BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE

MEETING AGENDA

April 6, 2017
1:00 PM
Roberts Room
Scholes Hall
I. Call to Order

II. Approval of Summarized Minutes from Previous Meeting: TAB A

III. Reports/Comments:
- Provost’s Administrative Report
  - Craig White, Acting Provost & EVP for Academic Affairs
- Member Comments
- Advisor Comments

IV. Action Items:
   A. Form D: Native American Studies TAB B
      Lloyd Lee, Associate Professor, University College
   B. Albuquerque Institute for Mathematics and Science MOU TAB C
      Kathy Sandoval-Snider, Superintendent AIMS Academy
      Kathryn Watkins, Associate Professor, College of Education
   C. Emergency Medical Services Differential Tuition TAB D
      Steven McLaughlin, Chair, Department of Emergency Medicine

V. Information Items:
   A. Global Education Office Update TAB E
      Nicole Tami, Executive Director, Global Education Office
   B. Capital Projects Overview:
      Farris Engineering TAB F
      Joe Cecchi, Dean, School of Engineering
      McKinnon Center TAB G
      Steve Yourstone, Professor & Department Chair, Anderson School of Management
      Physics and Astronomy Interdisciplinary Science Building TAB H
      Mark Peceny, Dean, College of Arts & Sciences

VII. Public Comment

VIII. Adjournment
I. Call to Order 9:03 a.m.

II. Approval of Summarized Minutes from Previous Meeting: TAB A

   Motion to Approve: Faculty Senate President Pyle
   Second: Regent Quillen
   Motion: Approved

III. Reports/Comments:

   Provost’s Administrative Report
   Craig White, Acting Provost & EVP for Academic Affairs
   (Presentation Attached)

   - Overview of the first 60 days as Acting Provost
   - Budget and budget concerns have been a main priority
   - Various legislative activities including the budget, HB 108 and the lottery scholarship have been a focus for the current legislative session
   - VP for Equity & Inclusion Josephine De Leon will be leaving the university effective July 1st
   - Gabriel Melendez was named Director of the Center for Regional Studies
   - UNM institutional bond issues for supplemental funding passed unanimously
   - Farris Engineering, McKinnon Cent for Management & Johnson Center projects are all under way

   Member Comments

   Faculty Senate President Pamela Pyle
   - Faculty Senate met to discuss HB 108
   - Faculty Senate SB 270
   - Gen Ed Task Force met with the “We Are the Core Students”

   Advisor Comments

   ASUNM President Kyle Biederwolf
   - ASUNM supports HB 108
   - Acting President Abdallah went to a joint council session to help explain HB 108
   - Congratulations to Garrett Adcock for being nominated as Student Regent

   GPSA President Glenda Lewis
   - It was a good experience to seek the approval from New Mexico Board of Finance and follow with the wishes of the graduate student constituent base

   <A recess was called and lasted from 9:18 a.m. until 9:37 a.m.>
IV. Action Items:

A. Differential Tuition: School of Engineering & Law School  

Joe Cecchi, Dean, School of Engineering
Daniel Ortega, Director, School of Law
Nicole Dopson, Financial Officer

This action item was broken into two votes. One vote for each school. In both cases the motion was to forward the items to the F&F committee with a recommendation for approval.

Motion to Approve SOE differential tuition: Regent Quillen
Second: None
Motion: Approved

Motion to Approve School of Law differential tuition: Danelle Callan
Second: Acting Provost White
Motion: Approved

V. Faculty Presenter:

A. “The Plazas of New Mexico”  

Chris Wilson, Professor, School of Architecture & Planning
(Presentation attached)

- Overview of historic plazas of New Mexico
- Explanation as to why historic plazas were set up the way they were
- Graphic depictions of various cultural events being in the plazas
- Explanation as to why the plazas have changed over time

VI. Information Items:

B. Budget Leadership Team Update  

Craig White, Acting Provost & EVP for Academic Affairs
David Harris, EVP for Administration
Nicole Dopson, Financial Officer
(Presentation attached)

- Overview of the work the budget leadership team has done
- Breakdown of the budgetary concerns
- Explanations of the budget as it stands today
- References to the peak of the recession budget and how that has impacted today’s budget

C. Office of the Vice President for Research Strategic Plan Update  

Patricia Henning, Associate Vice President for Research
(Presentation attached)

- Overview of the research mission
- Breakdown of the RSP process
- Discussion surrounding collaborative work between Main and North campus
- Overview of RSP objectives
- Breakdown of revenue from research
- Discussion surrounding the value of research that does not traditionally bring in grant money
D. **Regent Professor/ Lecturer Recognition**  
*Virginia Scharff, Associate Provost*
- Overview of the policies that govern the Regent Professor/Lecturer process
- Explanation of the difference between distinguished professor & Regent Professor/Lecturer
- List of current Regent Professor/Lecturers
- Discussion surrounding how to better publicize & recognize the honor

E. **UNM Seal Update**  
*Virginia Scharff, Associate Provost*
*Josephine De Leon, Vice President for Equity and Inclusion*
- Explanation of the forming of the Ad Hoc committee on the UNM Seal
- List of the committee members
- Summary of the recommendations from the Ad Hoc committee
- An initial look at the cost of replacing the current UNM Seal
- Recommendation from the Ad Hoc committee is for the commercial UNM Seal to be used in the interim

VII. **Public Comment**  
- None

VIII. **Adjournment 11:23 a.m.**  
**Motion to Approve:**  
*Faculty Senate President Pyle*
*Second: Regent Quillen*
**Motion:** Approved
Provost’s Administrative Report
Dr. Craig White, Acting Provost

Regents’ Academic/Student Affairs & Research Committee
March 2, 2017
First 60 days on the job

• Budget a primary focus
  – Budget Leadership Team
  – Dean’s Council
  – Provost’s Leadership Team

• IT Reorganization Implementation

• Faculty Appointment Restructure

• Immigration Environment

• Diversity Council and Campus Climate
Legislative Activities

– Budget

– Lottery Scholarship

– House Bill 108 (Transfer of College Credits)
  • AMENDING THE POST-SECONDARY EDUCATION ARTICULATION ACT TO ESTABLISH AND CLARIFY CONDITIONS UNDER WHICH STUDENTS MAY TRANSFER EARNED CREDITS BETWEEN AND AMONG NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION.

– Internal conversations with UNM Faculty Senate Task Force on General Education in relation to HB 108
Leadership Updates

• **Josephine De Leon Announced her appointment as Vice President and Diversity Officer at Cal Poly San Luis Obispo effective July 1**
  - Led efforts throughout her career to address access and equity for traditionally underrepresented faculty, staff and students.
  - Led the revision and implementation of a diversity plan and established the UNM Diversity Council.
  - Her contributions to our equity and inclusion goals and commitment to special initiatives that promote equality, tolerance and a voice for the underrepresented populations on our campus has moved the University of New Mexico forward as one of the most progressive institutions in the nation.

• **A. Gabriel Meléndez Named Director of the Center for Regional Studies**
  - A. Gabriel Meléndez is a distinguished UNM professor and former chair of the department of American Studies.
  - After obtaining his doctorate from the University of New Mexico in 1984, he taught at the University of Utah in Salt Lake City, UT and at Mills College in Oakland CA, before returning to UNM.
  - Is a well-established scholar of southwest borderland studies.
Facility Updates

• UNM Institutional Bond issue for supplemental funding passed unanimously by State Board of Finance
  – Funding for Physics/Astronomy & Interdisciplinary Science Building
  – Smith Plaza/Cornell Mall Renovation
  – Art Annex/Bio Annex/Student Health & Counseling Renovations

• This is in addition to other major projects underway
  – Farris Engineering
  – McKinnon Center for Management
  – Johnson Center Expansion/Renovation

• Updates to individual project progress will be presented at the April meeting by Deans/Directors
Other News

• Anderson School of Management Hall of Fame Event
  – March 2, 2017
  – Jim Ellis, Dean of the University of Southern California Marshall School of Business is the keynote speaker
  – All Regents and other dignitaries have been invited to attend
Questions/Comments?
The Plazas of New Mexico

Center Place  Plaza  Square

Historic, New and Revitalized
Research Team
Pueblo Center Places
Spanish/Mexican Plazas
(Anglo-) American Courthouse Squares
Suburbanization
1925-present

Reurbanization
1990 to present
Doña Ana Revitalization Plan

3. Good Friday Stations of the Cross
- Stations in Recent Years
- Stations until 1980’s
The Plazas of New Mexico

Edited by Chris Wilson and Stefanos Polyzoides
Contemporary photography by Miguel Gandert
Drawings edited by José Zelaya San Antonio: Trinity University Press, 2011

This landmark book documents the rich heritage of New Mexico’s public plazas, and the everyday life and community celebrations that help sustain them. It traces three distinct design traditions — the Native American center place with kiva and terraced residential blocks, the Hispanic plaza with church and courtyard houses, and the Anglo center with courthouses and business blocks.
### Main Campus
#### Budget Recommendation Summary

**FY 18 Budget (In Thousands)**

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<th>Category</th>
<th>Fiscal Year 2017 Original</th>
<th>Change</th>
<th>Fiscal Year 2018 Original</th>
<th>% Change</th>
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<td>State Appropriations</td>
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NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

Date: 11/18/15

Dr. Lloyd Lee

(Name of individual initiating Graduate Degree or Graduate Certificate)

Associate Professor, (505) 277-1822

(Title, position, telephone number)

triplel@unm.edu

(E-mail address)

Native American Studies - University College

(Department/Division/Program)

UNIT PREPARES IN QUADRUPPLICATE

Route as indicated below under approvals. Return to the Registrar’s Office once all signatures have been obtained.

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

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

Attach the following required documents:

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

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

Proposed date to admit new students: Term Fall Year 2018

Required Signatures:

Department Chair

College Curriculum Committee

College or School Dean

Dean of Library Services

Office of the Registrar—Catalog

FS Graduate Committee

Dean of Graduate Studies

FS Curriculum Committee

Office of the Provost

Faculty Senate

Board of Regents

Date 11/18/15

Date 11/18/15

Date 12/18/15

Date 06/28/16

Date 11/3/16

Date 11/03/16

Date 2/2/17

Date 2/17/17

Date 2/28/17

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 __________

THE UNIVERSITY OF NEW MEXICO OFFICE OF THE REGISTRAR (Revised 08/2007)
Master of Arts Degree Proposal

For Native American Studies, University College, University of New Mexico

MSC06 3740 1 University of New Mexico  Albuquerque, NM  87131
Website: nas.unm.edu
Telephone: 505.277.3917

Full Proposal Prepared by the Native American Studies Faculty and Staff: Dr. Gregory A. Cajete, Dr. Tiffany S. Lee, Dr. Lloyd L. Lee, Dr. Robin Minthorn, Dr. Leola Tsinnajinnie, and Dr. Wendy S. Greeyes including Catherine Montoya, Student Programs Specialist, and Delia Halona, NAS
Master of Arts Degree Proposal for Native American Studies, University College

Executive Summary

This proposal outlines the rationale, academic orientation and budgetary requirements for the development of a nationally and internationally prominent Masters and future Ph.D. program in Native American Studies (NAS) at the University of New Mexico. The NAS B.A. degree program has already demonstrated significant success in graduating over 200 majors and minors during the past eleven academic years.

Currently, the Native American Studies Program, in conjunction with University College proposes to establish a Master of Arts (M.A.) degree with a focus in Indigenous Leadership, Self-Determination, and Sustainable Community Building. The purpose of this program is to provide the present and future leaders of American Indian nations and other Indigenous peoples with relevant leadership, research and training in community building, policy development and education for sustaining Indigenous communities that meet the highest academic and professional standards while reflecting the needs, circumstances, goals, and concerns of those communities and peoples. The degree will be applicable to positions in tribal leadership, leadership of tribal organizations, leadership of community based organizations, positions related to educational outreach and training, social and cultural program development, and sustainable community building. The State of New Mexico and the 23 Pueblos and Tribes of New Mexico 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.

An M.A. in NAS will require successful completion of thirty (30) credit hours. Students must take eighteen (18) credit hours of the required core courses including a three credit hour foundation seminar course. An additional twelve (12) credit hours must come from the Indigenous Leadership, Self-Determination, and Sustainable Community Building elective emphasis/focus. These courses are chosen during advisement based on how well they may complement the student’s program of study.

The target audience for the M.A. includes both mid-career professionals and recent Bachelor’s degree graduates who may be either enrolled part-time or full-time, who are working or anticipate working for a Native community or an Indian nation, in a supra tribal program or federal agency, or in an Indian Country Non-Governmental Organization.

In our survey with 223 individuals conducted in the spring and summer of 2015, over 200 (98%) wanted us to develop a M.A. degree program. 220 individuals (99%) felt producing students with a M.A. in NAS would benefit all Native and non-Native communities in New Mexico and beyond. In 2013, results were similar. In
addition to the surveys, 208 students signed a petition supporting a NAS M.A.
program and several schools, tribal leaders, and organization have submitted letters
of support. Student and public demand is high for a M.A. degree in NAS at the
University of New Mexico. The NAS M.A. program will be the only program of its
kind in the state of New Mexico and there are no conflicts with other program
offerings in the state and at the university.

NAS will collaborate with community partners to identify areas of research that will
build community capacity, provide support for policy initiatives, and build stronger
and more diverse local economies. Possible collaborators are the Native Nations
Institute, New Mexico Department of Indian Affairs, and the American Indian Law
Center.

Alumni in the NAS Bachelor of Arts and minor degree program have already reached
over 200 students, with an anticipated additional 100 new students enrolling in the
program over the next three years as a result of the development of on-line and
Zoom course capacities. The growth and demand for the program along with
student demand for a Native American graduate studies program in the state are
compelling reasons for this proposal.

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 20 courses per
semester taught by NAS faculty, adjuncts or affiliated faculty serving from 200-300
students per year.

There are over 1,500 Native American students enrolled at the UNM Main campus
and an additional 3,000 + students enrolled through the Gallup, Farmington, Taos,
Bernalillo, Los Alamos and Valencia campuses. It is anticipated many
undergraduate and graduate students will be interested and will enroll in the
courses and the new graduate 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

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 Bachelor of Arts degree and a minor degree granted through University College at the University of New Mexico. Our goal is excellence in educating all students and the public in/on the Native experience of Indigenous peoples with significant attention given our complex history and intercultural heritage of New Mexico and the United States.

The Bachelor of Arts Degree in Native American Studies is awarded by University College 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.

This proposal requests the creation of a master’s level graduate degree program in Native American Studies. It calls for a unique program 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. 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 proposal is for a Master of Arts (M.A.) Degree in Native American Studies with a focus in Indigenous Leadership, Self-Determination and Sustainable Community Building. This degree 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 multiple instruction approach where instruction will be face-to-face, Zoom, and online. No other Native American Studies graduate program in the country offers their curriculum through this multiple approach. UNM would be the first in the country to do so and will set us apart from peer institutions. We would also like to implement a BA/MA program based on a 3-2 model. We anticipate the 3-2 model to begin at some point within the first six years of the M.A. program.

By promoting the NAS offerings online, our MA 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. Many students who would be interested in pursuing a Master's degree in NAS are working professionals with constrictive schedules, individuals with full-time family responsibilities, are fully immersed in remote communities, and/or are
geographically limited in other ways for various reasons (economic, traditional ties, housing, etc.). With our selection of online courses, we are able to better accommodate exceptional students who may study and serve their respective responsibilities at the same time. Without this option, these students would not be allowed the opportunity to further their studies. Pedagogically, NAS faculty members have often found that allowing students an online voice provides for more intensive interaction amongst students and with instructors. In this capacity, we are not limited to the time allotted for face-to-face meetings or are dominated by the more outspoken class members. By offering as many avenues of involvement as possible, the quality of our program will be an outstanding pillar across the nation.

Those students who opt to take online classes will be made fully aware of the time investment, scholastic commitment, and internet connectivity requirements of each course. Students must ensure that they have reliable access to the internet during their planned course working times via school campuses, libraries, tribal buildings, local businesses, or at home. The NAS faculty will build work into each course module that can be completed in relation to various student schedules. For example, the students will be given clear due dates for discussion postings and it will be up to each student to plan when they will complete their posts each week prior to the deadline. The first eleven alumni, and potential student MA recruits, to complete our NAS survey all indicated that they have reliable internet access at home. Furthermore, most of them indicated secondary access options at work or community centers and libraries.

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 M.A. programming, research and community engagement will emphasize cultural and community based learning that includes critical thinking, analytical skills, effective communication leadership and community building.

Arizona State University (ASU), a peer institution of the University of New Mexico, has recognized the importance of developing strong relations with Indigenous peoples. President Michael M. Crow stressed a commitment to American Indian tribes, and we hope the NAS M.A. degree program can help build UNM’s commitment to Native peoples, communities, and nations in a similar way:

ASU continues to develop an impressive cohort of scholars engaged in American Indian cultural, social, educational, legal, and economic issues. We have built world-class programs in American Indian Studies, American Indian Legal Studies, and Indigenous conceptions of justice. Our work, however, is not complete. We must further enhance our capacity to leverage
place, transform society, conduct use-inspired research, enable student success, work across disciplines, integrate Indigenous knowledge and engage Indigenous issues globally. We are committed to providing access, retaining and graduating American Indian students in a climate that is welcoming and respectful of their languages and cultures. Foundational to these goals, we commit to creating an environment of success and possibility for American Indian students at ASU. We are dedicated to supporting tribal nations in achieving futures of their own making. We will partner with tribal nations to: address the ravages of paternalism; improve educational achievement of American Indian children, youth, and adults; create innovative and appropriate use and development of natural resources; conceptualize and implement responses to physical and mental health challenges; and build and strengthen leadership capacities to address challenges for Native nations in the 21st Century and beyond. And we will enhance and foster an environment of success and unlimited possibilities for American Indians at ASU.\footnote{https://president.asu.edu/node/1547}

The purpose of the NAS M.A. 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.

This master’s degree necessarily will have as its first area of focus the research and skill development needs of New Mexico tribal communities and tribal organizations. The next area of focus includes both rural and urban Native American populations with emphasis on a program of study, which provides relevant content and experiences for addressing the educational, research and community building needs of Native communities and organizations. Toward this aim, the development and implementation of the curriculum will take place in close consultation with an NAS Advisory Council drawn from New Mexico Indian tribes and organizations.

\footnote{https://president.asu.edu/node/1547}

\textit{Native American Studies Advisory Council}

Relevance of program offerings and external program support will rely heavily on regular consultation with an Indigenous Advisory Council drawn from New Mexico Indian nations and organizations and, when appropriate, from Indigenous populations elsewhere. This is envisioned as a group of approximately 5 persons with relevant experience and expertise who can provide regular consultation, advice, and guidance in the design and execution on Indigenous Community Building. It will include tribal leaders and ex-leaders, representatives of tribal colleges, representatives from Native-based organizations, and other persons who can lend expertise and wisdom to our efforts. Membership will be for a specified term and by invitation from the Dean of University College at the University of New Mexico.
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 Native 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 system. 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 Native communities advances discovery and innovation by promoting research and teaching that is community-based, driven and collaborative.

How does the program fit with related offerings at UNM?

UNM has affiliated programs in the Community and Regional Planning program and Law School but they are not replications of the M.A. degree proposal NAS is submitting.

The NAS M.A. program will support leadership development and community education that fosters critical investigation, interpretation, and analysis, social justice, and social transformation of knowledge. The M.A. 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 to address complex issues associated with Native communities such as social and economic inequities, human rights, self-determination, and social transformation. The M.A. 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 teaches 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 M.A. program is it does not stress the
importance of being effective and relevant researchers, critical thinkers, effective
communicators, and nation builders. It does not have a strong leadership strand and
this shows the sharp distinction between the two programs.

The Law school is design to educate and train students to be excellent lawyers who
will serve local, state, tribal, national, and international communities. While Native
nations and communities do need lawyers to help sustain a distinct way of life, the
NAS M.A. program will educate students on how to be community engaged leaders
in all areas including the law. The M.A. 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.

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

The implementation timeline is the following:

Fall 2015 – Acquire preliminary approval; Submit full proposal

2016 & 2017—Obtain all UNM-related approvals including the Board of Regents;
Obtain all state-related approvals; Develop marketing and recruitment plan

Fall 2017—Implement the marketing and recruitment plan

Spring 2018—Accept applications by February 1

Fall 2018—First group of student begin their studies

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

Study Requirements: 30 credit hours for Master of Arts

A Master of Arts degree in Native American Studies will require successful
completion of thirty (30) credit hours. Students must take eighteen (18) credit
hours of the required core courses including a three credit hour foundation seminar
course. An additional twelve (12) credit hours must be elected from the Indigenous
Leadership, Self-Determination and Sustainable Community Building focus. These
courses are chosen through advisement based on how well they may complement
the students’ program of study.
This M.A. degree will be a coursework only program concluding with the completion of NATV 590: Project of Excellence. The goal of NATV 590 is to demonstrate a student’s accumulation of the theoretical foundation that warrants Native American Studies in the service of the academy that can be successfully applied to address a target topic or issue relevant to a particular Native community, inter/national audience or Native group or organization. Examples of works include a research paper, community-based project, and research service learning projects.

M.A. CORE COURSE REQUIREMENTS (18 CREDIT HOURS)

NATV 550 Indigenous Nations & Sustainable Communities Seminar 3 Hours
NATV 555 Native American Policy & Community Building 3 Hours
NATV 560 Research Method & Practice in Indigenous Scholarship 3 Hours
NATV 570 Indigenous Thought & Ethics 3 Hours
NATV 590 Project of Excellence 6 Hours

REQUIRED FOCUS (12 CREDIT HOURS)

In consultation with advisor, students will select a combination of twelve (12) credit hours of the following courses:

NATV 402/502 Education, Power, and Indigenous Communities^  
NATV *423 Self-Determination and Indigenous Human Rights  
NATV 424/524 Principles of Leadership in Indigenous Contexts^^  
NATV *445 Politics of Identity  
NATV 522 Indigenous Community Approaches in Restorative Justice^^  
NATV 530 Gender & Indigenous Leadership ^^  
NATV 535 Issues in Contemporary Native Leadership^^  
NATV 540 Indigenous Economies, Sustainability, and Environmental Protection^^

^ Current courses that will be updated and revised for Masters (see attachments for course syllabi and form A)
^^ New courses that will be introduced (see attachments for course syllabi and form B)
*For undergraduate students with a minimum 3.5 overall GPA, up to 6 credit hours can be shared for both graduate and undergraduate credit with approval of the department’s advisor.

All courses will be offered through the following approaches: online, Zoom, & face-to-face during the graduate program. We will only use two double-numbered courses (400/500) NATV 402/502 and NATV 424/524 and only two 400 level courses among our course options. NATV 402/502 is a relevant course to the M.A.
program as it examines how economic, political, and social power influences the education of Native youth. Education in Native communities is key to community building. NATV 424/524 will be an updated course that examines critical understanding of theoretical concepts and frameworks of leadership from a western and Native experience. The M.A. program emphasizes Native leadership. The two 400 level courses offer students relevant knowledge related to tribal enrollment, politics of identity, international human rights, and sustainable community building.

NOTE: The following courses may be petitioned for approval by NAS to substitute up to six (6) credit hours of appropriate 500 or above level UNM courses from the following related disciplines: American Studies, Anthropology, History, Community & Regional Planning, Language Literacy Sociocultural Studies, Public Administration, Sociology, and other interdisciplinary-related program.

AMST 552: Colonialism & Decolonization
AMST 552: Topics in Native American Studies
ANTH 532: Indigenous Peoples of South America
ANTH 578: Indigenous Mexico
CRP 503: Community-based Practice
CRP 534: Foundations of Indigenous Planning
CRP 539: Indigenous Space Place Mapping
CRP 540: Pueblo Design & Planning
CRP 541: Navajo Design & Planning
HIST 546: Native America to 1850
HIST 646: Native American Southwest
LAW 552 Federal Jurisdiction
LAW 554: Indian Water Law
LAW 579: Tribal Courts
LAW 582: Economic Development in Indian Country
LAW 584: Indian Law
LAW 628: Law of Indigenous Peoples
LLSS 551: History of American Indian Education
LLSS 554: Teaching the Native American Child
LLSS 560: Language & Education in Southwest Native American Communities
LLSS 564: Issues in American Indian Education
LLSS 570: Science & Native American Education
PADM 590: Topical Seminars
SOC 595: Special Topics in Sociology

DRAFT CATALOG COPY

Master of Arts in Native American Studies

The Master of Arts in the Native American Studies program is targeted to students holding a B.A. degree in Native American Studies, History, Anthropology, American Studies, Education, Sociology, or any interdisciplinary-related program. The
program prepares students for positions in 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 sustainable community building.

Admission Requirements

- Graduate application and fee
- Completed bachelor's degree
- Generally, applicants must have a minimum cumulative grade point average of 3.0 or its equivalent in their last two undergraduate years and in their major field. Students who do not meet the GPA requirement can be conditionally accepted provided they meet other requirements and have a successful first semester in the M.A. program. The NAS department will make this determination.
- One writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature
- Two recommendation letters
- Personal statement (3 to 5 pages) that addresses your educational goals, professional plans, interest in the M.A. program and background in Native American Studies or Indigenous communities

Advisement and Plan of Study

NAS M.A. 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 M.A. Core classes as well as pick 12 credit hours of coursework from the required 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 M.A. degree program.

Program Requirements
Students must complete a minimum of 30 credit hours within the following:

- Core Courses—18 credit hours—NATV 550 (Indigenous Nations and Sustainable Communities seminar), NATV 555 (Native American Policy & Community Building), NATV 560 (Research Method & Practice in Indigenous Scholarship), NATV 570 (Indigenous Thought & Ethics), and NATV 590 (Project of Excellence)
- Elective Focus—12 credit hours chosen from—NATV 402/502 (Education, Power, and Indigenous Communities), NATV *423 (Self-Determination and Indigenous Human Rights), NATV 424/524 (Principles of Leadership in Indigenous Contexts), NATV *445 (Politics of Identity), NATV 522
(Indigenous Community Approaches in Restorative Justice), 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.

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).

In the preliminary proposal approval letter, Gregory L. Heileman, Associate Provost for Curriculum, stated the proposed master’s degree will provide a unique opportunity for graduate level education in Native American Studies for the State of New Mexico. (Attached to end of this document (Provost & HED notification))

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 the specific associated issues, which directly affect Native communities environmentally, socially, economically and culturally.

Such assertions, however, have posed major leadership, management, and community challenges for Native communities. Confronted with many of the same institutional, strategic, and administrative problems faced by most contemporary societies, many of these communities also are trying to preserve distinctive cultural legacies, control and re-channel often destructive forces of change, and maintain a maximal 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 masters level program of study designed specifically to meet the educational needs of Indigenous leadership and community building, and providing tribes, organizations, and other policymakers with research analysis in usable, accessible form. 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 also is intended to be a vehicle for supporting the work of New Mexico and Indian country educational institutions, in particular tribal colleges, through cooperative relationships, curriculum development, and the transfer of skills. The NAS M.A. 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

In our survey with 223 individuals conducted in the spring and summer of 2015, over 200 (98%) wanted us to develop a M.A. degree program. 220 individuals (99%) felt producing students with a M.A. 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 M.A. degree program and 63 individuals (90%) felt producing students with a M.A. 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 M.A. program and several schools, tribal leaders, and organizations have submitted letters of support (see attachments). Student and public demand is high for a M.A. degree in NAS at the University of New Mexico.

Provide evidence of demand for program graduates

We anticipate that an M.A. program will absorb several students in the NAS B.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 10 students entering the M.A. program for the first two years, 15 students in year three and four with a total of 20-30 students rotating in and out every two years. Within year five and six, we anticipate entering enrollment at 20 students with a total of 35-40 students overall in the program and a graduation rate of 15-20 students per year.

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

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 an M.A. our graduates will find positions with tribes, organizations, and entities serving Native peoples and communities similar to the listing and in areas such community building.

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 Indian Education, Economic development, Environment, Health, and numerous important issues. Some tribal nations also have their own newspapers.

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<thead>
<tr>
<th>Quick Facts: Public Relations Specialists</th>
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<tbody>
<tr>
<td><strong>2012 Median Pay</strong></td>
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<tr>
<td><strong>Entry-Level Education</strong></td>
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<td><strong>Work Experience in a Related Occupation</strong></td>
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<td><strong>On-the-job Training</strong></td>
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<td><strong>Number of Jobs, 2012</strong></td>
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<td><strong>Job Outlook, 2012-22</strong></td>
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<td><strong>Employment Change, 2012-22</strong></td>
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Arbitrators, Mediators and Conciliators
NAS alumni found themselves in careers such as arbitrators, mediators and conciliators that these type of position are often addressing multiple issues because Federal or State agencies do not know policies related to Native communities. The
most common situations are educating the public about state, tribal, and federal laws, policies, acts, and statutes impacting Native communities.

<table>
<thead>
<tr>
<th>Quick Facts: Arbitrators, Mediators, and Conciliators</th>
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<tbody>
<tr>
<td><strong>2012 Median Pay</strong></td>
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<td><strong>Entry-Level Education</strong></td>
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<td><strong>Work Experience in a Related Occupation</strong></td>
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<td><strong>On-the-job Training</strong></td>
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<td><strong>Number of Jobs, 2012</strong></td>
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<tr>
<td><strong>Job Outlook, 2012-22</strong></td>
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<tr>
<td><strong>Employment Change, 2012-22</strong></td>
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**Technical Writer**

Technical writers communicate to 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.

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<tr>
<th>Quick Facts: Technical Writers</th>
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<tbody>
<tr>
<td><strong>2012 Median Pay</strong></td>
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<tr>
<td><strong>Entry-Level Education</strong></td>
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<tr>
<td><strong>Work Experience in a Related Occupation</strong></td>
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<td><strong>On-the-job Training</strong></td>
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<td><strong>Number of Jobs, 2012</strong></td>
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<td><strong>Job Outlook, 2012-22</strong></td>
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<td><strong>Employment Change, 2012-22</strong></td>
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**Education: Training and Development Managers**

A high percentage of NAS alumni are in the education field working or serving in charter, public, tribal controlled, and Bureau of Indian Education schools. They work in various levels of education from educational assistant, 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.

Quick Facts: Management Analysts

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<tbody>
<tr>
<td>2012 Median Pay</td>
<td>$78,600 per year</td>
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<td>$37.79 per hour</td>
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<tr>
<td>Entry-Level Education</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Work Experience in a Related Occupation</td>
<td>Less than 5 years</td>
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<tr>
<td>On-the-job Training</td>
<td>None</td>
</tr>
<tr>
<td>Number of Jobs, 2012</td>
<td>718,700</td>
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<tr>
<td>Job Outlook, 2012-22</td>
<td>19% (Faster than average)</td>
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<tr>
<td>Employment Change, 2012-22</td>
<td>133,800</td>
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</tbody>
</table>

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, tribes, tribal organizations, and non-governmental organizations are seeking individuals with graduate degrees to help with Indigenous community building. Our M.A. program will educate individuals who will help and lead Indigenous community building.

At other institutions such as Northern Arizona University, they started an online graduate certificate in Tribal Public Administration and they have partnered with Political Science to have it transfer into a Master’s of Public Administration. They anticipate graduates will go on to work for their local communities in a similar fashion that Public Administration graduates work for municipalities, counties, state, etc. They also anticipate graduates will go on to graduate school in any social science field or law school.

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. Some of the M.A. alums are working for non-profit organizations, state and institutional museums, tribal colleges, and universities.

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 quite a few of their students entered the program and 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.

Attached to end of this document (Petitions)

Duplication

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

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

The UNM-NAS program is the only program of its kind in the State. There is no
graduate level degree in NAS at any other university or college program 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 University College to submit a nomination to add UNM-NAS Master of Arts degree program to the WICHE list to encourage students in the Western Regional Graduate Program (WRGP) to apply to the UNM NAS Master of Arts degree program once the graduate program is available.

Only one Native American Studies graduate program is listed on WICHE, American Indian Studies at Arizona State University. No other peer institution or similar graduate program is listed. The American Indian Studies graduate program is a traditional graduate program with only face-to-face classes and offers two concentrations distinct from UNM-NAS. The graduate program we are proposing is not the same at Arizona State University 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 program or department but the opportunity for those institutions to collaborate and work with our department is good. With support letters from New Mexico State University, Western New Mexico University, Eastern New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic
Institute, Navajo Technical University, and Diné College, our department will collaborate and bring in students for the graduate 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 Nation 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 researchers, 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 graduate research in their career development; build the next generation of scholarship on Indigenous leadership and building sustainable Indigenous communities. We will nurture research agendas of UNM faculty 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 M.A. Degree includes both mid-career professionals and recent Bachelor degree graduates who 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 Master of Arts degree program will mainly come from UNM or other students from within New Mexico. Secondly, it will serve students out of the state of New Mexico who seek a Master of Arts degree in Native American Studies.

Describe the admission requirements for the program.

The NAS M.A. degree will require the following admission standards: (1) graduate application and fee, (2) generally, applicants must have a minimum cumulative grade point average of 3.0 or its equivalent in their last two undergraduate years and in their major field and must hold a Bachelor's degree (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) two recommendation letters, and (5) a personal statement (3 to 5 pages) which addresses student's educational goals, professional plans, interest in the M.A. program and background in Native American Studies or Indigenous communities. A graduate committee of three 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.

Potential application and enrollment has been evaluated based on statistics for a similar program at ASU. ASU gets about twenty applications per year and they have accepted on average between ten and fifteen students. They are in their fourth cohort (11, 11, 10, and 13). Some of their students were admitted but decided not to come. The first cohort was mostly recent ASU graduates and the American Indian Studies undergraduate program. Since that time, an equal number of their students come from their graduates and out of state. On average, most of their students take an extra semester to graduate so two and half years. The minimum grade point average of the students is 3.0 with a few exceptions but they consider their experience, writing, and focus. They have admitted a few students on probation status.

At the University of Oklahoma, they have a number of their students graduate from their bachelor's program and matriculate into their Master's program. They also get students from other undergraduate programs on campus such as Anthropology, English, Business, and History. About half of their students come from other institutions and states such as Texas, California, Colorado, Arizona, New Mexico, South Dakota, and Wisconsin.
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, community outreach, undergraduate program, community presentations, etc. We anticipate for the first six years of the graduate program to meet the goal of 10 students in the first two years, 15 students in years three and four, and by year five and six 20 students.

**Projected Enrollment**

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

Alumni in the NAS Bachelor of Arts and minor degree 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 on-line 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 10-20 graduate students per year utilizing Zoom and on-line course capacities.

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<tr>
<th>YR</th>
<th>Headcount New FT</th>
<th>New FT</th>
<th>Return FT</th>
<th>Return FT</th>
<th>FT E</th>
<th>Credit Hrs New FT</th>
<th>New FT</th>
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<td>600</td>
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<td>600</td>
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<td>1200</td>
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</table>

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?
<table>
<thead>
<tr>
<th>Degree program</th>
<th>Faculty</th>
<th>Current Course Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>A – Full line</td>
<td>4-5 courses per year</td>
</tr>
<tr>
<td>B.A.</td>
<td>B – Full line</td>
<td>4-5 courses per year</td>
</tr>
<tr>
<td>B.A.</td>
<td>C – Full line</td>
<td>4-5 courses per year</td>
</tr>
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<td>B.A.</td>
<td>D – Full line</td>
<td>4-5 courses per year</td>
</tr>
<tr>
<td>B.A.</td>
<td>E – Half line</td>
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</tr>
<tr>
<td>B.A.</td>
<td>F – 30%</td>
<td>2 courses per year</td>
</tr>
</tbody>
</table>

There are currently 4 full-time faculty, 1 half-time appointment, and one-third appointment director. We will have no adjunct faculty starting Fall 2016. This number of faculty is able to cover the undergraduate course load, which ranges between 10-12 sections of courses per semester. The B.A. program will offer online courses leading to an online degree starting in Fall 2017.

We would also like to implement a BA/MA program based on a 3-2 model. We anticipate the 3-2 model to begin at some point within the first six years of the M.A. program. The MBA program at UNM has implemented such a model. For the first three years of university studies, the student pursues an undergraduate degree and during the second semester of the junior year, the student applies for admission in the M.A. program. The student is expected to meet regular M.A. admission requirements. Once admitted to the 3-2 BA/MA program, students will complete 15 hours of M.A. courses during the senior year. In the fifth year, the student will be admitted to graduate status for the M.A. program and complete the remaining 15 hours left of the graduate degree program. Students will need to meet with a college advisor to ensure timely progress to graduation. Once in the stages of applying to the 3-2 program, students will need to complete a 3-2 supplemental application and checklist. This form will require signatures from the graduate advisor and the student. The form will be included with the 3-2 admission application.

To accommodate both the B.A. and M.A. program, we will need to add three-additional faculty (2 full-time tenure/tenure-track faculty & 1 lecturer). We will request and pursue additional funds to ensure the additional faculty is met. The M.A. program will admit 20 students by year five and six. Two full-time faculty will teach 2 sections of required M.A. courses to 10-15 admitted M.A. students (plus additional students from other departments who enroll, when applicable) each semester. The intent is for the M.A. students to take courses as a cohort, thus these courses will be held online or through Zoom, with some adaptations for face-to-face meetings. The lecturer will primarily teach the B.A. courses as we move online and as current faculty begin to teach sections of graduate level courses for the M.A. degree.

The cost for the two full-time faculty positions will range from $65,000 to $70,000 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 no GA position currently but we would like to increase to 2-3 GA/TA positions to support teaching faculty and research programs in the M.A. program by year six.

What faculty and staff development services will be needed?

Faculty will need development in creating and sustaining online and Zoom courses for the M.A. program. NAS will work with New Media and Extended Learning for support.

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 technological, media, equipment, and instructional support for delivering the online courses for the M.A. degree and through other distance learning modalities. We estimate the cost for purchasing such technology (computers) and equipment to come to $20,000. Costs thereafter will depend on the state of the equipment and any needed upgrades.

Are there any needs for additional or renovated space?

Currently, only five faculty offices are located on the third floor of Mesa Vista Hall. Additional space includes offices and classrooms located 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.

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 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. As the program grows we do project the need for recurring appropriation for the
augmentation of faculty, staff, and program development. We cannot afford future budget cuts and we will request additional internal funding after the M.A. program’s implementation.

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

Sources of new revenue for the NAS M.A. 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 will 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. Students will also pay a class fee of $200 per course for field trips. The M.A. program focuses on leadership, self-determination, and sustainable community building. 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

These projections are over and above NAS FY 2015-2016 budget of $385,864.

We project for the first six years of the program based on current costs. The university will review for the next couple of years each department, program, and the entire university to prioritize an efficient and productive university. This will impact how Native American Studies will delivery both the undergraduate and graduate program. The budget scenario is provided in the table below. We project Native American Studies to have a positive budget projection where all expenses will be covered with tuition generated, B.A. online degree, and other external sources.

<table>
<thead>
<tr>
<th>ESTIMATED</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>REVENUES</td>
<td>Existing</td>
<td>New</td>
<td>Existing</td>
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<tr>
<td>-----------------------------------------------</td>
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<td>Projected University I&amp;G or Tuition</td>
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<td>External Grants and Contracts</td>
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<td>TOTAL REVENUE</td>
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</table>

<table>
<thead>
<tr>
<th>ESTIMATED EXPENSES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and/or benefits (Faculty &amp; Staff)</td>
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<td>Learning Resources</td>
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<td>Equipment</td>
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<td>Facilities &amp; modifications</td>
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<tr>
<td>Other</td>
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<td>DIFFERENCE (Rev.-Exp.)</td>
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<td>-54,333</td>
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<td>ESTIMATED IMPACT OF NEW PROGRAM</td>
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<td>Year 2</td>
<td>Year 3</td>
</tr>
<tr>
<td>FTE Enrollment</td>
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<td>20</td>
<td>25</td>
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<tr>
<td>Projected Annual Credits Generated</td>
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Total (1st 3 years): $ 194,462.40

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<th>ESTIMATED REVENUES</th>
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<th>Year 6</th>
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<td>External Grants and Contracts</td>
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<td>ESTIMATED EXPENSES</td>
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<td>Year 5</td>
<td>Year 6</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------</td>
<td>--------</td>
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<tr>
<td></td>
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<td>ESTIMATED IMPACT OF NEW PROGRAM</td>
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<td>Year 6</td>
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<tr>
<td>FTE Enrollment</td>
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<td>Projected Annual Credits Generated</td>
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<td>600</td>
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<td>Tuition Generated</td>
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<td>123,748.40</td>
<td>141,427.20</td>
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</table>

Total (2nd 3 years): $371,246.40  Total (All 6 years): $565,708.80

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. Costs not considered include administrative support outside of University College.

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 5 courses per year (2/3 load)
- NAS will start an online B.A. degree in Fall 2017. At this time, we do not know what the tuition generated will be for the department yet. We anticipate the funds from the online program will help the department's existing budget and the M.A. program.
- All salary cost projections do not include indirect costs (benefits)
- Three graduate assistants by year six
- One lecturer, Two tenure-track faculty by year six
• Enrollment level for first two years of the M.A. program is ten students each, with fifteen each in years three and four, and twenty students each in years five and six
• No inflation assumptions are incorporated into costs or funds
• External sources of funding from the New Mexico State Legislature, grants, and other entities is not included in the budget forecast but we anticipate the department will apply and pursue such initiatives
• At the end of the six year projection, all expenses for the graduate program will be covered with tuition generated, the online B.A. degree, and other external sources

7. Quality of the Program

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

Faculty and their areas of expertise

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Tribal affiliation</th>
<th>Areas of expertise</th>
<th>FT/PT status with NAS - % with NAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory A. Cajete, Director of Native American Studies</td>
<td>Santa Clara Pueblo</td>
<td>American Indian Education – Science, Indigenous Epistemology, Creating Sustainable Indigenous Communities.</td>
<td>PT (joint appointment with College of Education - Language, Literacy and Sociocultural Studies); 30%</td>
</tr>
<tr>
<td>Tiffany S. Lee, Associate Director of Native American Studies</td>
<td>Diné and Lakota</td>
<td>Indigenous education, educational self-determination, and language socialization experiences.</td>
<td>FT 100%</td>
</tr>
<tr>
<td>Lloyd L. Lee</td>
<td>Diné</td>
<td>American Indian identity, masculinities, philosophies, leadership, and nation building</td>
<td>FT 100%</td>
</tr>
</tbody>
</table>

Assistant Professor

| Robin Minthorn                      | Kiowa, Apache, Nez Perce, Umatilla and Assiniboine | Indigenous Higher Education, Indigenous Leadership (women, college students, intergenerational), and | PT (joint appointment with College of Education - Educational Leadership); 50% |
Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.

The NAS M.A. degree will require the following admission standards: (1) graduate application and fee, (2) generally, applicant must have have a cumulative grade point average of at least 3.0 and above in their last two undergraduate years and in their major field and must hold a B.A. degree, (3) one writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature, (4) two recommendation letters, and (5) a personal statement (3 to 5 pages) including your educational goals, professional plans, your interest in our M.A. program and your background in Native American Studies or Indigenous communities. A graduate committee of three 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.

In comparison to other institutions offering a similar program, it is comparable such as the American Indian Studies program at ASU requires a graduate application, bachelor’s or graduate degree, and TOEFL score from any applicant whose native language is not English and at the University of Oklahoma they require transcripts on undergraduate/graduate coursework, GRE aptitude test, three letters of recommendation, and TOEFL score from any applicant whose native language is not English.

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

Content will be delivered primarily via online and Zoom, followed by face-to-face using a modified schedule. Technology requirements include computers and video broadcast capabilities (through Zoom).
By promoting the NAS offerings online, our MA 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. Many students who would be interested in pursuing a Master's degree in NAS are working professionals with constractive schedules, individuals with full-time family responsibilities, are fully immersed in remote communities, and/or are geographically limited in other ways for various reasons (economic, traditional ties, housing, etc.). With our selection of online courses, we are able to better accommodate exceptional students who may study and serve their respective responsibilities at the same time. Without this option, these students would not be allowed the opportunity to further their studies. Pedagogically, NAS faculty members have often found that allowing students an online voice provides for more intensive interaction amongst students and with instructors. In this capacity, we are not limited to the time allotted for face-to-face meetings or are dominated by the more outspoken class members. By offering as many avenues of involvement as possible, the quality of our program will be an outstanding pillar across the nation.

Those students who opt to take online classes will be made fully aware of the time investment, scholastic commitment, and internet connectivity requirements of each course. Students must ensure that they have reliable access to the internet during their planned course working times via school campuses, libraries, tribal buildings, local businesses, or at home. The NAS faculty will build work into each course module that can be completed in relation to various student schedules. For example, the students will be given clear due dates for discussion postings and it will be up to each student to plan when they will complete their posts each week prior to the deadline. The first eleven alumni, and potential student MA recruits, to complete our NAS survey all indicated that they have reliable internet access at home. Furthermore, most of them indicated secondary access options at work or community centers and libraries.

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 currently offers service-learning courses that will be modified to teach at the graduate level. These courses will be among the elective options for the M.A. 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.

The potential of this program to contribute to future Indigenous leadership is readily apparent. These individuals gain invaluable experiences by actually working with tribes on real issues. They typically work on Indian-related issues but see them from the "other side," so to speak: that is, from within the federal and state structure. The program will need to recruit for sufficient numbers to make it cost effective. It
would be a full three months in duration and would contain an educational element designed to prepare these individuals to make the most of their state government experience and to take from that experience useful lessons that can be applied in Indian country.

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

No additional student support services are anticipated beyond those already provided for NAS students.

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

We anticipate offering GA/TA positions to support research initiatives and teaching in both the B.A. and M.A. programs: 1 position by year 2 of the program, 2 positions by year 4, and 3 positions by year 6. NAS M.A. degree students would be encouraged to apply for a department scholarship through NAS. We would encourage students to submit the appropriate Free Application for Federal Student Aid (FAFSA), to apply for funding from the UNM American Indian Student Services (AISSE) department, tribal scholarship funding, and other outside scholarship entities that fund both part-time and full-time degree seeking students. Students would also be encouraged to look into 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 currently 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.

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:

1. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.
2. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.
3. Students will demonstrate a practical and theoretical grounding in Indigenous community building.
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 MA degree. However, assessment activities (data collection and reflection) will begin throughout year one. Measurements of the outcomes will be based upon student performances in the course requirements of NATV 550, 560, and 590. For detailed information, please see the Assessment Plan in Additional Information.

In respect to measuring the outcomes at the exit level, all students must present their Final Project of Excellence (completed in 590) to Native American Studies faculty in a formal presentation as well as to community members in a Symposium. Students will also evaluate their learning opportunities and how they took advantage of those learning opportunities by addressing each outcome in their Projects. Community members will also have the opportunity to evaluate how well students demonstrate these outcomes. These evaluations will be considered an indirect measure in the assessment report.

Prior to submission to the NMHE 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.

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

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

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

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 University College and reports directly to Kate Krause, 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.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership &amp; Challenges</td>
<td>Final assignments in 550 &amp; 590 by NAS Faculty</td>
<td>Student self-evaluations in 590 Community evaluations at 590 Symposium</td>
<td>1-5 for 550, 2-5 for 590</td>
</tr>
<tr>
<td>2. Sustainability &amp; Healthy Communities</td>
<td>Final assignments in 550 &amp; 590 by NAS Faculty</td>
<td>Student self evaluations in 590 Community evaluations at 590 Symposium</td>
<td>1-5 for 550, 2-5 for 590</td>
</tr>
<tr>
<td>3. Indigenous Community Building</td>
<td>Final assignments in 550, 560, &amp; 590 by NAS Faculty</td>
<td>Student self-evaluations in 590 Community evaluations at 590 Symposium</td>
<td>1-5 for 550 &amp; 560, 2-5 for 590</td>
</tr>
</tbody>
</table>

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 University College and reports directly to Kate Krause, Dean of University College. 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:
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.

**Native American Studies—Alumni Spotlight:**


11. Attachments full proposal only

Department of Labor documentation, if applicable

<table>
<thead>
<tr>
<th>Professional Title</th>
<th>Employment</th>
<th>Wage</th>
<th>Annual</th>
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</thead>
<tbody>
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<td>Lawyers</td>
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<td>$64.17</td>
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<td>Individual and Family Services</td>
<td>305,850</td>
<td>$17.90</td>
<td>$37,230</td>
</tr>
<tr>
<td>Local Government (OES Designation)</td>
<td>234,640</td>
<td>$23.75</td>
<td>$49,390</td>
</tr>
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</table>

33
<table>
<thead>
<tr>
<th>Service Description</th>
<th>Hours</th>
<th>Rate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Government (OES Designation)</td>
<td>221,700</td>
<td>$22.93</td>
<td>$47,700</td>
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<tr>
<td>Elementary and Secondary Schools</td>
<td>189,590</td>
<td>$28.86</td>
<td>$60,020</td>
</tr>
<tr>
<td>Outpatient Care Centers</td>
<td>126,580</td>
<td>$19.92</td>
<td>$41,430</td>
</tr>
<tr>
<td>Community Food and Housing, and Emergency and Other Relief Services</td>
<td>45,200</td>
<td>$16.27</td>
<td>$33,830</td>
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<tr>
<td>Other Residential Care Facilities</td>
<td>40,920</td>
<td>$16.47</td>
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<td>Religious Organizations</td>
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<td>$43,050</td>
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<td>Vocational Rehabilitation Services</td>
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<td>$33,820</td>
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<td>Individual and Family Services</td>
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<td>$17.90</td>
<td>$37,230</td>
</tr>
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<td>Federal Executive Branch (OES Designation)</td>
<td>19,550</td>
<td>$35.48</td>
<td>$73,790</td>
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<tr>
<td>Elementary and Secondary Schools</td>
<td>189,590</td>
<td>$28.86</td>
<td>$60,020</td>
</tr>
<tr>
<td>History Teachers, Postsecondary</td>
<td>23,640</td>
<td>*N/A reported only annual bases</td>
<td>$73,720</td>
</tr>
</tbody>
</table>


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: *University College*
2. Department: *Native American Studies*
3. Date: *November 16, 2015*
Memorandum of Agreement

Between the University of New Mexico and AIMS@UNM

This Memorandum of Agreement is entered into by and between the Regents of the University of New Mexico (UNM) and the Governance Council of the Albuquerque Institute of Mathematics and Science at UNM charter school (AIMS@UNM).

Recitals:

A. The Albuquerque Institute of Mathematics and Science is a public charter school located on the University of New Mexico campus. AIMS@UNM seeks to provide a rigorous academic curriculum that rivals the best programs in the country. Eligible students at AIMS@UNM will enroll concurrently at the University of New Mexico while earning their high school diploma pursuant to NMSA 1978, Section 21-1-1.2 (2015).
B. Serving New Mexico is central to UNM’s mission and as part of that service, UNM is engaged in working with public schools, communities, and families to improve K-12 education.
C. AIMS@UNM and UNM agree their respective missions will be advanced by collaborating in programs that enhance the educational experience of AIMS@UNM students and enrich UNM’s research and teaching activities.
D. The Agreement defines the relationship between the parties and provides a framework for the interaction between the parties.

Therefore, the parties agree as follows:

I. Governance of AIMS@UNM:
   A. AIMS@UNM shall operate in accordance with the Charter Schools Act, NMSA 1978, Section 22-8B-1 through -17.1 (1999, as amended) and its charter, pursuant to the Charter Schools Act. AIMS@UNM is responsible for its own operations and has the power to contract for needed goods and services in order to carry out the educational mission described in the charter.
   B. The responsibilities of the Governance Council of AIMS@UNM include:
      1. Defining the mission and guiding principles of the school;
2. Strategic planning and creation of long and short terms plans for the school’s development and operation;
3. Managing school finances, excluding the development of operating budgets and approval of expenditures;
4. Selecting the director of the school and performing an annual evaluation of the director;
5. Approving policies pursuant to statute regarding students and employees;
6. Obtaining funds needed for the school’s operation.

C. On consent of the incumbent AIMS@UNM Governance Council, three members of the Governance Council will be representatives of UNM: One member nominated by the Dean the School of Engineering; one member nominated by the Dean of the College of Arts and Sciences, and one member nominated by the Dean of College of Education.

II. Services provided to the students:
A. AIMS@UNM students shall have an opportunity to enroll in UNM dual credit courses per NMSA 1978, Section 21-1-1.2 (2015).
B. New Mexico high school students who are dually enrolled receive Lobo cards that allow limited access to UNM’s University Libraries and other UNM facilities, events, and activities. Dually enrolled AIMS@UNM students are eligible to become members of recreational and special interest chartered student organizations to the same extent as any other dually enrolled student of UNM. This eligibility does not extend to fraternities, sororities, honors societies, or organizations organized around student housing. University events open to the general public are accessible to AIMS@UNM students.
C. AIMS@UNM students who are not dually enrolled and are under age 18 are subject to UNM Administrative Policy 2205: Minors on Campus (https://policy.unm.edu/university-policies/2000/2205.html). In addition, they are eligible to open a “community borrower” account at the University Libraries, subject to parent/guardian authorization. The account fee will be waived for AIMS@UNM students.

III. Location of AIMS@UNM:
AIMS@UNM shall be housed at UNM-owned facilities under a mutually agreed lease arrangement or at a mutually agreed upon alternative site.
IV. Student Conduct:
The AIMS@UNM Student Code of Conduct governs all AIMS@UNM students. Dually enrolled students at UNM are also governed by the UNM Student Code of Conduct. AIMS@UNM students age 18 or older who are not dually enrolled are governed by the UNM Visitor Code of Conduct while using UNM programs or facilities. AIMS@UNM students under age 18 who are not dually enrolled are subject to UNM Administrative Policy 2205: Minors on Campus while using UNM programs or facilities.

V. AIMS@UNM Employees:
D. All AIMS@UNM teachers, administrators and staff are employees of AIMS@UNM, subject to AIMS@UNM policies and procedures regarding hiring, retention, termination, benefits and all other matters. AIMS@UNM teachers are eligible to open a “community borrower” account at the University Libraries. The account fee will be waived for AIMS@UNM teachers.

VI. Joint AIMS@UNM-UNM Activities:
The parties mutually embrace the opportunity to collaborate in activities that will enhance the educational experience for students attending AIMS@UNM and for UNM students interested in careers in education. The collaborative activities that the parties agree to pursue, may include, but are not limited to, the following:
A. Research: Projects designed to study and improve secondary education may be explored by UNM faculty and graduate students as well as by AIMS@UNM teachers. AIMS@UNM reserves the right to approve the propriety of research projects conducted in the school.
B. Teacher preparation and advanced professional development: College of Education students may have the opportunity to intern, student teach and/or tutor at AIMS@UNM, subject to the school’s approval. UNM faculty and pre-service teachers in physical education may engage with AIMS@UNM students in their physical education classes. The College of Education Institute of Professional Development may offer professional development activities for AIMS@UNM teachers and administrators.
C. Advancement: UNM and AIMS@UNM may collaborate on proposals for federal, state and private grants. The parties may also collaborate in promoting their partnership and may, where appropriate, work cooperatively on fund raising projects. The UNM Foundation may explore offering its assistance in developing plans to secure private support for such partnerships.

D. Other: The School of Engineering, College of Education and College of Arts and Sciences may provide opportunities for advanced AIMS@UNM students to participate in research projects with UNM faculty or graduate students in University laboratories. School of Engineering, College of Education and College of Arts and Sciences faculty may offer guest lectures in AIMS@UNM classes and/or mentor students. As mutually agreed between the parties, other ancillary student services and programing, including outreach for admission, financial aid, career services, and academic advisement and Student Health Center educational programs may be arranged for AIMS@UNM students.

VII. Insurance:
AIMS@UNM shall maintain liability insurance coverage at least equal to the minimum liability amounts set forth in New Mexico Tort Claims Act, NMSA 1978, Section 41-4-1 through -30 (1976, as amended). The insurance must be written by a company authorized to do business in New Mexico and must identify and protect UNM as an additional named insured. The insurance must remain in force for the life of this Agreement, including all extensions or renewals. UNM reserves the right to require proof of insurance. AIMS@UNM is responsible for maintaining Worker’s Compensation for its employees as required by State law during the life of this Agreement, including all extensions and renewals.

VIII. Liability:
As between the parties, each party acknowledges that it will be responsible for claims or damages arising from personal injury or damage to persons or property to the extent those claims or damages result from negligence of its employees or agents. The liability of the parties shall be
subject in all cases to the immunities and limitations of the New Mexico Tort Claims Act.

IX.  Indemnification:
AIMS@UNM agrees to defend, indemnify and hold harmless UNM, its officers, agents and employees from and against any loss, claims, damage or liability of any kind, including attorneys fees and costs brought against said parties arising out of or in connection with this Agreement, except to the extent that such loss, claim, damage or liability arises in whole or in part from the gross negligence or willful misconduct of UNM.

X.  Financial Independence:
Any exchange of, or provision of, financial or other resources between UNM and AIMS@UNM shall be pursuant to this Agreement, or otherwise bargained for in arm-length fashion and contained in a written agreement. Neither party, by virtue of this Agreement, assumes any responsibility for the debts, liabilities, obligations or responsibilities of the other party.

XI.  Third Parties:
Nothing in this Agreement, express or implied, is intended to confer any rights, remedies, claims, or interests upon a person not a party to this Agreement.

XII.  Relationship the Parties:
Nothing in Agreement will be deemed or construed by the parties, or by any third party, as creating the relationship of principal and agent, partners, joint ventures, or any other relationship, between the parties.

XIII.  Notices:
Notices to the parties shall be given in writing to the following addresses or such address, as either party shall provide the other in writing.

AIMS@UNM: Chair, AIMS@UNM Governance Council
933 Bradbury SE
Albuquerque, NM 87106

5
XIV. Terms and Agreement:
This Agreement will become effective on the day the Agreement is signed by all parties or December 1, 2016, whichever is later. The Agreement will continue in effect for four (4) years until November 30, 2020, unless terminated earlier as provided for herein, and may be renewed by written agreement of the parties. Either party may terminate this Agreement by delivering written notice to the other party at least ninety (90) days in advance of termination, with the date of termination not taking effect until the end of the current AIMS@UNM school semester.

For the Governance Council of AIMS@UNM

For the Regents of the University of New Mexico
The UNM EMS Academy is designated by statute as the lead Emergency Medical Services training agency for New Mexico. As are many departments, we are passionate about our mission which is to provide outstanding prehospital medical education and educator training. We educate prehospital providers such as EMTs and Paramedics who serve in our local communities and throughout the state of New Mexico. We are seeking tuition differential of $60 per credit hour to support the EMS Bachelors of Science degree. This additional $60 per credit hour in comparison to 10 EMS or similar degrees would still have the UNM EMSA in the lowest 3 for tuition costs, and well below the median of all compared institutions.

Our program has seen a significant increase in graduates and retention in the last several years, over 35%, and we expect that number to keep growing. Additionally our job placement rate within three months of graduation exceeds 99%. We understand the increasing cost of education and burden it has placed on students which is why we have partnered with local EMS services to provide employment opportunities that not only ease financial burden but also increase our students’ success in the program. It allows them to work part-time while going to school, and the employer works around their school schedule, contributes to their education, and the students gain experience in the EMS field. Upon successful program completion, the graduates are offered fulltime positions. We have also set aside 10% of the tuition differential revenue for student financial aid.

We request this necessary increase to support faculty expense, support staff, operating expenses and simulation equipment. All are necessary for training our future EMS professionals. Additionally, increasing accreditation standards, required physician involvement and specific instructor- student ratios require these items that I’ve mentioned, to produce competent entry-level providers to care for the people in our communities.

Ensuring sustainability, being fiscally responsible and retaining the established quality of our nationally recognized program are our highest priorities, we feel tuition differential will provide us with the necessary resources to ensure these are accomplished.
MEMORANDUM

TO: Paul B. Roth, MD, MS
    Chancellor for Health Sciences
    CEO, UNM Health System
    Dean, UNM School of Medicine

FROM: Steve McLaughlin, MD, Regents’ Professor and Chair Department of Emergency Medicine
       Jan Veessart, MD, MS, EMS Academy Director
       Lindsay Eakes, MBA, NRP, Assistant EMS Academy Director, Paramedic
       Programs Director

RE: Differential Tuition Request- Final Submission to Chancellor Roth

This serves as final submission of the differential tuition request to Chancellor Roth per the request guidelines. The initial submission was approved by Steven McLaughlin, Department Chair and Chancellor Roth and was then posted by October 1, 2016 to the department website http://emed.unm.edu/EMS/A/ for a full 30 days of constituent comment. There were no constituent comments to note nor any adverse reactions to the proposal. The request and associated details remains the same for final submission. The originally signed request is attached for final review including supplemental market analysis.
DIFFERENTIAL TUITION REQUEST

College/School: School of Medicine  Department/Program: Emergency Medical Services

Contact: Lindsay Eakes Phone: 505-272-5757  Email: lireilly@sallud.unm.edu

Level: Undergraduate ☑  Graduate □

Proposed Differential to be applied as: by student type (major): ☑ by course: □

For Main Campus units, all new differential tuition will be charged by student type (major) and will follow the tuition block.

Requested Differential Tuition (shown as an amount per student credit hour):

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Current Differential</th>
<th>Proposed Differential</th>
<th>Increase/Decrease or New Differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residents</td>
<td>$0</td>
<td>$60</td>
<td>$60</td>
</tr>
<tr>
<td>Non-Residents</td>
<td>$0</td>
<td>$60</td>
<td>$60</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$60</td>
<td>$60</td>
</tr>
</tbody>
</table>

Effective Academic Year: Fall 2017

If the differential tuition request is approved it will be applied in the following academic year beginning in the fall semester.

Rationale for Request: Please provide a detailed explanation on the reasoning for the increase/decrease or new differential tuition. Please refer to policy UAP 8210 2.2 for qualifying justifications for differential tuition.

The primary reason for the differential tuition is the higher costs associated with providing a professional Emergency Medical Services Bachelor of Science degree (EMS BS) with NREMT eligible paramedics which utilizes experienced medical clinicians to provide high quality didactic instruction and includes extensive skill labs, high fidelity simulation, clinical training and field experiences for its students. The UNM EMS Academy is one of 12 institutions nationwide that offers an EMS BS degree and based on a recent survey of 10 institutions offering a similar degree, only one of these institutions charges less tuition & fees than UNM EMSA. Primary instruction for the EMS BS program utilizes several ABEM credentialed Emergency Medicine physicians some who hold EMS sub-specialization who provide a level of didactic instruction greatly superior to many other EMS BS programs in addition to the highly credentialed program faculty. In order to remain competitive with these other universities, EMSA must provide a sophisticated up-to-date technology based education to students utilizing high fidelity clinical simulation equipment and extensive clinical training opportunities. In addition to traditional classroom didactics provided by EM physicians and faculty, the program utilizes high fidelity simulations training necessitating additional skill lab proctors (providing a 1:6 instructor to student ratio in all skill labs) and clinical/internship preceptors to provide oversight to EMS BS students clinical rotations and internships. Student tutors provide an additional resource and student directed learning to ensure student success in this highly demanding program.
**Market Analysis:** Please provide detailed information on whether the college/school or department/program cost of instruction is markedly higher than the university average program costs or market conditions warrant additional tuition.

The EMS Academy surveyed 10 peer institutions at the time of the request for differential tuition. Our tuition (even including the requested differential tuition) is lower than most of these other schools and currently UNM EMSA ranks as the second lowest in tuition ($/credit hour) and tuition + fees charged.

Please see the attached data sheet.

---

**Student Consultation:** A preliminary request should be submitted to the Provost Office (Main Campus) or Chancellor's Office (Health Sciences Center (HSC)) no later than October 1st. Per policy it must be posted to the unit's website no later than October 1st to allow for at least 30 days of constituent comment prior to final submission to the Provost or Chancellor by November 1st.

Please provide an explanation on how you plan to communicate the proposed differential tuition request to students, and the feedback you have already received from students on this request, if any.

We will communicate the differential to incoming students through the advisement process, on our paramedic program application and we will provide the differential tuition on the tuition schedule available through the Bursar's Office website. Additionally, when students seek advisement and wish to discuss tuition rates, the advisor will address the differential tuition and its effect on the student based on the credit hours being taken.

---

**Accountability/Budget Information:** Please provide budgetary information about how the revenue generated will be expensed. It is highly encouraged to set aside a portion of the revenue generated by the differential for financial aid (see policy UAP 8210 2.2.2).

Financial Aid Set Aside Amount: ___10___%

<table>
<thead>
<tr>
<th>Proposed Annual Revenue</th>
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</thead>
<tbody>
<tr>
<td>Differential Tuition (per student credit hour)</td>
<td>$60</td>
</tr>
<tr>
<td>Projected # of Student Credit Hours (all student credit hours taken by student majors in the program).</td>
<td>3180</td>
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</table>
Total Revenue 190,800

Proposed Annual Expenditures

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
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<tr>
<td>Financial Aid Set Aside (%)</td>
<td>10% = 19,080</td>
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<tr>
<td>Faculty Expense</td>
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<tr>
<td>Advising Personnel</td>
<td>$10,000</td>
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<tr>
<td>Support Staff Expense</td>
<td>$29,000</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$47,060</td>
</tr>
<tr>
<td>Total Program Costs</td>
<td>$190,800</td>
</tr>
</tbody>
</table>

Please provide a detailed explanation on how the revenue will be used for this program:

EXPLANATION OF TOTAL EMS PROGRAM CREDITS/YEAR:

*Pre-Paramedic:

EMT-Basic (EMS 113), Intro to EMS (EMS 120), EMT Basic (EMS 142) = 13 credits/student x 90 students/ = 1,170

*Paramedic Core Courses

Semester I: (EMS 309, EMS 310, EMS 311, EMS 312, EMS 341, EMS 351) = 17 credits/student x 30 students = 510

Semester II: (EMS 320, EMS 321, EMS 400, EMS 331, EMS 342, EMS 352) = 16 credits x 30 students = 480

Semester III: (EMS 454) = 4 credits x 30 students = 120

*4th year:

required EMS courses: 2 (EMS 469, EMS 470) = 6 credits x 30 students = 180

24 credits hours (choice of track with associated required courses and electives) = 24 credits x 30 students = 720

TOTAL EMS CREDIT HOURS PER YEAR = 3,180

PROPOSED ANNUAL EXPENDITURES BREAKDOWN:

Faculty expense (expense/year): $85,660

Physician faculty/year: $37,260; Lab/simulation instruction/year: $22,400; Clinical education/year: $26,000;

Support Staff (expense/year): $29,000 (see breakdown next line)

Student Tutors/year: $19,000; Internship preceptors/year: $10,000

Operating expenses (see breakout next line): $47,060

Semi-Durables (replaced every 2 years): $4000/year; Durables/high fidelity simulation equipment ($430,601 replaced every 10 years): $430,601/10 = $43,060/year

The revenue will be used to support the additional cost physician and faculty salary, provide partial funding for the EMS Academy Academic Advisor, student tutors, preceptors and proctors needed to support the skills labs, simulation, clinical experiences and
field internship all critical to the EMS BS training curriculum. As noted above, this amount is necessary for the UNM EMSA to be competitive in the EMS educational community on a national level.

---

**Student Access and Affordability:** Please explain how student access and affordability will be addressed.

The UNM EMSA will initially set aside 10% of the differential amount for financial assistance. This funding opportunity will be relayed to students as a means to ease potential burdens from the increased tuition.

---

**Peer Comparison Chart:** Please complete the Excel peer comparison spreadsheet. If the peer institutions listed does not have a similar college/school or department/program add an institution that most closely resembles your unit. Please note this adjustment below.

Please see attached spreadsheet

---

**Other Information:** Please provide any additional information that supports this request for differential tuition.

The EMS Academy was the 10th of now over 650 paramedic programs to be accredited nationally. Our pass rates on national certification and licensing exams exceed the national average by nearly 20%. The UNM EMBA has had over 80% job placement post graduation consistently for over 4 years. Additionally, the EMS Academy does not currently receive any of the tuition collected by the University of New Mexico for the EMS BS program.

---

Dean/Director Approval:

Printed Name:

Signature: [Signature]

Date: 1/30/16
<table>
<thead>
<tr>
<th>Resident (in state)</th>
<th>Full-time per credit hr</th>
<th>Tuition (min 12 cr hr)</th>
<th>University Fee/sem</th>
<th>Tuition + Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY OF NEW MEXICO</td>
<td>$248.36</td>
<td>$2,980.32</td>
<td>$57.78</td>
<td>$3,038.10</td>
</tr>
<tr>
<td>Peer Median</td>
<td>$357.00</td>
<td>$4,284.00</td>
<td>$145.00</td>
<td>$4,474.50</td>
</tr>
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<td>1 University of South Alabama</td>
<td>$317.00</td>
<td>$3,804.00</td>
<td>$145.00</td>
<td>$3,949.00</td>
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<tr>
<td>2 Western Carolina University</td>
<td>$385.38</td>
<td>$4,624.50</td>
<td>$350.00</td>
<td>$4,974.50</td>
</tr>
<tr>
<td>3 George Washington University</td>
<td>$570.00</td>
<td>$6,840.00</td>
<td>$0.00</td>
<td>$6,840.00</td>
</tr>
<tr>
<td>4 Univ of MD Baltimore County (UMBC)</td>
<td>$341.83</td>
<td>$4,102.00</td>
<td>$1,530.00</td>
<td>$5,632.00</td>
</tr>
<tr>
<td>5 Central Washington University</td>
<td>$191.58</td>
<td>$2,299.00</td>
<td>$597.00</td>
<td>$2,896.00</td>
</tr>
<tr>
<td>6 Creighton University</td>
<td>$1,092.58</td>
<td>$13,111.00</td>
<td>$832.00</td>
<td>$13,943.00</td>
</tr>
<tr>
<td>7 Eastern Kentucky University</td>
<td>$357.00</td>
<td>$4,284.00</td>
<td>$185.00</td>
<td>$4,469.00</td>
</tr>
<tr>
<td>8 University of Pittsburgh</td>
<td>$927.92</td>
<td>$11,135.00</td>
<td>$465.00</td>
<td>$11,600.00</td>
</tr>
<tr>
<td>9 University of Texas HSC San Antonio</td>
<td>$277.67</td>
<td>$3,332.00</td>
<td>$463.00</td>
<td>$3,795.00</td>
</tr>
</tbody>
</table>
“I wanted to be uncomfortable.”

Josh Lane

AROUND THE WORLD

International exchanges lend UNM a global perspective
INTERNATIONAL STUDENTS

1,340 students from 99 different countries (fall 2016)

Approximately 200+ international scholars annually.

Overall, GEO supports approx. 1,800 students and scholars annually including those on optional practical training.

TOP ENROLLING COUNTRIES
Degree Seeking Students (fall 2016)

China: 185
India: 134
Nepal: 78
Iran: 73
South Korea: 68

Int'l students and their families contribute $32.8 Billion to the US economy each year! $91.2 million in NM, nafsa.org/economicvalue
EXECUTIVE ORDERS ON IMMIGRATION

- First order introduced on January 27th.
- **Title:** Protecting the Nation from Terrorist Entry into the United States by Foreign Nationals.
- Among other provisions, the order stated that no visas would be issued to people from Iran, Iraq, Libya, Somalia, Sudan, Syria, Yemen for 90 days (until at least 6/15).
- Part of the order was blocked by court on February 10th and then rescinded entirely.
- New immigration order issued on March 6th.
- Similar to the previous order but Iraq was removed from the list.
- Order blocked again by courts beginning on **March 15th** (being challenged by Trump administration, so could be reactivated at any time).
AFFECT ON INT’L STUDENTS & SCHOLARS AT UNM

- We currently have **110 students from 5 of the 6 countries** named in the Executive Order who came on visas to the US.

- Largest group of students at UNM and in the US directly targeted by the ban is Iran:
  - Iran is in the top 5 countries of origin of international students at UNM (11th in the nation).

- GEO is recommending that students from these countries NOT leave the U.S. at all, but especially during the semester.

- All students can expect delays when traveling abroad if they need to apply for a new visa while outside the US!

- Other affected by ban, but not within GEO’s specific scope:
  - Medical Residents, Work visa holders, Asylum-seekers, Refugees, Permanent Residents.
REACTIONS OF UNM INT’L STUDENTS

- Students are afraid that they will not be able to complete studies here even though they have invested years of time, money and energy.
- Students are worried that their countries will be banned from visa issuance (students from Muslim countries are especially concerned).
- Students are worried that other benefits such as temporary work permission for internships will be rolled back (leaked draft executive orders already include language about this).
- Some family members are still stuck abroad and students worry they will never get back in.
#YouAreWelcomeHere

- Collaboration between GEO and University Communications & Marketing
- Produced in One Week
- Campaign tied to 21+ other U.S. universities
- Over 100 members of UNM community participated
- 191,000+ views on Facebook, 3,300+ on YouTube
- Recent UNM Office of Student Affairs Award – Outstanding Student Service Provider
RESPONSES AT UNM

- GEO has held numerous panel and information sessions for int’l students and scholars, faculty, and departments
- Up-to-date advice/information at: geo.unm.edu
- Outreach and engagement of congressional delegation and other elected officials
- Increase in 1/1 advising and troubleshooting sessions with int’l students on campus and UNM student studying abroad.
- Many faculty, students, and community members have volunteered expertise and support during this critical period!

BE AN ALLY!
INT’L ENROLLMENT - UNDERGRAD
144% INCREASE IN ENROLLMENT FALL 2012- FALL 2016

Undergraduate Applications & Acceptances

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted Admission Offers</td>
<td>45</td>
<td>63</td>
<td>55</td>
<td>94</td>
<td>110</td>
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<tr>
<td>Total Admission Offers</td>
<td>79</td>
<td>132</td>
<td>139</td>
<td>194</td>
<td>246</td>
</tr>
<tr>
<td>Total Applications</td>
<td>177</td>
<td>265</td>
<td>354</td>
<td>449</td>
<td>451</td>
</tr>
</tbody>
</table>

The University of New Mexico | Global Education Office | geo.unm.edu | #UNMglobal
**INT’L ENROLLMENT - GRADUATE**

24% INCREASE IN ENROLLMENT FALL 2012- FALL 2016

---

**Graduate Applications & Acceptances**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted Admission Offers</td>
<td>129</td>
<td>149</td>
<td>214</td>
<td>198</td>
<td>161</td>
</tr>
<tr>
<td>Total Admission Offers</td>
<td>312</td>
<td>317</td>
<td>534</td>
<td>460</td>
<td>417</td>
</tr>
<tr>
<td>Total Applications</td>
<td>946</td>
<td>850</td>
<td>1401</td>
<td>1452</td>
<td>1301</td>
</tr>
</tbody>
</table>

---

**Legend:**
- Accepted Admission Offers
- Total Admission Offers
- Total Applications
CURRENT OUTLOOK FALL 2017

YTD COMPARISON APPLICATIONS & ACCEPTANCES

*DECREASE IN ACCEPTANCE RATE

**Undergraduate**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016 (as of March 25, 2016)</th>
<th>Fall 2017 (as of March 27, 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>Admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers</td>
<td>146</td>
<td>154</td>
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<tr>
<td>Total Admission</td>
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<td></td>
</tr>
<tr>
<td>Offers</td>
<td>323</td>
<td>302</td>
</tr>
<tr>
<td>Total Applications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graduate**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016 (as of March 25, 2016)</th>
<th>Fall 2017 (as of March 27, 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted</td>
<td>47</td>
<td>34</td>
</tr>
<tr>
<td>Admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers</td>
<td>164</td>
<td>192</td>
</tr>
<tr>
<td>Total Admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers</td>
<td>1198</td>
<td>985</td>
</tr>
<tr>
<td>Total Applications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## TOP SENDING COUNTRIES - UNDERGRADUATE

<table>
<thead>
<tr>
<th>Country</th>
<th>Fall 2016 (as of 3.25.16)</th>
<th>Fall 2017 (as of 3.27.17)</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>20</td>
<td>18</td>
<td>-10</td>
</tr>
<tr>
<td>Vietnam</td>
<td>14</td>
<td>18</td>
<td>28.57</td>
</tr>
<tr>
<td>China</td>
<td>40</td>
<td>32</td>
<td>-20</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>5</td>
<td>1</td>
<td>-80</td>
</tr>
<tr>
<td>Nepal</td>
<td>48</td>
<td>88</td>
<td>83.33</td>
</tr>
<tr>
<td>Mexico</td>
<td>9</td>
<td>20</td>
<td>122.22</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>20</td>
<td>7</td>
<td>-65</td>
</tr>
<tr>
<td>South Korea</td>
<td>6</td>
<td>9</td>
<td>50</td>
</tr>
</tbody>
</table>
### TOP SENDING COUNTRIES—GRADUATE

<table>
<thead>
<tr>
<th>Country</th>
<th>Fall 2016 (as of 3.25.16)</th>
<th>Fall 2017 (as of 3.27.17)</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>361</td>
<td>211</td>
<td>-41.55</td>
</tr>
<tr>
<td>Iran</td>
<td>120</td>
<td>95</td>
<td>-20.83</td>
</tr>
<tr>
<td>China</td>
<td>124</td>
<td>127</td>
<td>2.42</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>95</td>
<td>102</td>
<td>7.37</td>
</tr>
<tr>
<td>Nepal</td>
<td>65</td>
<td>83</td>
<td>27.69</td>
</tr>
<tr>
<td>Mexico</td>
<td>23</td>
<td>17</td>
<td>-26.09</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>66</td>
<td>44</td>
<td>-33.33</td>
</tr>
<tr>
<td>Pakistan</td>
<td>24</td>
<td>21</td>
<td>-12.5</td>
</tr>
</tbody>
</table>
UNM STUDENTS STUDYING ABROAD
68.8% INCREASE AY12/13 TO AY15/16

Comprehensive, interactive data available at: studyabroad.unm.edu

“Faculty” tab
CONTINUED EFFORTS

• Building UNM’s brand abroad and targeted international recruitment work!

• Soft-Recruitment Via Short-Term Programming
  • Non-credit, certificate programs serve as a pipeline to UNM. Ex: Proyecta Cien Mil, Teacher-Training Programs (Germany), The Innovation Academy for Women of the Americas.

• Focused Partner Relationships
  • Guest student (tuition paying) and development of articulation agreements
  • Intensive-English/Short-Term Programs (ex: MUST-Macau sent 31 students for English-language this summer)
  • Tuition discount packages for strategic global partners

• Int’l Outreach/mobilization of alumni and friends abroad

• April 2017: GEO opened a Passport Acceptance Center in the UNM Bookstore
  • Initiative will stimulate interest in int’l mobility and generate new revenue for faculty and student travel
  • passport.unm.edu
Impact and Update of the Farris Engineering Center Building Renovation

Joseph L. Cecchi
Jim and Ellen King Dean of Engineering and Computing
School of Engineering
Regents’ Academic, Student Affairs, and Research Committee Meeting
April 6, 2017
Farris Engineering Center is Vital to Academic Affairs’ Goals of UNM 2020

Home to 3 of 6 School of Engineering Departments
- Chemical and Biological Engineering
- Computer Science
- Nuclear Engineering

Degree programs that prepare students for lifelong success and makes UNM a destination university
- Biomedical Engineering (MS, PhD)
- Chemical Engineering (BS, MS, PhD)
- Computer Science (BS, MS, PhD)
- Computational Science & Eng (Certificate)
- Nanoscience and Microsystems (MS, PhD)
- Nuclear Engineering (BS, MS, PhD)
Research in Farris advances discovery, innovation, and economic development

- Home to 3 premier research centers
  - Center for Micro-Engineered Materials
  - Center for Nuclear Nonproliferation Science & Technology
  - Institute for Space/Nuclear Power Studies

- Areas of research distinction
  - materials, nanotechnology, biomedical, energy
  - nonproliferation, particle transport, space power, reactor systems
  - computational biology, cyber-security, large-scale computing, bioinformatics, artificial intelligence
Five of the nine distinguished professors in SOE are in the Farris departments

Plamen Atanassov (CBE)

Jeff Brinker, NAE (CBE).

Abhaya Datye (CBE)

Stephanie Forrest (CS)

Deepak Kapur (CS)
Scope of the Farris renovation

- Extending floor 1 & 2 to match the footprint of floor 3 will add 8,700 gross sq. ft.
Reglazing will transform Farris into a virtually new building

Farris 2017
The challenge to the Farris renovation

- Ground floor provides research space for 10 faculty
- Supports total annual research expenditures of $3.6M (2014)
- Research space for
  - 43 PhD students
  - 18 MS students
  - 9 post-doctoral scientists
- Research grant and contractual obligations
  - National Science Foundation
  - Department of Energy
  - Department of Defense
  - Sandia, Los Alamos, and Air Force Research Laboratory
  - Many private companies
- Ground floor provides shared materials characterization facilities used by more than 200 faculty and company users/year
Solution to the challenge

The Plan

• Build out shelled space in Centennial Engineering Center to facilitate critical ongoing Farris research
• Move critical Farris labs to new space
• This provided minimal disruption for contract/grant-funded research and student degree completion

With the new lab space, Centennial is completely built out
Amount of space before and after renovation

<table>
<thead>
<tr>
<th>CONFIGURATION</th>
<th>FLOOR SPACE (gsf)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farris before renovation</td>
<td>67,300</td>
</tr>
<tr>
<td>Additional Farris space - bump outs</td>
<td>8,700</td>
</tr>
<tr>
<td>Farris after renovation</td>
<td>76,000</td>
</tr>
<tr>
<td>New Centennial labs</td>
<td>12,900</td>
</tr>
<tr>
<td><strong>Total space after project completion</strong></td>
<td><strong>88,900</strong></td>
</tr>
<tr>
<td><strong>Net increase in space</strong></td>
<td><strong>21,600</strong></td>
</tr>
</tbody>
</table>
## Funding sources and budgets

### Farris Renovation

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 STB Allocation</td>
<td>$801,500</td>
</tr>
<tr>
<td>2014 GOB Allocation</td>
<td>$20,500,000</td>
</tr>
<tr>
<td>2015 Capital Outlay Special Session</td>
<td>$500,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$21,801,500</strong></td>
</tr>
</tbody>
</table>

### Centennial Laboratories

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Capital Outlay Special Session</td>
<td>$1,468,000</td>
</tr>
<tr>
<td>Institutional Funds</td>
<td>$2,256,900</td>
</tr>
<tr>
<td>SOE and VPR Funds</td>
<td>$450,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,174,900</strong></td>
</tr>
</tbody>
</table>

**Total Project Budget - $25,76,400**
Schedule

• Centennial Engineering Center Laboratories completed 9/16

• Farris renovation scheduled for completion 11/10/2017
Impact and Update of the McKinnon Center for Management

Steven A Yourstone
Department Chair and Acting Dean (4/6-4/10)
Anderson School of Management

Regents’ Academic, Student Affairs, and Research Committee Meeting
April 6, 2017
Substantial Completion: March 2018
60,727 Gross Square Feet
Anderson Graduate Concentrations in MBA program:

- Accounting
- Entrepreneurship
- Financial Management
- International Management
- International Management in Latin America
- Management Information Systems Management
Anderson Graduate Concentrations in MBA program (Continued):

- Management of Technology
- Marketing Management
- Operations Management
- Organizational Behavior/Human Resource Management
- Policy & Planning
- General or “no” Concentration
Anderson Master of Science in MIS/IA
Executive MBA

Anderson Graduate Concentrations in MACCT program:
  • Advanced Concentration
  • Tax Concentration
  • Professional Concentration
  • Information Assurance Concentration
Anderson Undergraduate Concentrations (Bachelor of Business Administration with Concentration in):

- Accounting
- Finance
- Human Resource Management
- Interdisciplinary Film & Digital Media
- International Management
- International Management in Latin America
Anderson Undergraduate Concentrations (Bachelor of Business Administration with Concentration in) (Continued):

- Management Information Systems Management
- Marketing Management
- Operations Management
- Entrepreneurial Studies
- Organizational Leadership
- General or “no” Concentration
## Funding sources

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severance Tax Bond 2014</td>
<td>$721,500</td>
</tr>
<tr>
<td>Donor Funds and Returns</td>
<td>$6,527,196</td>
</tr>
<tr>
<td>Institutional Bonds</td>
<td>$17,278,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$24,527,196</strong></td>
</tr>
</tbody>
</table>
Challenges During Construction

• Faculty are located in Hokona Hall, ASM East, and GSM.

• The dean’s office, administrative group, development office, and marketing office are located in Oñate Hall.

• Until June 2018, we have five fewer classrooms than we had prior to December 15, 2016.
  • That many and more were moved to synchronous and asynchronous online delivery

• During the demolition of ASM West those in GSM, ASM East, Economics, and Social Sciences buildings endured a lot of noise, vibration, and some dust.
  • The level of disruption was well managed by faculty, staff, and students.
Student Benefits from the McKinnon Center for Management

- Five new classrooms
- Four are hybrids
Student Benefits from the McKinnon Center for Management

• Expanded Advising and Career Services
• Expanded Marketing Center
• Innovation Lab
• 12 open casual seating areas for students to utilize.
• 6 closed-door rooms for student study.
2,000 Square foot living room where students can study, relax, socialize, and enjoy.
Other Significant Benefits of the McKinnon Center for Management

• Leeds Silver Rating

• Occupancy sensors in high occupancy spaces to optimize CO2 levels.

• A recent comprehensive study, conducted by the Syracuse Institute of Excellence and Harvard University found that cognitive function diminishes dramatically as CO2 levels rise above 600 ppm.

• 4 Universal Restrooms

• One lactation room

• Significantly more light harvested from the windows into the interior spaces.

• Significant addition of landscaping with trees, benches, shrubs, and walkways.
TAB H

Physics and Astronomy Interdisciplinary Science Building
Mark Peceny, Dean, College of Arts & Sciences

(Presentation to be added)