  
Professor and Chair  
Department of Political Science





## OFFICE OF ACADEMIC AFFAIRS

To: Dr. Tiffany Lee, Chair, Dept. of Native American Studies  
Re: Proposal for a Ph.D. in Native American Studies  
From: Dr. Pamela Cheek, Associate Provost for Curriculum and Assessment

*Pamela L. Cheek*

Date: October 2, 2019

I am writing to indicate support from Office of the Provost and EVP for Academic Affairs for moving forward with preparing a full proposal for the Ph.D. in Native American Studies which, we believe, will play an important role in fulfilling UNM's teaching, research and community engagement missions.

As you prepare your full proposal, I hope you and your department will consider how to balance admissions to a doctoral program with a sustainable load for your existing faculty. In general, the creation and growth of a doctoral program does not generally provide a rationale for addition of new faculty members to a department. Establishment of a doctoral program enhances the quality, range and profile of departments.

I look forward to reviewing the full proposal when it advances to Academic Affairs. Please don't hesitate to contact me or Dean Coonrod if we can be of any assistance as you develop the full proposal.

cc. Dr. Julie Coonrod, Dean of Graduate Studies  
Ms. Robben Baca, Graduate Academic Affairs Specialist  
Dean Mark Peceny, Dean of the College of Arts & Sciences  
Mr. Michael Raine, Associate Registrar





# SAN JUAN COLLEGE

## Office of the President

---

November 8, 2019

Mr. Mark Peceny, Dean  
College of Arts and Sciences  
MSC 032120  
1 UNM  
Albuquerque, NM 87131

Dear Dean Mark Peceny and Colleagues,

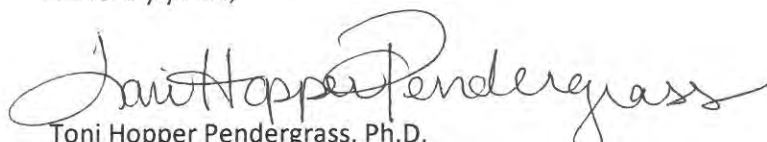
This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM is uniquely positioned to train leaders in the field of Native American Studies.

At San Juan College, one third of the more than 7,000 students we serve each semester are Native American. We offer a Native Studies Program that includes language, culture, history, and art offerings and which articulates to other programs across the state. We face the upcoming retirements of critical faculty and it is important that we be able to replace them with caring individuals who are excellent instructors and able to continue important research.

The doctoral program proposed by UNM appears to be able to prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that will support the future of Native Nations and their rich cultural traditions. The program appears to be well-designed and able to serve the needs of New Mexico institutions now and into the future.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please feel free to contact me.

Sincerely yours,



Toni Hopper Pendergrass, Ph.D.  
President





MSC 03 2020  
1 University of New Mexico  
Albuquerque, NM 87131

October 3, 2019

Dear Dean Peceny and others,

I am pleased to lend my support to the establishment of a doctoral degree program in Native American Studies (NAS) at UNM. I followed closely the development of NAS for the last 15 years and appreciated the many contributions they made to UNM and to the state. In traveling with NAS faculty to Peru, I saw their work to advance native pedagogy over the hemisphere. I came to appreciate how NAS features New Mexico's pueblos as models for indigenous language and science education worldwide.

Personally, I believe the values and philosophy expressed by Indigenous peoples, as stated in the United Nations Declaration on the Rights of Indigenous Peoples, stand as a wise basis for the world as it struggles to adapt to the climate emergency. A doctoral program at UNM would be strategic both short- and long-term.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. T. Milne', with a stylized flourish at the end.

Prof. Bruce T. Milne  
W.K. Kellogg Chair, Sustainable Environmental and Food Systems  
Director, Sustainability Studies Program



November 5, 2019

Gabriel R Sanchez  
Director, UNM Center for Social Policy  
Professor of Political Science

Dear Dean Peceny and Interested Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies and the PhD program in my view can help promote that goal. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations. The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

To support the goals of the Native American Studies department have identified for the PhD program, I express the support of the Center for Social Policy and Native American Budget Policy Institute. We can help connect PhD students in this program with research and internship opportunities to provide them with training opportunities in public policy relevant to Native American communities. We would also look to connect these PhD scholars with our Fellowship program to provide them access to our seminar series, methods and job-market training, and limited funding to support their time investment in our activities. Finally, I could offer guest lectures on Native American voting behavior, survey methodology for Native American communities, and other topics if useful to the program's faculty.

I therefore support the development of the doctoral degree program at University of New Mexico. If you have any questions do not hesitate to contact me.

Sincerely,



Gabriel R. Sanchez  
Professor, Department of Political Science  
Director, Center for Social Policy  
University of New Mexico





COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

## American Indian Studies

Dean Mark Peceny  
College of Liberal Arts and Sciences  
MSC 03 2120  
1 University of New Mexico  
Albuquerque, NM 87131

October 29, 2019

Dear Dean Peceny,

I am submitting this letter of support for the proposed Ph.D. degree program in Native American Studies (NAS) at the University of New Mexico (UNM). Such a program will allow UNM to remain competitive in Native studies by supporting Native teaching and research, and leaders in the field. Without question, a Ph.D. program in NAS at UNM will prepare academic leaders with interdisciplinary training that will not only contribute to the teaching and research mission of the university, but the future of Native Nations.

With the support of highly regarded and accomplished Native studies faculty in the department and across campus, the NAS Ph.D. program will create scholars who will engage with the most theoretical and practical ideas in the academy. Furthermore, NAS Ph.D. students will develop advanced research and analytical skills to address the multiple and complex issues facing Native communities today.

Serving an institution that has a well-established Ph.D. program in American Indian Studies, I strongly support the development of the Ph.D. program in NAS at the University of New Mexico.

If you have questions, please do not hesitate to contact me.

Sincerely,

Matthew Sakiestewa Gilbert  
Professor and Head  
Department of American Indian Studies  
University of Arizona

*American Indian Studies Department, University of Arizona  
1103 E. Second Street, PO Box 210076, Tucson, Arizona 85721-0076  
(520) 621-7108*





Center for Cross-Cultural Studies  
*Indigenous Studies MA and PhD Programs*  
*Alaska Native Knowledge Network*

PO Box 756730-UAF  
Fairbanks, Alaska 99775-6730

(907) 474-1902  
uaf-cxcs@alaska.edu



October 30<sup>th</sup>, 2019

From: Michael Koskey, PhD  
Chair, Center for Cross-Cultural Studies, Indigenous Studies Graduate Programs  
University of Alaska Fairbanks, 201B Eielson Building, Fairbanks, AK 99775-6730

To: Dean Mark Peceny and Colleagues  
University of New Mexico

Re: Ph.D. proposal in Native American Studies

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

As a longtime faculty member and chair of Indigenous-oriented programs at the University of Alaska Fairbanks, including the Department of Alaska Native Studies (BA), the Department of Alaska Native and Rural Development (BA, MA) (and these two combined into a single department), and since 2014 the Center for Cross-Cultural Studies that includes the Indigenous Studies MA and PhD, I can attest to the need for more such programs in the United States. In our program we have great interest from within Alaska, the United States, and the world. Due to the small scale of Alaska's economy and universities, we never have sufficient resources to allow entry to all qualified applicants, and so the creation of a similar program at UNM would greatly facilitate this demand nationally.

Furthermore, we have had both former students and others from UNM attend or visit our Indigenous-oriented departments at the University of Alaska Fairbanks, and some Indigenous faculty at our university have obtained undergraduate or graduate degrees from UNM. Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me.

Sincerely,

Michael S. Koskey  
[mkoskey@alaska.edu](mailto:mkoskey@alaska.edu)  
(907) 474-6992  
Chair, Center for Cross-Cultural Studies, Indigenous Studies Graduate Programs





## United States Department of the Interior

BUREAU OF INDIAN EDUCATION  
Southwestern Indian Polytechnic Institute  
P.O. Box 10146 • Albuquerque, NM 87184  
9169 Coors Blvd., NW • Albuquerque, NM 87120

Office of the President  
(505) 922-4087

OCT 09 2019


Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely,

  
for Dr. Sherry Allison  
SIPI President





DEPARTMENT OF NATIVE AMERICAN STUDIES  
TELEPHONE: (530) 752-3237  
FAX: (530) 752-7097

November 20, 2019

Mark Peceny, Dean  
College of Arts and Sciences  
University of New Mexico

Dear Dean Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). Our department at UC Davis is currently one of three programs in the nation that offers a PhD in Native American Studies. There is a demand from students and communities for more graduate programs in Native American Studies. Graduate programs in NAS specifically and necessarily focus on producing graduates and scholarship that respond to the needs and interests of Indigenous nations and communities. The planned program at UNM emphasizes preparing academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations. Specifically, UNM proposes a NAS doctoral program that will support students to develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities. You are fortunate to have such a distinguished group of faculty in Native American Studies to carry forward this new and welcome step in the overall advancement of Native American and Indigenous Studies.

We are honored to support the development of the first doctoral program in Native American Studies in the state of New Mexico, at the University of New Mexico specifically. If you have any questions, please do not hesitate to contact me at the e-mail address below.

Respectfully,

A handwritten signature in black ink, reading "Elisabeth Rose Middleton".

Elisabeth Rose Middleton  
Associate Professor and Chair  
Yocha Dehe Endowed Chair in California Indian Studies  
Department of Native American Studies, UC Davis  
[brmiddleton@ucdavis.edu](mailto:brmiddleton@ucdavis.edu)





College of Education  
School of Teacher Preparation, Administration, and Leadership  
New Mexico State University  
P.O. Box 30001, MSC 3TPAL  
Las Cruces, NM 88003  
(575) 646-4820, fax: (575) 646-4767

November 21, 2019

Dear Dean Mark Peceny and Colleagues,

As a Native scholar (Tsalagi/Cherokee Nation citizen), alumni of the University of New Mexico, and former board member of the American Indian Studies Association, I provide this letter in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). If approved, UNM's NAS doctoral degree program will graduate scholars who are skilled at teaching Native students and about Native Peoples and who foster research that is responsive to the needs of Native Nations and communities. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations and attends to nation-building.

The much-needed doctoral program will shape the next generation of academics who engage with the most theoretically stimulating ideas across the NAS field. As a result, Native communities will have available to them advanced research and researcher with methodological and analytical skills to create innovative and groundbreaking ideas and practices in collaborative with Native communities.

As a former department head of the Department of Curriculum & Instruction in the College of Education, and an affiliated faculty with NMSU's newly developed Borderlands and Ethnic Studies program, I support the development of the doctoral degree program at UNM. It is my hope that NMSU will be able to recruit and hire as faculty the future graduates from your program to bolster our Native faculty population. If you have any questions, please contact me at [jeanette@nmsu.edu](mailto:jeanette@nmsu.edu).

Sincerely,

A handwritten signature in blue ink that reads "Jeanette Haynes Writer". The signature is written in a cursive, flowing style.

Jeanette Haynes Writer  
Professor, Curriculum & Instruction  
School of Teacher Preparation, Administration, and Leadership





# WNMU

COLLEGE OF ARTS AND SCIENCES

*Department of Social Sciences and Cultural Studies*

September 27, 2019

Scott Fritz, Ph.D.  
Associate Professor of History  
Western New Mexico University  
Silver City, New Mexico, 88061

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

Scott Fritz





## **CAPITAL PROJECT APPROVAL**

**PROJECT NAME: UH Main – Interventional Radiology Room 4 (IR-4) Equipment Replacement**

**DATE: November 2021**

### **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 **Interventional Radiology Room 4 Equipment Replacement**. For the project described below, UNM Hospital 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:**

Construction services are needed to renovate the existing room, specifically adding a door to the control room, increasing the size of the corridor door, replacing ceiling and floor finishes, and to replace the existing Biplane Scanner with a newer model, along with its associated equipment.

### **RATIONALE:**

The existing Biplane scanner has reached the end of its useful life and the Radiology Department wishes to upgrade this important piece of medical equipment, to improve scanner accuracy, diagnostic care, and enhance staff and patient experience by improving the existing work space and staff circulation within the room.

### **PURCHASING PROCESS:**

The construction project will be procured through a Vizient Job Order Contract (JOC) for construction services. Professional design services will be procured through the Cooperative Educational Services (CES) Contract for Professional Services.

### **FUNDING:**

Total project budget not to exceed \$575,000 from the UNMH Hospital Capital Improvement Funds and may be funded over multiple fiscal years.





## **CAPITAL PROJECT APPROVAL**

**PROJECT NAME: Lamberton Tenant Improvement**

**DATE: November 2021**

### **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 Lamberton Tenant Improvement**. For the project described below, UNM Hospital 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 scope includes an internal tenant improvement for portions of the first and second floor of the Lamberton facility acquisition and focuses on upgrades to the flooring, ceiling, lighting, security and internal finishes. The renovation will provide for necessary upgrades of clinical and non-clinical spaces to meet current code requirements to aid in the relocation of the programs.

### **RATIONALE:**

To allow for the build of the UNMH Crisis Triage Center (CTC), the Programs for Children and Adolescents (PFCA) and Physician Access Line (PALS) will be displaced and relocated to the Lamberton facility. Without the relocation of these programs, the Crisis Triage Center project will be unable to advance.

### **PURCHASING PROCESS:**

Pricing was secured utilizing the UNM Job Order Contract (JOC).

### **FUNDING:**

Total project budget not to exceed \$3,000,000 from the UNMH Hospital Capital Improvement Funds.





## **CAPITAL PROJECT RE-APPROVAL**

**PROJECT NAME: SENIOR HEALTH CLINIC**

**DATE: November 2021**

### **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 **Senior Health Clinic**. For the project described below, UNM Hospital 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:**

**Requesting an increase from \$8,750,000 to \$9,700,000.** The original project scope included design and construction services to construct a new Senior Health Clinic for UNM Hospital. As the new work has progressed, the construction phase of the project has encountered multiple unforeseen conditions, construction material cost increases, and cost estimates below actual bids received. This request is for additional funding to address these costs and provide contingency funding to support the remainder of the project.

### **RATIONALE:**

New Mexico's demographic trends indicate that there is a significant increase to our aging population and is expected continue to rise over the next 10 years. The surge in the aging population results in a need to address senior health services by expanding the capacity with a new Senior Health Clinic. This new clinic will provide improved functionality to support an increase in examination and support spaces contained within a single facility to deliver essential senior health services. The facility will be designed and constructed to utilize healthy, sustainable, and flexible environments to enhance patient care while improving efficiency.

### **PURCHASING PROCESS:**

Professional Services- UNMH Request for Proposals

Construction Services- UNMH Request for Proposals

### **FUNDING:**

Total construction budget not to exceed \$9,700,000 from the UNMH Hospital Capital Improvement Funds. This is an increase of \$950,000 from the original \$8,750,000 request approved on the Regents Consent Docket of September 17, 2019.





## **CAPITAL PROJECT RE-APPROVAL**

**PROJECT NAME: COMPREHENSIVE MOVEMENT DISORDER CENTER**

**DATE: November 2021**

### **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 **Movement Disorder Center**. For the project described below, UNM Hospital 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:**

**Requesting an increase from \$8,750,000 to \$9,700,000.** The original project scope included design and construction services to construct a new Movement Disorder Center for UNM Hospital. As the new work has progressed, the construction phase of the project has encountered multiple unforeseen conditions, construction material cost increases, and cost estimates below actual bids received. This request is for additional funding to address these costs and provide contingency funding to support the remainder of the project.

### **RATIONALE:**

There are approximately 10,000 people with movement disorders including Parkinson's disease, in New Mexico and unfortunately, there is not a facility within the state to provide specialized levels of care. The new Comprehensive Movement Disorders Center will be able to provide space for clinical trials, research, education and access to services to support movement disorders which is vital to New Mexico's aging population and our community. The facility will be designed and constructed to utilize evidence-based design strategies to create a healthy, safe, therapeutic and inviting environment for quality patient care and satisfaction.

### **PURCHASING PROCESS:**

Professional Services- UNMH Request for Proposals

Construction Services- UNMH Request for Proposals

### **FUNDING:**

Total construction budget not to exceed \$9,700,000 from the UNMH Hospital Capital Improvement Funds. This is an increase of \$950,000 from the original \$8,750,000 request approved on the Regents Consent Docket of September 17, 2019.





---

NEW HOSPITAL TOWER VERTICAL EXPANSION  
NOVEMBER 17, 2021



# Vertical Expansion Assumptions

---

- Baseline for new hospital tower (NHT) projections updated
  - Additional project costs
  - Decrease in Medicaid funding for changes in cost to charge ratio
  - Actual financing costs
  - Adjustment of other operating costs
- Shell of two additional floors estimated at \$41 million
- Full build out of two additional floors, including equipment, currently estimated at \$87.5 million
- Additional investment funded by equity, no additional debt or capital appropriations



# Why do vertical expansion now?

---

- Adding floors after the completion of the original NHT would require:
  - Shut down of topmost floor removing 48 beds from service during that added construction
  - Relocation of helipad during additional construction
  - Re-engineer HVAC located on roof
  - Re-engineer elevator shafts
  - Disruption to site of ongoing patient care and access (ongoing construction, cranes, limited access, road disruption, relocation of power lines)



# New Hospital Tower

## 96 beds – Projection updated

	2021	2022	2023	2024	2025	2026	2027
Increase in Net Position	\$ 145,453,835	\$ 24,208,888	\$ 44,310,035	\$ 39,885,373	\$ 2,475,280	\$ 16,278,771	\$ 37,847,896
Earnings before Depreciation	178,750,357	57,630,897	80,231,397	77,440,703	62,797,550	76,734,590	98,442,606
Cash and Marketable Securities	547,858,842	450,970,316	432,489,567	430,444,450	386,522,043	382,583,821	405,220,278
Days Cash on Hand	153.8	126.5	123.6	119.6	98.8	89.9	92.4
Debt Ratio (Debt/Asset)	6%	9%	21%	23%	22%	20%	19%
Current Ratio	2.3	2.3	2.4	2.4	2.2	2.2	2.2
Debt Service Coverage Ratio	20.7	6.1	5.8	4.4	3.1	3.2	4.0



# Vertical Expansion – Shell only

## Estimated at \$41 million

	2021	2022	2023	2024	2025	2026	2027
Increase in Net Position	\$ 145,453,835	\$ 24,208,888	\$ 44,310,035	\$ 39,885,373	\$ 1,600,280	\$ 15,403,771	\$ 36,972,896
Earnings before Depreciation	178,750,357	57,630,897	80,231,397	77,440,703	62,797,550	76,734,590	98,442,606
Cash and Marketable Securities	547,858,842	439,303,649	409,156,234	395,444,450	351,522,043	347,583,821	370,220,278
Days Cash on Hand	153.8	123.2	116.9	109.8	89.9	81.7	84.4
Debt Ratio (Debt/Asset)	6%	9%	21%	23%	22%	20%	19%
Current Ratio	2.3	2.3	2.4	2.3	2.1	2.1	2.1
Debt Service Coverage Ratio	20.7	6.1	5.8	4.4	3.1	3.2	4.0



# Comparison of FY 2027 projections

---

<b>FY 2027 Comparison</b>	<b>HUD Covenants</b>	<b>Original Feasibility Study</b>	<b>No Vertical Expansion</b>	<b>Shell Only</b>
Increase in Net Position		\$ 78,377,463	\$ 37,847,896	\$ 36,972,896
Earnings before Depreciation		\$ 134,950,929	\$ 98,442,606	\$ 98,442,606
Cash and Marketable Securities		\$ 721,238,715	\$405,220,278	\$370,220,278
Days Cash on Hand	21.0	153.0	92.4	84.4
Debt Ratio (Debt/Asset)	n/a	17.2%	19.1%	19.1%
Current Ratio	1.5	3.8	2.2	2.1
Debt Service Coverage Ratio	1.5	5.1	4.0	4.0





## **CAPITAL PROJECT APPROVAL**

### **CIP 3126 UNM HOSPITAL NEW HOSPITAL TOWER PROJECT VERTICAL EXPANSION**

**NOVEMBER 17, 2021**

#### **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 (UNMH) New Hospital Tower Project Vertical Expansion. For the project described below, UNM Hospital requests the following, 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 request is to expand the New Hospital Tower (NHT) vertically, by adding two additional levels. This expansion would provide for the shell of two floors that would be completed at a later date to include 84 universal beds and increase the current project by approximately 113,562 sq. ft. The universal beds are designed to accommodate all stages of acuity and will allow for future flexibility.

#### **RATIONALE:**

The current NHT Project includes a new seven-level hospital tower comprising approximately 570,000 GSF and includes 96 beds. Pre-pandemic benchmark data showed New Mexico's health care system was under-bedded by more than 1,000 acute care hospital beds compared to other states. UNMH anticipated the need for future expansion and, at the time the NHT was designed, UNMH requested a foundation design that would accommodate construction of additional floors beyond the floors originally intended to be built. It was UNMH's goal to conserve resources by having the foundation laid during the building of the NHT, with the intention that in the future, beds could be added to the NHT. After the design was complete, the pandemic began, with the result that the demand for acute health care in New Mexico has never been greater. UNMH had consistently maintained more than 95% capacity prior to the pandemic and during the pandemic has been between 125% and 150% of its capacity. Even post-pandemic, the demand for care in our state is expected to continue to increase as our population ages. Given all of these factors, UNMH is now planning to construct the shell of the additional two floors at the same time as construction of the originally planned NHT. The NHT contractor estimates that expansion will not affect the completion timing or occupancy. Making the decision to add the floors now will reduce cost overall since the construction teams are mobilized and on location. Expansion prior to opening the NHT will also reduce disruption to patient care considering that if construction is postponed until after the NHT is open and occupied, one entire floor of the NHT would need to be closed in order for construction to occur in the space above. Given the circumstances and the relentless demand for acute care, the timing is ideal for expanding the tower project.

#### **PURCHASING PROCESS:**

Previously completed RFPs for construction, design and related services. This will project, once approved, will result in the amendment of existing agreements to achieve the expanded project scope.

#### **FUNDING:**

Project costs for this project are not to exceed \$41,000,000, with funding from the UNMH Capital funds set aside for the New Hospital Tower. This amount includes the additional costs for construction, design fees, program management, testing, commissioning, etc.





# SANDOVAL REGIONAL MEDICAL CENTER

*"Putting YOU First"*

## MEMORANDUM

December 7, 2021

**TO:** UNM Board of Regents

**FROM:** Douglas Ziedonis, MD, MPH <sup>DZ</sup>  
UNM Sandoval Regional Medical Center, Inc. Board of Directors, Chair

**SUBJECT:** Board Reappointment of Class C Directors

On December 3, 2021, the UNM Sandoval Regional Medical Center, Inc., ("UNM SRMC") Executive Committee approved the recommendation of the Class C Directors of the UNM SRMC Board of Directors. These are positional and non-positional board seats on the Board of Directors.

The UNM SRMC Executive Committee requests the approval of the UNM Board of Regents, to reappoint Christopher Guest, MD, Joanna Boothe, Charlotte Garcia, and Dave Panana.

**Signature:**   
Douglas Ziedonis (Dec 3, 2021 10:44 MST)

**Email:** dziedonis@salud.unm.edu



**RESOLUTION OF THE REGENTS OF THE  
UNIVERSITY OF NEW MEXICO  
APPOINTING CERTAIN DIRECTORS  
OF UNM SANDOVAL REGIONAL MEDICAL CENTER, INC.**

**WHEREAS**, the Regents of the University of New Mexico (the “**Regents**” or the “**University**”) are the sole member of UNM Sandoval Regional Medical Center, Inc. (“UNM SRMC”);

**WHEREAS**, in accordance with Article III, Section 8(f) and 8(g) of the Fourth Amended and Restated Bylaws (the “Bylaws”) of UNM SRMC, and pursuant to Sec. 21-28-1, *et seq.*, NMSA 1978, of the University Research Park and Economic Development Act, the Board of Regents must appoint all members of the Board of Directors of UNM SRMC, and therefore, pursuant to Regents Policy 3.5, nominees to the Board of Directors of SRMC must be presented for consideration and approval to the Board of Regents; and

**WHEREAS**, the Board of Regents, having been advised that the terms of office for the Class C Directors of the UNM SMRC Board are expiring on December 31, 2021, and as a result thereof, the Regents desire to appoint the following individuals to serve as Class C Directors (as nominated in accordance with the Bylaws of UNM SRMC).

**NOW, THEREFORE, BE IT:**

**RESOLVED**, that the following individuals be, and they hereby are, appointed as Directors of UNM SRMC, effective as of January 1, 2022 to serve in such capacity for the term indicated below, and until their successors are appointed and qualified:

1. Christopher Guest, MD – Class C Director, Chief of Medical Staff (term 01/2022 - 12/2023)
2. Joanna Boothe – Class C Director, Resident of Sandoval County (term 01/2022 - 12/2023)
3. Charlotte Garcia – Class C Director, Resident of Sandoval County (term 01/2022 - 12/2023)
4. Dave Panana – Class C Director, Resident of Sandoval County (term 01/2022 - 12/2023)

PASSED, APPROVED, AND ADOPTED BY VOTE OF THE BOARD OF REGENTS ON December 7, 2021.

By: \_\_\_\_\_  
Douglas M. Brown, President of  
the Board of Regents





## **Regents' Advisors**

**Faculty Senate President**

*Finnie Coleman*

**Staff Council President**

*Scott Sanchez*

**ASUNM President**

*Gregory Romero*

**GPSA President**

*David Saavedra*

**Alumni Association Board President**

*Mike Silva*

**UNM Foundation Board Chair**

*Ryan Mummert*

**Retiree Association President**

*Tim Backes*