



**BOARD OF REGENTS  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE**

**MEETING AGENDA**

**February 27, 2020**

**1:00 PM**

**Roberts Room**

**Scholes Hall**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

February 27 – 1:00 p.m.  
Roberts Room, Scholes Hall

**AGENDA**

- I. Call to Order – Confirmation of a Quorum, Adoption of the Agenda**
- II. Approval of Summarized Minutes from Previous Meeting** **TAB A**
- III. Reports/Comments:**
  - Provost's Administrative Report
    - i. James Holloway, Provost & EVP for Academic Affairs*
  - Member Comments
  - Advisor Comments
- IV. Action Items:**
  - A. Division of Ophthalmology** **TAB B**  
*Bob Avery, M.D., Ph.D., Professor and Division Chief of Ophthalmology  
Department of Surgery*
  - B. BS Athletic Training (delete)** **TAB C**  
*Sara Nottingham, Director, Athletic Training Program*
  - C. MS Athletic Training** **TAB D**  
*Sara Nottingham, Director, Athletic Training Program*
  - D. MS Project Management** **TAB E**  
*Steve Walsh, Professor of Management of Technology and Entrepreneurship  
Florencio Olguin, Director, Student Services*
  - E. Sustainable Building (VA) (delete)** **TAB F**  
*Laura Musselwhite, Dean of Instruction, Valencia Branch*
  - F. CERT Structural Integration (TA) (NEW)** **TAB G**  
*Randi Archuleta, Dean of Instruction, Taos Branch*
  - G. College of Education Name Change** **TAB H**  
*Deborah Rifenburg, Dean, College of Education*
- V. Information Items:**
  - A. UNM Seal Recommendation** **TAB I**  
*Assata Zerai, Vice President for Equity and Inclusion*
  - B. Annual Course Fee Review** **TAB J**  
*Nicole Dopson, Director, Financial Operations for Academic Affairs  
Pamela Cheek, Associate Provost for Student Success*
  - C. KUNM Radio Report** **TAB K**  
*Richard Towne, KUNM General Manager*
  - D. Recruiting and Enrollment Strategy and Key Performance Indicators** **TAB L**  
*Dan Garcia, Vice Provost for Enrollment Management*
- VI. Public Comment**
- VII. Adjournment**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

December 5, 2019 – 1:00 p.m.  
Roberts Room, Scholes Hall

**Meeting Summary**

**Committee members present:** *Regent Doug Brown, Student Regent Melissa Henry, Provost & EVP for Academic Affairs James Holloway, Faculty Senate President Finnie Coleman, Staff Council President Ryan Gregg, ASUNM President Adam Biederwolf*

**Regents' Advisors absent:** *Regent Kim Sanchez Rael, GPSA President Muhammad Hussain*

**I. Call to Order @ 1:01pm**

**II. Call to Order – Confirmation of a Quorum, Adoption of the Agenda**

Motion to Approve: Regent Brown

Second: Provost Holloway

**Motion: Approved**

**III. Approval of Summarized Minutes from Previous Meeting**

**TAB A**

Motion to Approve: Regent Brown

Second: Staff Council President Gregg

**Motion: Approved**

**IV. Reports/Comments:**

Provost's Administrative Report

*James Holloway, Provost & EVP for Academic Affairs*

- Four dean searches underway:
  - ✓ Anderson School of Management (Mark Peceny, Search Committee Chair)
  - ✓ College of Education (Julie Coonrod, Search Committee Chair)
  - ✓ School of Architecture & Planning (Christos Christodoulou, Search Committee Chair)
  - ✓ College of Fine Arts (Greg Lanier, Search Committee Chair)
- Data Storytelling Workshop is scheduled for January 15, 2020, 9am-3pm.
- APLU Recommended Actions Include:
  - ✓ Conduct PIR more purposefully by adopting a variety of institutional approaches
  - ✓ Engage stakeholders broadly and across the entire spectrum of PIR activities
  - ✓ Communicate PIR to all stakeholders
  - ✓ Build specific campus and stakeholder structures and policies to incentivize and facilitate PIR
- Grand Challenges Updates:
  - ✓ General Education Teaching Fellows with a Grand Challenges focus.
  - ✓ New Grand Challenge student research webpage
  - ✓ Community engaged scholarship, focused on drinking water management challenges and solutions in small rural communities
  - ✓ Sustainable Water Resources collaboration workshop
  - ✓ UNM Collegiate Recovery Center
  - ✓ Successful Aging Pilot Projects
- Robert Dello-Russo and Alexander Kurota granted \$200,000 from the U.S. Department of Interior Bureau of Land Management to study the prehistory of the under-researched southeast region of New Mexico and west Texas.

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
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December 5, 2019 – 1:00 p.m.

Roberts Room, Scholes Hall

- Branch Campus visits continuing by UNM Leadership.
- UNM-LA delivering Mechanical Engineering degree.
- NM Legislative Finance Committee just published their Quarterly Report that listed UNM-Gallup as having the highest Fall 18 to Fall 19 student retention rate of all the Branch Community Colleges in the state @ 63.1%, beating the New Mexico, Colorado, Utah, Texas and Oklahoma state-wide averages
- Launching 2020 Honors Program Taskforce.
- Johnson Center Renewal completion date set for January 2020.

Member Comments – None.

Advisor Comments – None.

**V. Action Items:**

- |   |                     |
|---|---------------------|
| <p><b>A. 2019 Fall Degree Candidates</b><br/><i>Finnie Coleman, Faculty Senate President</i><br/>Motion to Approve: Regent Brown<br/>Second: Provost Holloway<br/><b>Motion: Approved</b></p>   | <p><b>TAB B</b></p> |
| <p><b>B. AS Health Information Technology (VA) (delete)</b><br/><i>Laura Musselwhite, Dean of Instruction, Valencia Branch</i><br/>Motion to Approve: Provost Holloway<br/>Second: Regent Brown<br/><b>Motion: Approved</b></p>                         | <p><b>TAB C</b></p> |
| <p><b>C. Certificate in Race and Social Justice</b><br/><i>Nancy Lopez, Director, Institute for the Study of “Race” and Social Justice</i><br/>Motion to Approve: Regent Brown<br/>Second: Provost Holloway<br/><b>Motion: Approved</b></p>             | <p><b>TAB D</b></p> |
| <p><b>D. Certificate in Radiation Control Technology (LA)</b><br/><i>Sharon Hurley, Dean of Instruction, Los Alamos Branch</i><br/><b>Motion to Approve Agenda Items D-G:</b> Regent Brown<br/>Second: Provost Holloway<br/><b>Motion: Approved</b></p> | <p><b>TAB E</b></p> |
| <p><b>E. Certificate Nuclear Waste Operator (LA)</b><br/><i>Sharon Hurley, Dean of Instruction, Los Alamos Branch</i></p>   | <p><b>TAB F</b></p> |
| <p><b>F. Certificate Nuclear Enterprise Science &amp; Technology (LA)</b><br/><i>Sharon Hurley, Dean of Instruction, Los Alamos Branch</i></p>  | <p><b>TAB G</b></p> |
| <p><b>G. AAS Nuclear Enterprise Science &amp; Technology (LA)</b><br/><i>Sharon Hurley, Dean of Instruction, Los Alamos Branch</i></p>  | <p><b>TAB H</b></p> |

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

December 5, 2019 – 1:00 p.m.

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**H. Honorary Degree Candidates**

(This item will be discussed in closed session due to the necessity to keep candidate names confidential until such time any proposed candidate(s) are approved and have subsequently accepted the honorary degree.)

**VI. Information Items:**

**A. Research Funding Report**

**TAB I**

*Gabriel Lopez, Vice President for Research*

- Presented on proposals and awards by Main and Branch Campuses for the last five fiscal years.

**B. Data-focused Professional Development Workshop**

*Heather Mechler, Director, Institutional Analytics*

- Workshop is scheduled for January 15, 2020. It will showcase data resources and provide hands-on instruction on how to use data for storytelling.

**VI. Executive Session - Vote to Close the meeting and proceed in Executive Session.**

1) Honorary Degree Candidates – discussion

Motion to Approve: Regent Brown

Second: Provost Holloway

**Motion: Approved**

**VII. Vote to re-open the meeting and certification that only those matters described in Agenda Item VI were discussed in Closed Session and if necessary, final action on matters discussed in Executive Session that are required to be taken in Open Session, as follows:**

1) Final Action on Honorary Degree Candidate(s) - (names to be kept confidential until prospective recipients accept the degree)

Motion to Approve: Regent Brown

Second: Provost Holloway

**Motion: Approved**

**VIII. Public Comment**

**IX. Adjournment**

# UNM Faculty Senate

25 February 2020

Proposal to establish a

**Department of Ophthalmology and Visual Sciences**

# Rationale

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

## Why now ?

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



# Thank you

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## Rationale: National trends

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- Almost all medical schools have independent Departments  
    <5%

# Rationale: Leadership, faculty recruitment and faculty retention

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

## Rationale: Clinical activity

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

# Rationale: Training programs

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

# Rationale: Research

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

# Rationale

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

**Dependent on national recruitment of Chair and faculty expansion**

# Faculty growth

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- Departmental Chair

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



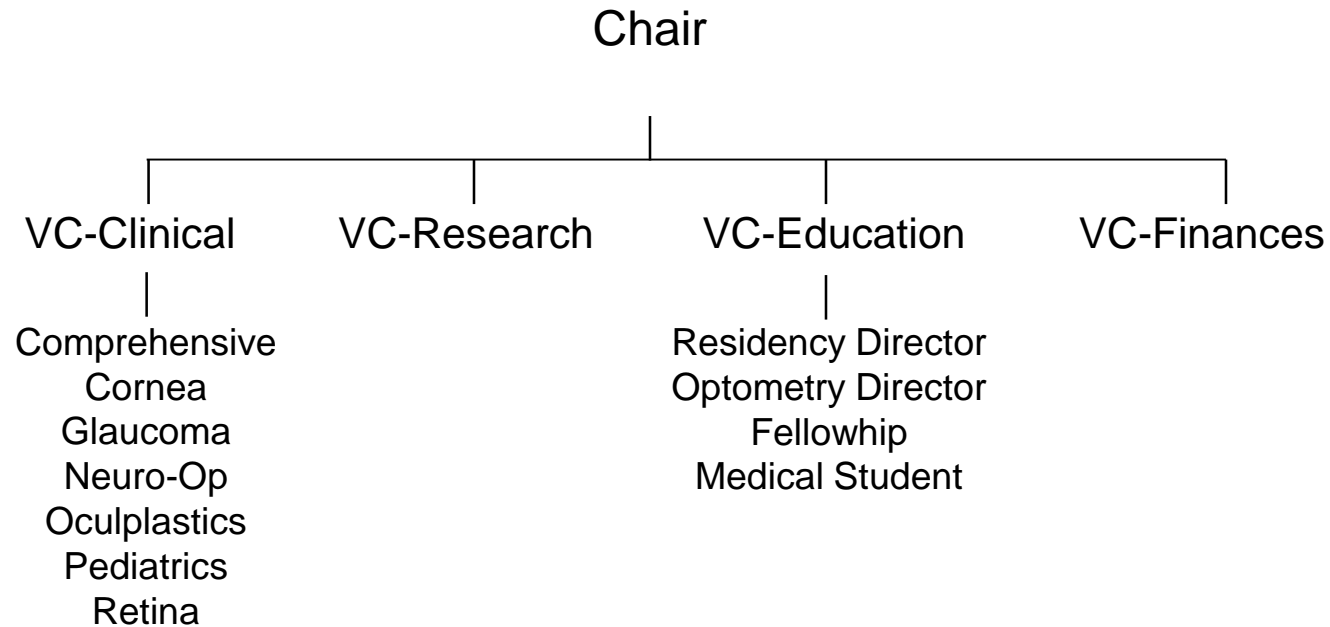
# Budget

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

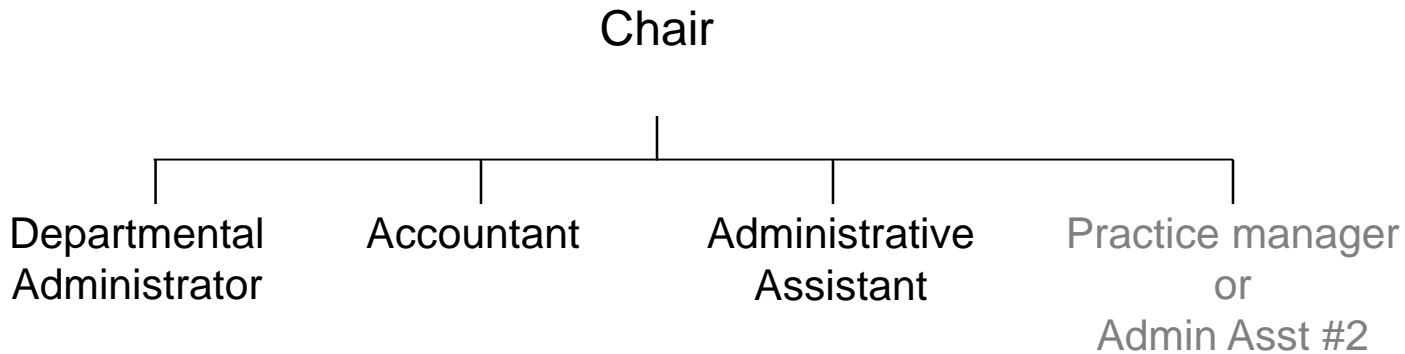
# Academic Structure

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# Administrative Structure

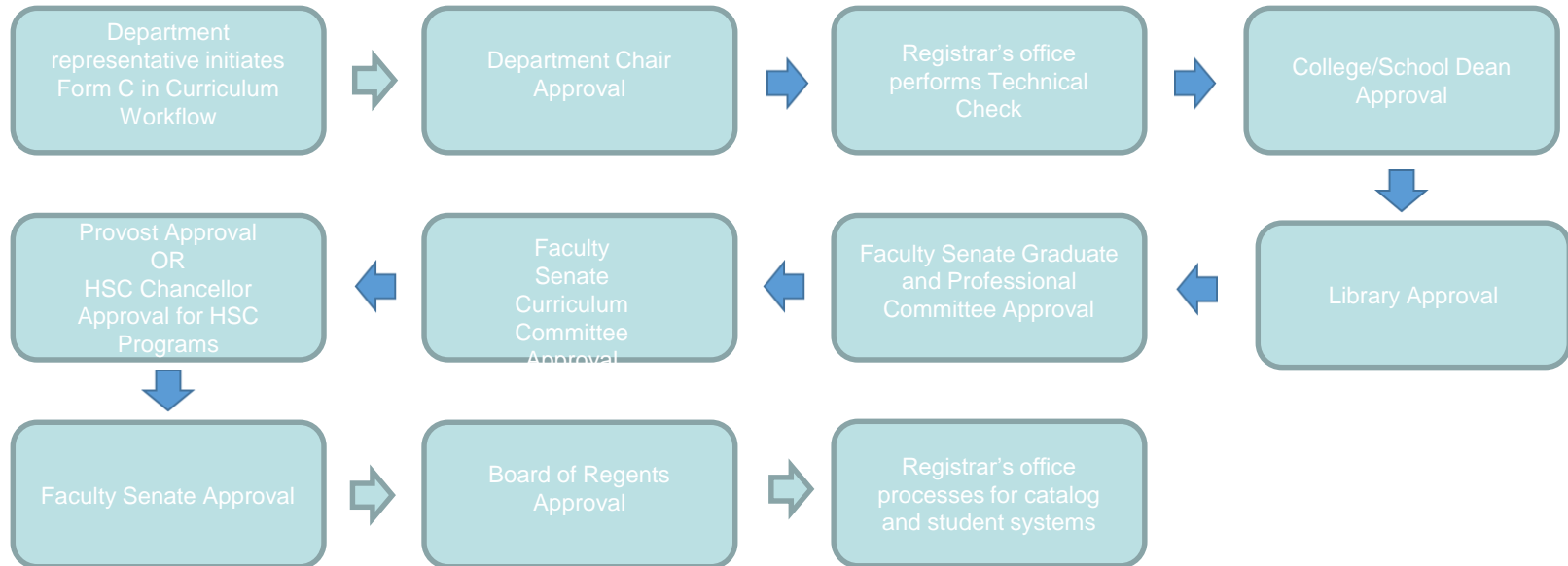
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## Curriculum Workflow Process

### Form C (3) – New Department

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# **Proposal**

*to establish a*

**Department of Ophthalmology and Visual Sciences**

*in the*

**School of Medicine**

*of the*

**University of New Mexico**

15 August 2019

## Executive Summary

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

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

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

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

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

Major reasons for the change include:

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

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

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

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

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

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

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

### 3. *Specialty training and education in eye.*

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Four Vice-chairs will report to the Departmental Chair:

(1) Clinic Activity

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

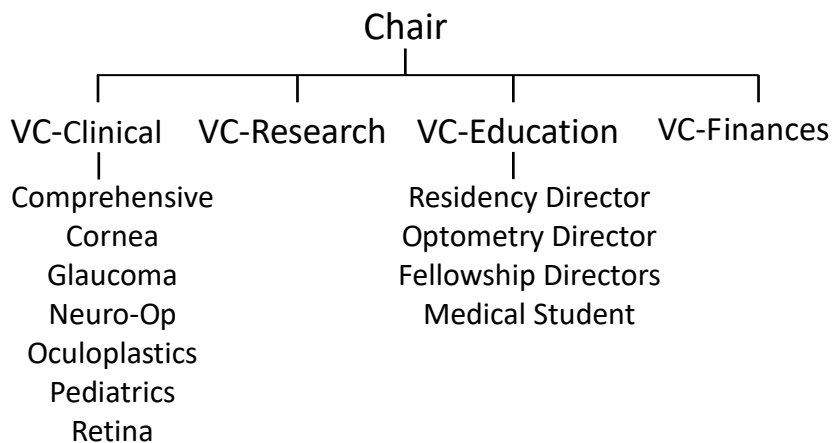
(2) Education

The Vice-Chair for Education will support:

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

(3) Finance

(4) Research



## **Faculty positions, including rank and responsibilities;**

### Current clinical faculty in the Division of Ophthalmology:

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

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

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

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

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

## **Staff positions, including grades and responsibilities.**

The Administrative staff shall include:

- Departmental Administrator
- Departmental Accountant
- Administrative Assistant

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

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

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

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

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

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

The current multidisciplinary research program covers a broad spectrum:

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

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



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

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

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

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

(1) Departmental structure:

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

(2) Faculty recruitment

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

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

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

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

(4) Clinical space.

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

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

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

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

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

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

## Summary

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

**UNM Athletic Training Program  
Undergraduate to Graduate Program Transition  
Teach Out Plan**

**Overview**

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

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

**Timeline**

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

**Final Undergraduate Course Offering**

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

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

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



## **Appendix 1: Catalog Description**

### Overview

Athletic Training Education (ATED)

Degree offered: Master of Science in Athletic Training

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

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

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

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

### Admission Requirements

Prospective applicants must have:

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

### Prerequisite Coursework

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

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

### Professional Curriculum

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

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

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

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

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

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

## Appendix 3: Budget

### Tuition & Fees

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

### Budget Summary

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

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

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

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

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

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

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

Examples of course credit and contact hours are provided below:

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

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

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

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

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

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

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

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

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

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



<content/uploads/2018/09/2020-Standards-for-Professional-Programs-copyedited-clean.pdf>

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

# **TAB E**

## ***MS Project Management***

*Steve Walsh, Professor of Management of Technology and  
Entrepreneurship*

*Florencio Olguin, Director, Student Services*

**(Materials to be provided)**

## **Sustainable Building (Certificate)**

### **Program Description**

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

### **Career and Educational Advancement Opportunities**

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

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

### **Program Requirements**

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

### **Program Learning Goals**

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

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

### **Contact and Advising Information**

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

### **Sustainable Building Certificate Requirements**

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

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

### **Total Required: (29 credits)**

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



# STRUCTURAL INTEGRATION

PROPOSED CERTIFICATE PROGRAM AT UNM-TAOS

2020



## RATIONALE FOR PROGRAM

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

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

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





## POTENTIAL STUDENTS & WORKFORCE OUTCOME

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

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

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

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



## FACULTY LOAD

THE PROGRAM REQUIRES FOLLOWING:

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







## 3 YEAR BUDGETARY PROJECTION

### Faculty Expenses:

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

### Enrollment Minimum 15 students:

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

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



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

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

**1. Program Description**

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

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

Rolfer David Davis states that "Rather than working on symptoms, she evolved a series and sequence of manipulations to change how structure relates to the planet. The gravity of this decision led to developing a sequence of manipulative sessions known as the 10-series. When she first began developing her approach, osteopaths and chiropractors were among the few medical professionals who believed the body could improve with fascial manipulation. The model of osteopathy, that structure creates function, was a key in the development of her work. She also explored man's relationship to gravity as pivotal to structural and functional patterns, problems, and prospects. The insight that connective tissue holds the body in space and that bones act as spacers brought new relationships to light. And Rolf's work is all about relationships: soft tissue to hard, matter to energy, structure to function, and connective tissue to health and well-being<sup>1</sup>."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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<sup>3</sup> [https://www.amtamassage.org/infocenter/economic\\_industry-fact-sheet.html](https://www.amtamassage.org/infocenter/economic_industry-fact-sheet.html)

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

d. How does the program fit with related offerings at UNM branch campuses?  
Associate Degree/Undergraduate Certificate Proposal Outline (Rev 6/14) Page 2

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

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

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

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

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

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

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

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

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

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

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

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DEGREE/PROGRAM CHANGE FORM C Form Number: C2480



Fields marked with \* are required

Name of Initiator: Tryphenia B. Peele-Eady Email: tbpeele@unm.edu Phone Number: 505 277-5221 Date: 04-12-2019
Associated Forms exist?\* NO Initiator's Title\* Associate Professor: Language Literacy Sociocultur
Faculty Contact\* Tryphenia B. Peele-Eady, Ph.D. Administrative Contact\* Deborah Rifembary, Associate Dean for Curriculum, Faculty, & Student Affairs
Department\* Language, Literacy & Sociocultural Studies Admin Email\* riffer@unm.edu
Branch Main Campus Admin Phone\* 505 277-8933

Proposed effective term Semester Fall Year 2021

Course Information

Select Appropriate Program\* Undergraduate Degree Program
Name of New or Existing Program\* College of Education and Human Sciences
Select Category\* Degree Degree Type All
Select Action Name Change

Handwritten note: approved to move to the next level PR 4/16/19

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.\* See current catalog for format within the respective college (upload a doc/pdf file)

Form C - Change the name of the COE to the College of Education and Human Sciences - Exact Title and Requirements .pdf

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

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

The College of Education (COE) requests a change in name from the College of Education to the College of Education and Human Sciences. The reason for this request is to change to a name that more accurately reflects the range of disciplines currently represented in the College and more accurately describes the work that we do (on main campus and at branch locations). Based on majority faculty vote, we propose to change the name of the College to the College of Education and Human Sciences.

Form C - Change the name of the COE to the College of Education and Human Sciences - Executive Summary - Supplemental Documents.pdf

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

Form C- Change the name of the COE to the College of Education and Human Sciences Budget Implications for the Proposed Name Change of the COE.pdf

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

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

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

View Comments on this Form
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**Form C: Change the name of the COE to the College of Education and Human Sciences**

**Exact Title and Requirements**

This is a request to change the name of the *College of Education* to the *College of Education and Human Sciences*. In the catalog, the name of the College would read, the *College of Education and Human Sciences*. This change in name does not affect the titles and requirements of individual courses or departments/programs as listed in the current catalog.



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

### Executive Summary

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

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

The Committee's charge was as follows:

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

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

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

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

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

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

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

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

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

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

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

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

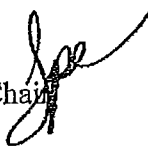
On October 15, 2018, the COE faculty voted on the motion to rename the College. Dean Ochoa published the results of this vote on October 23, 2019. Of the total 91 responses (over 80% of the faculty who voted on this initiative), 52 votes (57.1%) were in favor of changing the name to the *College of Education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

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

**Executive Summary**

**[SUPPLEMENTAL DOCUMENTS]**

**COE Naming Committee**

Date: August 18, 2017  
To: Dean Hector Ochoa  
Cc: Monique Chavez  
Administrative Assistant to the Dean  
From: Tryphenia B. Peele-Eady   
Administrative Fellow & Chair  
COE Naming Committee  
Subject: Report to faculty @ fall 2017 Retreat

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

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

5 faculty across departments:

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

1 Staff member:

6. Natalie Becenti, Staff, Center for Student Success

2 members of the COE Friends Board

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

2 COE Alumni

9. Veronica Tighe
10. Judy Zanotti

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

### **Overview of COE Naming Committee Plan:**

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

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

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

### **Summary of COE Naming Committee’s Discussion:**

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

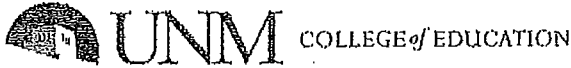
### **Next steps:**

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

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

This concludes the initial report of the COE Naming Committee.

Respectfully submitted,



Date: October 16, 2017

To: Dean Hector Ochoa

Cc: Monique Chavez, Administrative Assistant to the Dean

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

Re: Oral report, COE Faculty Meeting

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Colleagues:

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

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

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

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

2 COE Alumni

Veronica Tighe  
Judy Zanotti

2 members of the COE Friends' Board

Breda Bova  
Deputy Vince Murphy

1 staff member

Natalie Becenti

5 faculty across departments

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

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

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

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

In no ranked order:

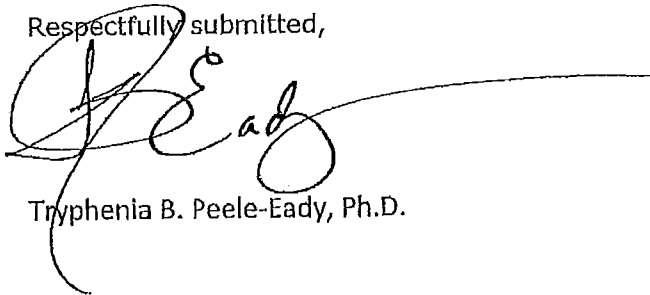
1. College of Education and Human Sciences
2. College of Education, Health, and Human Development
3. College of Education, Human, and Cultural Sciences
4. And no change, in which case, remain College of Education.

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

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

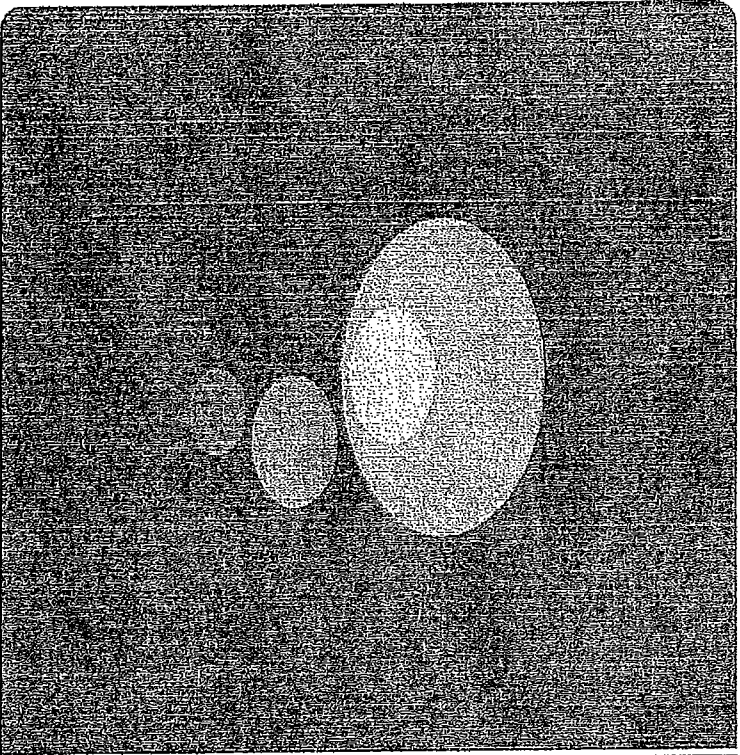
This concludes the second reporting of the COE Naming Committee.

Respectfully submitted,

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

Tryphenia B. Peele-Eady, Ph.D.

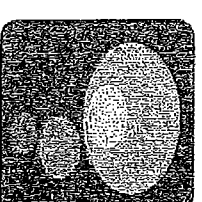




(Re)namming the  
UNM College of  
Education:  
Faculty & Staff  
Forum  
October 15, 2014  
11:00 - 2:00 PM  
Raye Stratton Library

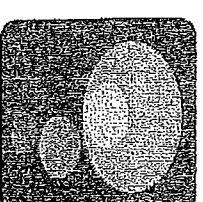
T. B. Peele-Eady, Administrative Fellow

# COE Naming Committee:



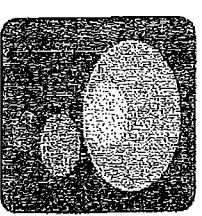
- Dr. Ricky Lee Allen, Faculty, LLSS
- Natalie Becenti, Center for Student Success
- Dr. Breda Bova, COE Friends' Board
- Dr. Ann Gibson, Faculty, HESS
- Dr. Veronica Moore, Faculty, SPCD
- Deputy Vince Murphy, COE Friends' Board
- Dr. Peter Pribis, Faculty, IFCE
- Dr. Deborah Roberts-Harris, Faculty, TEELP
- Veronica Tighe, COE Alumni
- Judy Zanotti, COE Alumni
- Dr. Tryphenia Peele-Eady, Chair, Admin. Fellow
- \*Dean Salvador Hector Ochoa, Ex-Officio

# COE Naming Committee Charge:



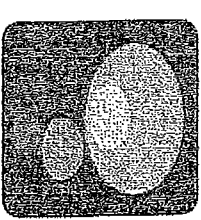
1. Address the following question: **Do we keep the name (of the COE) as it is or do we change it?**
2. Deliberate
3. Put forth an advisory recommendation to the COE

So far (as of 10-3-17)



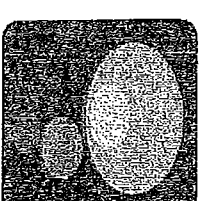
1. College of Education and Human Sciences
2. College of Education, Health, and Human Development
3. College of Education, Human, and Cultural Sciences
4. College of Education (i.e. no change)

# Today's Intentions:



- Discuss initial recommendations of the COE Naming Committee Task Force
- Hear comments and suggestions from faculty & staff
- Consider implications, benefits, & challenges
- Discuss next steps

# What & why?

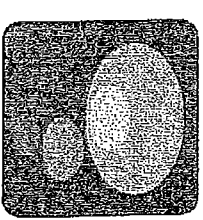


## Trending –

- Human Development
- Human Sciences
- Culture
- Social Policy
- Human Ecology
- Information Studies

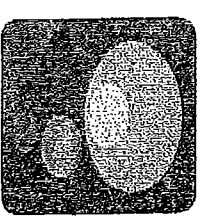
## Reasons –

- Curricula foci
- Legacy
- (re)Branding
- Competitive marketing



Our key concerns: We need a name that –

- Is inclusive
- Focuses on bodies of study rather than units
- Is long-standing
- Reflects COE identity
- Appeals to communities we serve

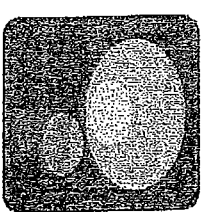


## Practical considerations –

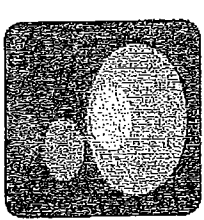
- ▣ What students say about their degrees and majors
- ▣ Curricula
- ▣ Significance of "re-naming" the College in relation to other pressing issues
- ▣ Cost-factors related to (Re)branding
- ▣ Potential (un)intended consequences



# Conceptual considerations –



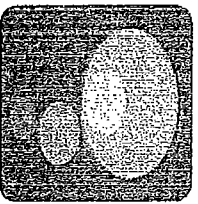
- ▣ Meanings (and implications of) other terms: “education,” science, “studies,” and “research”?
- ▣ Concepts vs. fields of study
- ▣ Distinction between “School” and “College”
- ▣ Nature of democracy

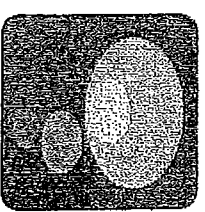


■ *The floor is open for discussion.*

## Next Steps

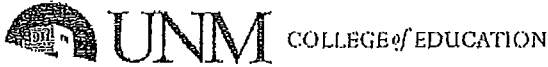
- Propose top 3 recommendations and rationale to the COE faculty
- Hold a forum to discuss these recommendations
- Naming Committee will Reconvene, November 7, 2017 to discuss the results





\*Do let us know as thinking evolves:  
tbppeelee@umn.edu

T.B. Peele-Eady, Administrative Fellow



Date: December 5, 2017

To: Dean Hector Ochoa

Cc: Monique Chavez, Administrative Assistant to the Dean

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

Re: Oral report, COE Faculty Meeting

Colleagues:

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

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

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

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

2 COE Alumni

Veronica Tighe  
Judy Zanotti

2 members of the COE Friends' Board

Breda Bova  
Deputy Vince Murphy

1 staff member

Natalie Becenti

5 faculty across departments

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

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

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

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

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

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

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

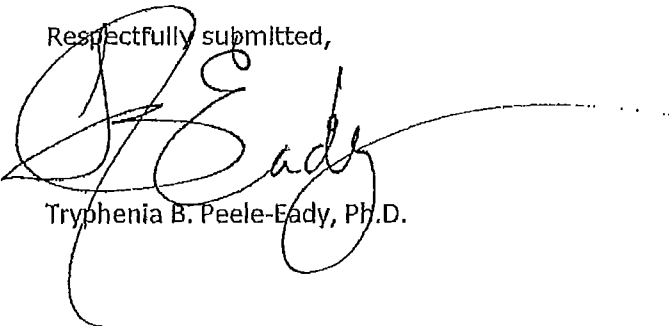
In addition, in effort to seek staff input, on November 7, I emailed the PowerPoint presented at the Forum to the COE Staff Council for their review and input. I am also happy to send this PowerPoint to individuals who were unable to attend the Forum.

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

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

This concludes the third reporting of the COE Naming Committee.

Respectfully submitted,




Tryphenia B. Peele-Eady, Ph.D.

Date: August 15, 2018

To: Dean Hector Ochoa

Cc: Monique Chavez  
Administrative Assistant to the Dean

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

Subject: Report to faculty @ fall 2018 Retreat

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As presented:

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

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

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

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

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

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

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

You may recall:

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

And, at two COE faculty and staff meetings –

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

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

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

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

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

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

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

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

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



representation of students across the five departments.

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

Statements like these underscore this point.

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

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

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

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

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

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

For instance, the following represent comments we considered:

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

Further, data underscored concerns about:

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

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

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

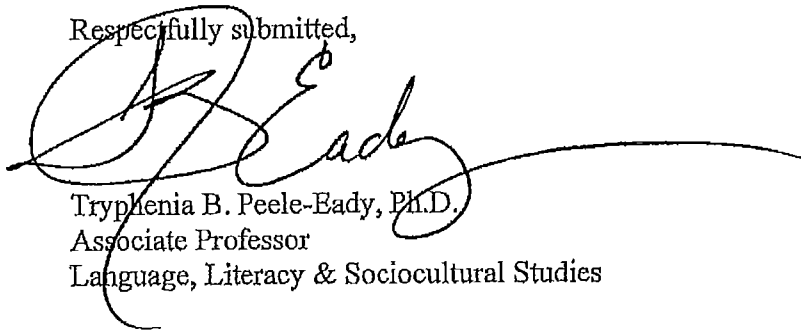
We considered “science” as intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment. A framework that we believe aligns with our mission and Core Values.

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

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

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

Respectfully submitted,

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

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

August 16, 2018

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

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



Re: Main Motion to Proceed to Faculty Vote

---

**Motion:**

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

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

**Background:**

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

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

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

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

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



<https://esurvey.unm.edu/opinio/s?s=87304&tr=11974173&qt=desktop>

## (Re)naming the College of Education?

Dear Student:

The College of Education is considering a name change. This consideration stems from recommendations that originated with the “Reimagination” efforts the College began in 2012. Accordingly, (re)naming the College is also a key part of the “identity” strand in Dean Ochoa’s Critical Issues Strategic Work Plan. The COE Naming Committee Task Force – comprised of five faculty members across departments, one staff member, two COE alumni, and two members of COE Friends’ Board – has been established to facilitate this discussion and process. The Committee has heard opinions from faculty, staff, alumni, and the community, and now we want to hear from you. Please take a moment to respond to the following:

1. Indicate your top two choices for a name change: check a 1st and 2nd choice

	First Choice	Second Choice
College of Education and Human Sciences	<input type="checkbox"/>	<input type="checkbox"/>
College of Education, Health, and Human Development	<input type="checkbox"/>	<input type="checkbox"/>
College of Education, Cultural, and Human Sciences	<input type="checkbox"/>	<input type="checkbox"/>
No Change – remain College of Education	<input type="checkbox"/>	<input type="checkbox"/>

2. Please comment on how you feel your choices represent your degree, field of study, and larger academic concerns and trends.

3. Please provide any additional feedback you have regarding a name change that you believe will help with our decision-making.

Finish

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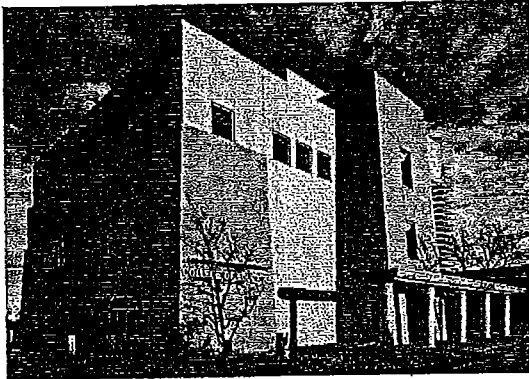
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### College of Education considers name change

By Megan Holmen (https://www.dailylobo.com/staff/megan-holmen) Published 04/30/18 6:58pm

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Courtesy Photo

The University of New Mexico College of Education is currently undergoing a self-evaluation process to determine if the name of the college accurately represents all of its departments and paths of study.

According to the College of Education Dean Hector Ochoa, this has been a lengthy process that began in 2012.

Dr. Tryphenia Peele-Eady, professor and an administrative

fellow at the College of Education, is the Chair of the Naming Committee. Reevaluating the name of the college began as a part of the 2012 reimagination effort, Peele-Eady said.

"We recognize that the nuances of what the business of education looks like needs close examination," Ochoa said.

According to Peele-Eady, the committee has a member from all of the departments in the college. This was intentional, she said — the College of Education wanted to include all of the various perspectives in the college.

These departments include: Department of Health, Exercise & Sport Sciences (HESS), Department of Individual, Family & Community Education (IFCE),

Department of Language, Literacy & Sociocultural Studies (LISS), Department of Special Education (SPCD) and Department of Teacher Education, Education Leadership & Policy (TEELP).

This means that there are six COE professors on the committee. Additionally, the committee includes two COE alumni and one COE faculty member, Peele-Eady said. The committee also includes two individuals from the COE friends board. According to Ochoa, one of the main driving factors in the renaming effort is student voice.

COE students had the opportunity to take a survey earlier this semester to voice their opinions on the possible renaming of the COE. Students were able to rank their



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choices in order of preference as well as leave additional comments, Peele-Eady said. "We surveyed a total of 2,298 students (1,528 undergraduates and 770 graduates)," Peele-Eady said.

The three name changes proposed are College of Education and Human Sciences, College of Education, Health and Human Development, College of Education, Cultural and Human Sciences. The other option is to leave the name as it is, Ochoa said.

Students had a two week window to respond to the survey, Peele-Eady said. The next step in the evaluation process is to review the student survey results and conduct a faculty vote on what name they feel is most appropriate for the college.

Ochoa stated that each component of the names have been seriously examined. The committee examined what each individual word meant as a concept and as a descriptor. Each name was seriously vetted, Peele-Eady said.

Peele-Eady did significant research about the name changes. She examined data from universities across the country and what they have changed their college's names to. Additionally, she researched what the results were for these colleges.

Universities across the country have changed the name of their colleges in an effort to better represent their student population and the schooling they pursue.

According to Ochoa one of the goals of the name change is enrollment levels in the COE. Two of the other reasons for name change is rebranding and enhancing student attraction, according to Peele-Eady. Ultimately, the goal is for the name to reflect the college as accurately and as inclusive as possible.

According to Lucas Cudia, an undergraduate student in the college, the name should be inclusive and represent all the fields of study offered in COE, not just teacher and principal preparation.

"College of Education may not be the most inclusive title, because there are so many other fields of study encompassed in the (college)," Cudia said.

Cudia said that changing the name would be beneficial given that the name is not so long that people cannot remember it. He added that students should feel proud of the college they belong to and that is a hard thing to do if the name does not reflect your field of interest.

Megan Holmen is a freelance news and culture reporter at the Daily Lobo. She can be contacted at [news@dailylobo.com](mailto:news@dailylobo.com), [culture@dailylobo.com](mailto:culture@dailylobo.com) or on Twitter @megan\_holmen.

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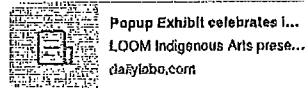
Gov. Lujan Grisham to speak at Spring 2019 commencement ceremony (https://www.dailylobo.com/article/2019/04/lujan-grisham-commencement-speaker-unm) By: Kyle Land (https://www.dailylobo.com/staff/kyle-land) | Apr 11



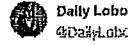
(https://www.dailylobo.com/article/2019/04/lujan-

There are many ways to measure success, and ways of being in the world that the broader UNM community needs to see and regard and include in a larger dialogue."

Story by @samhsoph.dailylobo.com/article/2019/0...

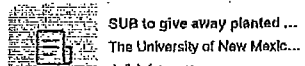


Apr 11, 2019



The event will take place on April 12.

Story by @megan\_holmen.dailylobo.com/article/2019/0...



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Zimmerman prepares to move large amounts of books offsite (https://www.dailylobo.com/article/2019/04/library-zimmerman-book-move)

By: Shayla Cunko (https://www.dailylobo.com/staff/shayla-cunko) | Apr 11



(https://www.dailylobo.com/article/2019/04/library-zimmerman-book-move)

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- 07- (https://www.dailylobo.com/page/07-)
- Culture (https://www.dailylobo.com/page/culture)
- Classifieds (https://www.dailylobo.com/page/classifieds)
- Music (https://www.dailylobo.com/page/music)
- RSS (https://www.dailylobo.com/page/feeds)
- Multimedia (https://www.dailylobo.com/page/multimedia)
- About Us (https://www.dailylobo.com/page/about\_us)
- Opinion (https://www.dailylobo.com/page/opinion)
- Advertising (https://www.dailylobo.com/page/ad\_rates)
- Events (https://www.dailylobo.com/page/events)
- Privacy Policy (https://www.dailylobo.com/page/privacy\_policy)



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

### **Budget Implications for the Proposed Name Change of the COE**

#### **Justification for Changing the Name of the College**

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

#### **Impact on Long-Range Planning**

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

#### **Budget Analysis Implications**

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

#### **Faculty Workload Implications**

This proposed name change will not impact faculty workload.



# SEAL COMMITTEE UPDATE AND RECOMMENDATIONS: PRESENTATION TO ASAR

27 FEBRUARY 2020

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

# PURPOSE OF THE UNIVERSITY SEAL

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

# UNM SEAL BENCHMARKS

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

# THE UNIVERSITY OF NEW MEXICO'S SEAL DESIGN FINALISTS



Design A



Design B



Design C



Design D



Design E



We are gathering community input to help choose a new seal design.

Please rank your favorites at [sealdesign.unm.edu](https://sealdesign.unm.edu)



THE UNIVERSITY OF  
NEW MEXICO

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

## Design A was first choice for 3,029 participants

### Online Rankings (n=6,486)

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

### Card Rankings (n=1,603)

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

# OPEN ENDED RESPONSES PROVIDED BY 2,032 PARTICIPANTS

## Responses to Design A

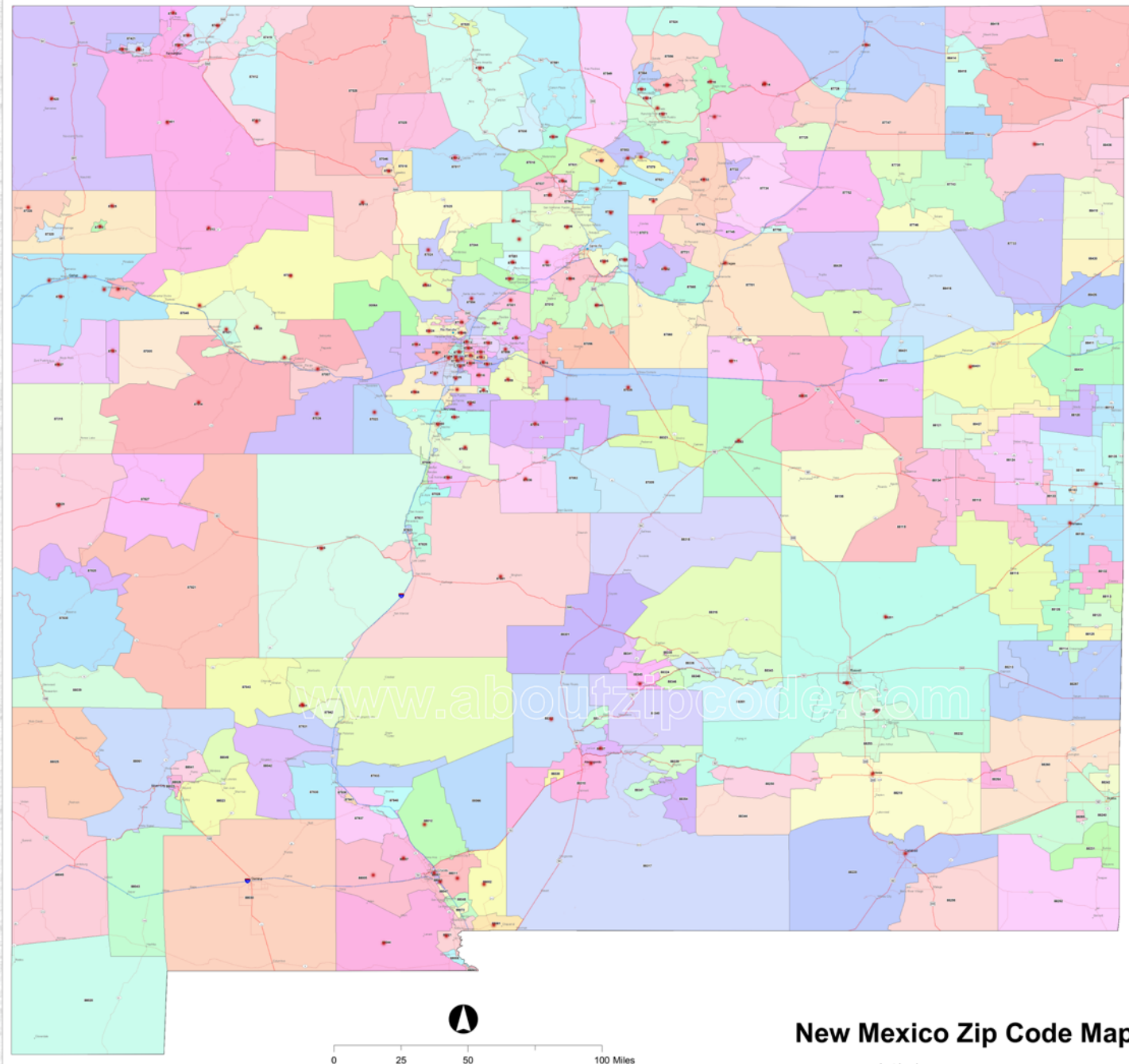
- "I love Design A!" "Cool!" "Love it! OMG!" or some variation=hundreds of responses
- "Needs to represent NM, not just letters."
- "Details are very pretty."
- Positive references to lobo image=approx. 66
- "I prefer the artwork in design A, it reminds me of when I first came to NM." and similar responses=approx.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

## Constructive and Negative Responses to Design A

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

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

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





# NEW MEXICO AND BEYOND: REPRESENTATION BY ZIP CODE

- In addition to over 200 zip codes represented in our responses from participants residing in the State of New Mexico, and pueblos and American Indian nations, we received responses from 38 additional states throughout the US including:

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

# FEEDBACK & RECOMMENDATIONS

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



# TIMELINE

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

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

*\* Denotes past and current DEI Staff*

## **UNM Seal Committee**

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



University of New Mexico Board of Regents  
Academic / Student Affairs / Research Committee  
February 27, 2020

### **Academic Affairs Course Fee Review**

#### **Policies**

Class and curricular fees, or broadly termed “course” fees, at UNM are determined by the policies spelled out in the Regents Handbook 4.7, “Tuition and Fees,” and the University Administrative Policies and Procedures Manual 8210, “Tuition and Related Fees.” The relevant portion of the policy is included as Appendix A to this report.

Broadly speaking, “class” fees are fees tied to the specific costs of delivering certain courses with distinctive expenditures. Examples include the travel costs of a field trip, the cost of particular supplies (art or lab), or special instructional materials. Since these fees fund the costs associated with the provision of a specific class, these fees are typically expended in the semester in which the costs are incurred. “Curriculum” fees, by contrast, are used for equipment and/or staff costs related to an entire course of study. Examples include IT requirements of various colleges (e.g., the unique software requirements of Architecture and Planning or Anderson School of Management); unique equipment costs (e.g., piano studios or engineering labs), or the specific technical staff required to maintain the labs and make them accessible to students.

Per policy, the Regents set the level of all tuition rates and fees that apply to all students. Class and curricular fees that apply to a specific course of study, or assessed at the class, department, or college level, are reviewed and authorized by the Provost for Main Campus and the Chancellor for the Health Sciences Center.

#### **Procedures**

A request to implement or change a class or curricular fee usually originates in an academic department. Proposals are submitted on a required template (attached as Appendix B and C) that gives the necessary technical data, along with a projected budget and description of the fee’s intended use. These are reviewed at the college level and require the authorization of the dean or director before being submitted to the Office of the Provost.

The review of a class or curricular fee proposal at the Provost's level has two components:

1. A review for eligibility, per the definitions of UAP 8210. We ensure the description of the fee conforms to the uses detailed in the policy, and that the projected budget is rational and defensible.
2. A consideration of the fee's impact on students, either in terms of scope (e.g., assessing a large fee for a single course) or scale (e.g., curricular fees that would affect large numbers of students). **Fee approvals are not automatic.** In practice, most eligible class fee requests are approved; however curricular fee proposals are often amended or deferred for consideration in the larger context of tuition/fee decisions.

### Review

Per policy (UAP 8210.3.2.8), each college/school are to review their course fee collections and expenditures at least every two years, in order "to ensure that expenses are allowable, allocable, reasonable, and timely." This year we reviewed fiscal years 2018 and 2019 for Provost Units, University College, College of Fine Arts, College of Arts and Sciences, Anderson School of Management, School of Law, Extended Learning, Honors College, Gallup Branch Campus, and Taos Branch Campus. A summary of this year's reviews is attached as Appendix D.

### Transparency

Course fees are published in each semester's registration schedule online and linked to every appropriate class, so that when students enroll they get a real-time calculation of the cost of their course of study. Students may request a specific accounting of the fees they've been charged for any course or curriculum (UAP 8210.3.2.7).

### Scope

Class and curricular fees are important parts of the funding streams for most colleges and schools. UNM's main campus units collected \$7,961,656 in class and curricular fees in FY19. Proportionally, that represents 4.16% of their total Instruction and General (I&G) budget. Course fees are a relatively small portion of the average student bill. According to data from the Bursar's Office, the average class and curriculum fees paid per student this fall semester was \$165.05, about 5.31% of the total resident full time (15-18 credit hour block) undergraduate tuition bill.

### **Administrative Policies and Procedures Manual - Policy 8210: Tuition and Related Fees**

#### **3.2 Course Fees**

Course fees are charged at the time of registration to students enrolling in specific courses. They are not included in the “mandatory fees” portion of “tuition and fees,” which are paid by all students. Requests for course fees are made to and approved by the Provost or the Chancellor. Course fees are intended to help defray costs specifically associated with certain courses, and are not intended to replace general operating costs, which are paid from tuition. All students who pay course fees must benefit from the fees charged. Course fees are listed in the “Schedule of Classes” posted on the Registrar’s Office website. At the time of registration, a student should have full information on the amount and types of course fees that will be charged for that semester.

There are two (2) types of course fees: class fees and curricular fees.

##### **3.2.1. Class Fees**

A class fee is charged to support the instructional needs of a specific course. The fee is used to pay for required, uniquely identifiable materials or services provided to students that exceed the costs of supplies normally required. Class fees may be approved and implemented if they cover any of the following expenses:

- Cost of activities related to a course (e.g., field trip, tickets to off-campus lecture or event)
- Private instruction and models (e.g., guest speakers, models, tutors)
- An object or product of value retained by the student (e.g., artwork, safety gear)
- Class costs (e.g., specialized equipment or materials, safety protections, laboratory supplies, products)

Class fees may not be used to fund any of the following costs:

- The cost of any instructor of record or assistants
- Regular classroom materials and supplies (e.g., paper, photo copies, markers, chalk)
- Faculty and staff computers, equipment, and general non-program-specific software

##### **3.2.2. Curricular Fees**

A curricular fee is charged to support curricular needs in the department, college, or school. This fee funds short-term and long-term needs for the purpose of instructing students, including technology, broadly shared materials and equipment, and other expenses relevant to multiple courses in a program. A curricular fee can be assessed as a per-credit-hour fee or predetermined

flat fee. Curricular fees may be approved and implemented if they meet any of the following conditions:

- Expendable curricular costs (e.g., computer hardware and software, networking components, cameras, projectors and recorders, maintenance fees, sound equipment, musical instruments, laboratory equipment, gross anatomy program support)
- Personnel costs associated with curriculum support (e.g., technical staff support and training course development)
- Student progress assessments, clinical or practical skills assessments, and standardized patient costs
- Supplemental instruction programs
- Support of program research requirements and student travel to present research
- Medical education computer support including provision of tutorial and standardized patient computer interfaces (HSC only)
- Develop, install, and maintain technology capabilities in lecture halls and classrooms

Curricular fees may not be used to fund any of the following costs:

- The cost of any instructor of record or assistants
- Administrative equipment and supplies
- Faculty and staff computers, equipment, and general non-program-specific software
- Equipment not used by or accessible to students
- Facility remodeling other than for classrooms and instructional labs
- Regular classroom materials and supplies
- Scholarships (except for the Music Department)
- Travel costs for faculty and staff (except when related to program-specific field trips or HSC clinical experiences)

### **3.2.3. Payment of Course Fees**

Approved fees are collected by the University Cashier Department. Academic departments are not authorized to collect course fees directly from students. Course fees are refunded according to Section 5 of UAP 8215 (“Bursar’s Office Operations and Services”). Departmental requests to waive all or part of a course fee must be sent to the Bursar's Office and include a detailed justification.

### **3.2.4. Authorization to Assess Course Fees**

Assessment of course fees requires the approval of the Provost or the Chancellor. Requests for all course fees must be reviewed and approved by the appropriate dean or branch director prior to submission to the Provost or Chancellor, as applicable, for approval. Subsequent approvals are not required each semester unless a change in the fee, course title, or receiving index number occurs.

### **3.2.5. Publication of Course Fees**



All course fees, along with a brief rationale, must be published on the Bursar's Office website.

### **3.2.6. Review of Course Fees**

Colleges, schools, and departments must review course fees at least every two (2) years to ensure that expenses are allowable, reasonable, and timely. The Provost's Office or Chancellor will submit summary findings of these reviews annually to the Board of Regents.

### **3.2.7. Accountability to Students**

Students may submit a written request to the department, school, or college the fee resides under requesting accountability of course fees assessed. The request should state the specific fee and, in the case of class fees, the specific course number and semester. The department, school, or college will respond to the student with the information as soon as possible, but no later than sixty (60) days after receipt of the request.

### **3.2.8. Responsibility and Authority**

The Provost's Office or Chancellor is responsible for the following functions:

- Approving course fees
- Insuring publication of course fees on the Bursar's Office website

Reviewing course fees and reporting on course fees to the Board of Regents every two (2) years.



MEMORANDUM

TO: Associate Provost for Academic Affairs/Chancellor of Health Sciences  
Office of the Provost and EVP for Academic Affairs/VP for Health Sciences

DATE:

FROM: *(Enter: Dean, Executive Director)*  
*(Enter: School/College)*

RE: **Course Fee Proposal**

---

Please answer the following questions and provide any additional documentation that will support this proposal.

- Is this course fee a curriculum or class fee (see policy UAP 8210)?
- Reason for the new/revised fee.
- Have you paid for the expense in the past? How?
- What impact on the students/enrollments will this new/revised fee have?
- How have you communicated the proposed fee to the students? Please explain your process and provide contact information for the college/school.

My signature below confirms that I have read UAP 8210 and understand its requirements (<http://policy.unm.edu/university-policies/8000/8210.html>) as it relates to class and curriculum fees. Course Fee Approval Form and appropriate back-up documentation are attached to this request. I also maintain that the uses of these class and curriculum fees are integral to our ability to provide a flagship-level education to our students.

\_\_\_\_\_  
Dean/Executive Director Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**INSTRUCTIONS:**

For information regarding the creation of new fees as well as changes to existing fees can found in the UNM Policy 8210 available on the UNM Policy website <http://policy.unm.edu/university-policies/8000/8210.html>.

All requests for fee increases or new fees must be fully justified financially by matching projected fee revenues to the purposes specified. Examples and blank budget forms are provided on the attached sheet. If fees will be used for repair or replacement of equipment please attach a depreciation schedule found on the Provost Office website <http://www.unm.edu/~acadaffr/budget-planning/course-fees.html>. Feel free to modify or use additional budget forms as necessary.

<b>Deadlines for receipt of requests:</b>	
Spring	First week of September
Summer	Last week of February
Fall	Last week of February

<b>Please identify: Class Fee or Curriculum Fee (see 8210 policy)</b>					<b>Dept. Contact Person:</b>					
<b>Department:</b>			<b>Mail Stop Code:</b>		<b>Email:</b>					
<b>Index Number:</b>			<b>Program Code:</b>		<b>Telephone Number:</b>					
Subject Code & Course Number	Does fee apply to all sections?	If fee is section specific, provide section #	Course Title	Effective Term	End Term (If applicable)	If cross-listed, will equal fees be assessed for all courses in the cross-list?	Current Course Fee	New/ Revised Course Fee	Index/account code (10 digits)-	Detail Code (Bursar's use only)

<b>REQUIRED APPROVAL SIGNATURES</b>		
Chair _____ _/ _/ _	Dean / Director _____ _/ _/ _	<b>Approved</b> _____ _/ _/ _ Provost for Academic Affairs
Chair (if cross-listed) _____ _/ _/ _	Dean / Director (if cross-listed) _____ _/ _/ _	<b>FOR BURSAR'S OFFICE ONLY</b> Processed By _____ _/ _/ _
Chair (if cross-listed) _____ _/ _/ _	Dean / Director (if cross-listed) _____ _/ _/ _	<b>FOR OFFICE OF THE REGISTRAR ONLY</b> Processed By _____ _/ _/ _

**Sample course fee budget per student**  
**Art Studio 100**

Proposed fee		30.00
Description	Drawing materials	
Projected expenses		
	5 pencils @ 2.00/ea	10.00
	4 drawing tablets @ 5.00/ea.	20.00
Total projected expenses per student		30.00

**Sample course fee budget per section**  
**Biology 100**

Proposed fee		20.00
Description	Lab supplies and equipment	
Projected enrollment		25
Projected revenue		500.00
Projected expenses		
	500 microscope slides (10/student)	100.00
	2 microscopes (1/10 <sup>th</sup> of cost of \$1,000 @ 10 yr. replacement cycle)	200.00
	Cultures	200.00
Total projected expenses per section		500.00

<b><i>Course fee budget</i></b>		
<b>Section:</b>		
	Description	Amount
Proposed fee		
Projected enrollment		
Projected revenue		
Projected expenses		
Total projected expenses		

<b><i>Course fee budget</i></b>		
<b>Section:</b>		
	Description	Amount
Proposed fee		
Projected enrollment		
Projected revenue		
Projected expenses		
Total projected expenses		

<b><i>Course fee budget</i></b>		
<b>Section:</b>		
	Description	Amount
Proposed fee		
Projected enrollment		
Projected revenue		
Projected expenses		
Total projected expenses		

<b><i>Course fee budget</i></b>		
<b>Section:</b>		
	Description	Amount
Proposed fee		
Projected enrollment		
Projected revenue		
Projected expenses		
Total projected expenses		

**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**
**Appendix D**
**Main Campus Schools/Colleges:**

Provost Units  
University College  
College of Fine Arts  
College of Arts and Sciences  
Anderson School of Management  
School of Law  
Extended Learning  
Honors College

	<b>FY18 - Actuals</b>	<b>FY19- Actuals</b>
<b>REVENUE</b>		
OA1 - Tuition Revenue	\$ 79,978	\$ 91,784
OA2 - Student Fees	\$ 7,101,680	\$ 6,981,658
OA5 - Sales & Services	31,059	29,875
OA6 - Other Operating Revenue	2,665	6,577
OP5 - Other Non Operating Revenue	-	41
OS1 - Transfers <b>(please list all transfers)</b>		
1100 - Transfer to I&G General	(1,000)	-
1160 - Transfer to Stud. Soc. Cult.	(2,000)	(2,000)
11E0 - Transfer to Public Service	(500)	-
11F0 - Transfer From Public Service	4,484	-
11H0 - Transfer to Internal Services	(3,273,451)	(2,461,224)
11L0 - Transfer to Student Aid	(58,570)	(59,174)
11N0 - Transfer from Student Aid	3,000	-
1240 - Transfer To Plant Fund Minor	(180,450)	(211,888)
1260 - Transfer from Plant Fund Minor	-	3,488
12C0 - Transfer to Renewal Replacement	-	(30,000)
OV1 - Allocations	(406,446)	(1,736,310)
OZ1 - Reserves	792,905	1,507,274
<b>TOTAL REVENUE</b>	<b>\$ 4,093,356</b>	<b>\$ 4,120,100</b>
<b>EXPENSES</b>		
OF1 - Salaries	689,495	707,026
OG1 - Payroll Benefits	132,552	137,658
OJ1 - Supplies	969,002	1,182,115
OJ2 - Travel	87,921	92,420
OJ3 - Student Costs	132,702	119,754
OJ4 - Research Costs	4,187	5,078
OJ6 - Communication Charges	10,471	15,487
OJ7 - Services	249,354	303,976
OJ8 - Plant Maintenance	169,121	140,232
OJ9 - Utilities	-	-
OJA - Other Expense	30,175	40,459
OJB - Special Grant Contract Expense	2,341	-
OM1 - Capital Expenditures	42,349	8,182
OM3 - Non Cash Expenses	51,871	53,049
<b>TOTAL EXPENSE</b>	<b>\$ 2,571,542</b>	<b>\$ 2,805,437</b>
<b>RESERVES</b>	<b>\$ 1,521,814</b>	<b>\$ 1,314,662</b>


**OFFICE OF  
ACADEMIC AFFAIRS**
**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**
**School/College:**

	Provost Units	
	FY18 - Actuals	FY19- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 8,460	\$ 9,190
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers <b>(please list all transfers)</b>		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	17,250	13,462
<b>TOTAL REVENUE</b>	<b>\$ 25,710</b>	<b>\$ 22,652</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	9,963	10,029
OJ2 - Travel	1,953	1,688
OJ3 - Student Costs	-	-
OJ4 - Research Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	88	284
OJ8 - Plant Maintenance	64	-
OJ9 - Utilities	-	-
OJA - Other Expense	180	180
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ 12,248</b>	<b>\$ 12,180</b>
<b>RESERVES</b>	<b>\$ 13,462</b>	<b>\$ 10,472</b>

**Comments:**

Due to instructor turn-over in the NSMSE program in AY2017 there was a delay in spending fee revenues, therefore a reserve balance accumulated. The reserve balances have been spent down over the last two fiscal years on materials and supplies for each course offering.



**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**

School/College:

University College

	FY18 - Actuals	FY19- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ -	\$ -
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers <b>(please list all transfers)</b>		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	-	-
<b>TOTAL REVENUE</b>	<b>\$ -</b>	<b>\$ -</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	-	-
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ4 - Research Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	-	-
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	-	-
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ -</b>	<b>\$ -</b>
<b>RESERVES</b>	<b>\$ -</b>	<b>\$ -</b>

**Comments:**

University College does not collect course fees.

**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**
**School/College:**
**College of Fine Arts**

	<b>FY18 - Actuals</b>		<b>FY19- Actuals</b>	
<b>REVENUE</b>				
OA2 - Student Fees	\$	1,442,553	\$	1,385,043
OA5 - Sales & Services		15,308		14,282
OA6 - Other Operating Revenue		(0)		861
OS1 - Transfers <b>(please list all transfers)</b>				
1100 - Transfer to I&G General		(1,000)		-
1160 - Transfer to Stud. Soc. Cult.		(2,000)		(2,000)
11H0 - Transfer to Internal Services		(28,984)		(28,984)
11L0 - Transfer to Student Aid		(58,570)		(59,174)
11N0 - Transfer from Student Aid		3,000		-
1240 - Transfer to Plant Fund Minor		(45,834)		(66,072)
12C0 - Transfer to Renewal Replacement				(30,000)
OV1 - Allocations		(327,152)		(341,900)
OZ1 - Reserves		513,463		491,241
<b>TOTAL REVENUE</b>	<b>\$</b>	<b>1,510,785</b>	<b>\$</b>	<b>1,363,297</b>
<b>EXPENSES</b>				
OF1 - Salaries	\$	251,369	\$	218,118
OG1 - Payroll Benefits		38,660		32,457
OJ1 - Supplies		385,041		474,212
OJ2 - Travel		20,835		28,024
OJ3 - Student Costs		117,963		104,420
OJ4 - Research Costs				
OJ6 - Communication Charges		7,187		5,708
OJ7 - Services		69,191		85,551
OJ8 - Plant Maintenance		87,102		34,039
OJ9 - Utilities		-		-
OJA - Other Expense		11,987		15,407
OJB - Special Grant Contract Expense		2,341		
OM1 - Capital Expenditures		32,961		-
<b>TOTAL EXPENSE</b>	<b>\$</b>	<b>1,024,637</b>	<b>\$</b>	<b>997,935</b>
<b>RESERVES</b>	<b>\$</b>	<b>486,148</b>	<b>\$</b>	<b>365,362</b>

**Comments:**

Course fees for CFA are divided into three categories: class fees, curricular department fees, and curricular technology fees. Class fees are course specific and would include items such as art specific materials and supplies directly related to the course. Department fees are for the entire college curriculum, such as sewing machines, photography lab equipment, and musical instruments, as well as sets and scenery used by the students across the curriculum. Technology fees includes all course related technology, such as computers for labs, software, and equipment (special printers, servers, etc.). Staff and student employees managing the labs are also covered by these curricular fees. Reserve balances are accumulated each year in order to purchase expensive equipment and/or maintain student lab and learning spaces that are not routinely purchased annually. An example of these types of purchases include music equipment, such as a piano that can cost over \$100K to replace.




**OFFICE OF  
ACADEMIC AFFAIRS**
**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**
**School/College:**
**College of Arts & Sciences**

	<b>FY18 - Actuals</b>	<b>FY19- Actuals</b>
<b>REVENUE</b>		
OA2 - Student Fees	\$ 1,012,779	\$ 983,041
OA5 - Sales & Services	15,751	15,155
OA6 - Other Operating Revenue	-	871
OP5 - Other Non Operating Revenue	-	41
OS1 - Transfers <b>(please list all transfers)</b>		
11E0 - Transfer to Public Service	(500)	-
11F0 - Transfer From Public Service	1,985	-
1240 - Transfer To Plant Fund Minor	(80,056)	(145,816)
1260 - Transfer from Plant Fund Minor	-	3,488
OV1 - Allocations	-	5,120
OZ1 - Reserves	247,461	167,294
<b>TOTAL REVENUE</b>	<b>\$ 1,197,420</b>	<b>\$ 1,029,193</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ 213,091	\$ 170,941
OG1 - Payroll Benefits	72,196	61,589
OJ1 - Supplies	504,962	397,997
OJ2 - Travel	48,418	45,476
OJ3 - Student Costs	7,306	6,075
OJ4 - Research Costs	4,187	-
OJ6 - Communication Charges	2,545	6,541
OJ7 - Services	105,640	101,179
OJ8 - Plant Maintenance	49,790	64,910
OJ9 - Utilities	-	-
OJA - Other Expense	12,970	10,932
OM1 - Capital Expenditures	9,387	8,182
<b>TOTAL EXPENSE</b>	<b>\$ 1,030,492</b>	<b>\$ 873,821</b>
<b>RESERVES</b>	<b>\$ 166,928</b>	<b>\$ 155,372</b>

**Comments:**

Course fees for A&S are used to fund lab equipment, computers, audio/video equipment, etc. Purchases of this nature are not annual expenses and often occur over a longer period. Computers/audio/video equipment is replaced over a period of 3-7 years depending upon the technology needed and the rate at which the equipment becomes obsolete for supporting the student's education. The FY19 ending reserve balance of \$155K is a (7%) decline from FY18 balance of \$167K.

Material balances reside in departments such as Physics, Chemistry and Biology. These departments all have technology and equipment intensive needs and balances are necessary to plan appropriately for replacement of aging equipment. In addition to regular replacement of lab equipment, software, and audiovisual equipment, the departments must have balances sufficient to respond to any unexpected repair/replacement that may arise during the year.


**OFFICE OF  
ACADEMIC AFFAIRS**
**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**

School/College:	Anderson School of Management	
	FY18 - Actuals	FY19- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 530,580	\$ 520,362
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers <b>(please list all transfers)</b>		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	(54,560)	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	20,000	-
OZ1 - Reserves	(5,567)	183,197
<b>TOTAL REVENUE</b>	<b>\$ 490,453</b>	<b>\$ 703,559</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ 217,611	\$ 309,816
OG1 - Payroll Benefits	20,101	36,937
OJ1 - Supplies	31,994	184,047
OJ2 - Travel	-	-
OJ3 - Student Costs	10,060	8,761
OJ4 - Research Costs	\$ -	\$ -
OJ6 - Communication Charges	270	2,208
OJ7 - Services	5,391	4,951
OJ8 - Plant Maintenance	25	244
OJ9 - Utilities	-	-
OJA - Other Expense	1,804	4,655
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ 287,256</b>	<b>\$ 551,620</b>
<b>RESERVES</b>	<b>\$ 203,197</b>	<b>\$ 151,939</b>

**Comments:**

The technology fees at the Anderson School of Management (ASM) are used to purchase equipment at the Anderson Student Technology Center (STC) for the student computer lab, V-lab and the ASM's classrooms. One full-time staff and approximately 10 student employees are paid to service the equipment, help students with hardware and software issues and faculty with classroom equipment. The ASM computer lab also provides laptops to ASM students for daily use in classes. Any reserves over 10% of total fees are due to timing issues when equipment is ordered around the fiscal year-end.


**OFFICE OF  
ACADEMIC AFFAIRS**
**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**
**School/College:**
**School of Law**

	<b>FY18 - Actuals</b>	<b>FY19- Actuals</b>
<b>REVENUE</b>		
OA2 - Student Fees	\$ 180,568	\$ 181,308
OA5 - Sales & Services	-	438
OA6 - Other Operating Revenue	-	268
OS1 - Transfers <b>(please list all transfers)</b>		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	(17,500)
OZ1 - Reserves	51,544	109,296
<b>TOTAL REVENUE</b>	<b>\$ 232,112</b>	<b>\$ 273,811</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ -	\$ 8,151
OG1 - Payroll Benefits	-	6,675
OJ1 - Supplies	34,449	111,943
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ4 - Research Costs	-	-
OJ6 - Communication Charges	-	1,030
OJ7 - Services	53,552	61,050
OJ8 - Plant Maintenance	32,141	41,039
OJ9 - Utilities	-	-
OJA - Other Expense	2,673	8,125
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ 122,815</b>	<b>\$ 238,013</b>
<b>RESERVES</b>	<b>\$ 109,296</b>	<b>\$ 35,798</b>

**Comments:**

Course fees for the School of Law are used for equipment renewals and replacements in order to maintain modernized technology in multiple classrooms, as well as licensing fees for electronic databases. Reserve balances are maintained for insurance deductibles. The deductible for professional liability for each claim is \$5,000. The deductible for criminal defense endorsement for each claim is \$5,000, therefore sufficient reserve balances are necessary to maintain.


**OFFICE OF  
ACADEMIC AFFAIRS**
**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**
**School/College:**

	<b>Extended Learning</b>	
	<b>FY18 - Actuals</b>	<b>FY19- Actuals</b>
<b>REVENUE</b>		
OA1 - Tuition Revenue	\$ 79,978	\$ 91,784
OA2 - Student Fees	3,886,590	3,819,100
OA6 - Other Operating Revenue	-	-
OS1 - Transfers <b>(please list all transfers)</b>		
11H0 - Transfer to Internal Services	(3,244,467)	(2,432,240)
OV1 - Allocations	(110,244)	(1,396,030)
OZ1 - Reserves	-	559,986
<b>TOTAL REVENUE</b>	<b>\$ 611,857</b>	<b>\$ 642,600</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	-	-
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ4 - Research Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	-	-
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	-	-
OM3 - Non Cash Expenses	51,871	53,049
<b>TOTAL EXPENSE</b>	<b>\$ 51,871</b>	<b>\$ 53,049</b>
<b>RESERVES</b>	<b>\$ 559,986</b>	<b>\$ 589,551</b>

**Comments:**

Course fees collected are allocated to IT for the management and associated costs of the learning management system Blackboard. These fees are also allocated to Extended Learning to support the development of new online courses and assessment of existing online courses.


**OFFICE OF  
ACADEMIC AFFAIRS**
**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**

School/College:	Honors College	
	FY18 - Actuals	FY19- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 40,150	\$ 83,614
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	2,665	4,577
OS1 - Transfers <b>(please list all transfers)</b>		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	2,499	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	10,950	14,000
OZ1 - Reserves	(31,246)	(17,204)
<b>TOTAL REVENUE</b>	<b>\$ 25,019</b>	<b>\$ 84,987</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ 7,424	\$ -
OG1 - Payroll Benefits	1,595	-
OJ1 - Supplies	2,593	3,888
OJ2 - Travel	16,716	17,231
OJ3 - Student Costs	(2,628)	498
OJ4 - Research Costs	-	5,078
OJ6 - Communication Charges	469	-
OJ7 - Services	15,492	50,962
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	561	1,160
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ 42,223</b>	<b>\$ 78,818</b>
<b>RESERVES</b>	<b>\$ (17,204)</b>	<b>\$ 6,169</b>

**Comments:**

Honors' course fees are class specific and would include items such as materials and supplies. Honors' study abroad course (i.e. Conexiones), fees are collected for student travel expenses and accommodations at the host institution. Course fees are distributed for summer courses when the course is taught, therefore can cross fiscal years which can result in expenses posting in the previous fiscal year and revenues collected in the new fiscal year. This explains the negative balances for FY18.


**OFFICE OF  
ACADEMIC AFFAIRS**
**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**

School/College:	Gallup Branch	
	FY18 - Actuals	FY19- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 74,844	\$ 59,240
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers <b>(please list all transfers)</b>		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	30,846	35,799
<b>TOTAL REVENUE</b>	<b>\$ 105,690</b>	<b>\$ 95,039</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	69,891	34,176
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ4 - Research Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	-	-
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	-	-
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ 69,891</b>	<b>\$ 34,176</b>
<b>RESERVES</b>	<b>\$ 35,799</b>	<b>\$ 60,863</b>

**Comments:**

Gallup Branch Campus course fee are used for the Division of Arts and Sciences, Division of Education, Health and Human Services, and Division of Business and Applied Technology. These fees are used for a variety of curricular and direct classroom needs, such as materials, supplies, equipment and technology needs. Balances are necessary for each division in order to plan for replacement of equipment, software, and lab maintenance, as many of these expenses do not occur on an annual basis.

**Review of Course Fees  
Fiscal Year 2018 and Fiscal Year 2019**
**School/College:**
**Taos Branch**
**REVENUE**

	FY18 - Actuals		FY19- Actuals	
OA2 - Student Fees	\$	156,655	\$	164,977
OA5 - Sales & Services		42,677		125,146
OA6 - Other Operating Revenue		-		-
OS1 - Transfers <b>(please list all transfers)</b>				
11E0 - Transfer to Public Service		-		-
11F0 - Transfer From Public Service		-		-
1240 - Transfer To Plant Fund Minor		-		-
1280 - Transfer to Plant Fund Major		-		-
OV1 - Allocations		-		-
OZ1 - Reserves		-		-
<b>TOTAL REVENUE</b>	<b>\$</b>	<b>199,332</b>	<b>\$</b>	<b>290,123</b>

**EXPENSES**

OF1 - Salaries	\$	-	\$	-
OG1 - Payroll Benefits		-		-
OJ1 - Supplies		84,644		111,074
OJ2 - Travel		10,923		21,000
OJ3 - Student Costs		2,632		5,467
OJ4 - Research Costs		-		-
OJ6 - Communication Charges		6,348		6,260
OJ7 - Services		20,001		26,920
OJ8 - Plant Maintenance		45,321		28,789
OJ9 - Utilities		-		-
OJA - Other Expense		1,458		58
OM1 - Capital Expenditures		-		-
<b>TOTAL EXPENSE</b>	<b>\$</b>	<b>171,327</b>	<b>\$</b>	<b>199,568</b>

<b>RESERVES</b>	<b>\$</b>	<b>28,005</b>	<b>\$</b>	<b>90,555</b>
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**Comments:**

Taos Branch Campus course fees are used for lab equipment, field trips, technology support, hardware and software maintenance, and direct classroom materials and supplies.

# KUNM Radio Board Annual Reports to the Board of Regents of the University of New Mexico for 2018 and 2019

This report is a summary of the work of the Radio Board for the 2018 and 2019 calendar years.

KUNM is licensed by the FCC to the Board of Regents of the University of New Mexico (the “Regents”). The Regents have the responsibility under the Communications Act of 1934, as amended, for all aspects of the station's operations, including programming.

The Regents, as licensee, have established Regents policy 8.7 to emphasize its commitment to programming of the highest quality on KUNM, to articulate the station's role in complementing the academic mission of the University and in meeting community needs, and defining the administrative structure for operation of the radio station.

## **Background**

The KUNM Radio Board was established by the Board of Regents in 1988 to establish and maintain a process to address listener concerns and volunteer grievances and to make recommendations to station management on programming issues and other important station policies and practices. The KUNM Radio Board, referred to in this report as the Board, provides a forum where KUNM staff, volunteers and members of the listening community are free to voice their views and concerns. The Board operates under bylaws approved by the Board of Regents.

It is the Board’s responsibility under the Regents Policy and Board Bylaws to participate in a process for volunteer grievances, to review the issues brought before it and to communicate those matters to KUNM management. The bylaws also require that the Board prepare an annual report for the Board of Regents that covers actions taken, concerns raised, and recommendations made.

## **Governance**

The KUNM Radio Board currently operates under a governance structure that was put in place in 1988 and primarily consists of the Regents Policy on KUNM, KUNM Radio Board Bylaws, KUNM’s Policies and Procedures for Staff and Volunteers, and the Volunteer Grievance Procedure.

## **2018 and 2019 KUNM Radio Board Accomplishments**

Updates to the Radio Board Bylaws were approved by the Board of Regents (April 9, 2019). Over the past few years, the Board has worked on revisions to the Radio Board Bylaws with the intent of updating and improving the processes that the Bylaws govern. Approval happened after multiple cycles of review by staff, students, volunteers, Provost Designee, Regents’



subcommittee and the Office of University Counsel.

Under the Radio Board Bylaws the Board is charged with undertaking periodic reviews of all programming and making recommendations to station management. In 2018, the Board initiated a **Program Review Process**. We created a feedback form to guide Board members in reviewing all KUNM programs. Board members listen to specific shows while considering how closely each conforms to its stated mission and the broader Regents mission. The intent is to provide feedback to station management and individual show producers. This should stimulate ongoing discussion of mission fidelity and public service. Copies of these reviews are available on the Board's Google Drive.

The Board created an **Annual Rhythm** document which outlines a timeline for accomplishing Board business. This was in response to Associate Provost Pamela Cheek's request that the Board set a pacing calendar and produce annual reports in a timely fashion.

A **New Board Member Orientation** process was created in response to the challenge of regular Board turnover. It provides an outline for getting new members up to speed and includes some training modules on the Google Drive.

## Concerns

Regular turnover of Board members presents an ongoing challenge. The current appointment schedule has the potential for 50% of the Board turning over on an annual basis. There is a lack of continuity on the Board as new members tackle a learning curve. At our March 2019 meeting we were unable to elect new members to fill leadership roles to replace those who were leaving. All three leadership positions are being filled on a temporary basis.

### *Recommendations:*

1. To improve workflow, the new Board needs to tackle the issue of frequent and simultaneous turnover:
  - a. In accordance with Article 4 (Membership) of the Bylaws, the board should create a schedule for staggering the turnover of board members.
  - b. Additionally, it would be beneficial for the board to 'tap' UNM infrastructure to run elections electronically.
  - c. the board should develop strategies for engaging community members to become involved in Radio Board activities.

## Grievance

No grievances were presented to the Board in 2018 and so far in 2019.

New Board members must receive grievance training, as required by the Bylaws, to understand their roles in the grievance process. Grievance training was provided by Marc Robert to both the Board and Volunteers. Marc Robert was a Community Elected member of the Board through April 2017 and is also an attorney.

**Recommendations:**

- 2. Continue to provide annual grievance training to the Volunteers as well as the Board.

**Programming**

The Radio Board approved management’s proposal to change The Children’s Hour from a program produced by KUNM to a program produced by a local program syndicator. The Board believes that Station programming continues to meet the Regents’ Goals for KUNM.

Local programming on KUNM is created by a diverse and dedicated group of public radio professionals, students and volunteers who serve audiences that are unserved elsewhere on the radio dial. The KUNM news team reaches across the state producing award winning reporting. Mixed with national news and information programming from NPR and other media outlets, the Radio Board believes that KUNM fulfills the Regent’s primary goals for the station.

**Listenership**

The Radio Board reviews publicly available data from Nielsen Audio, Inc and CPB (Corporation for Public Broadcasting) to examine trends in listenership and voluntary listener contributions to KUNM. This is important because KUNM’s contributing listeners and local program sponsors provide about \$1.5 million of the station’s annual cash budget of about \$2.1 million.

KUNM purchases audience data from Nielsen twice a year. Data collection is based on listener “diaries” placed throughout KUNM’s listening area. Mentions of KUNM listening on any device is counted in the cumulative data. The Radio Board notes the following data summary for KUNM’s weekly audience size:

- 2015 - 97,300 listeners
  - 2016 - 91,200 listeners
  - 2017 - 100,450 listeners
  - 2018 - 92,800 listeners
  - 2019 - 83,000 listeners (Spring estimate only thus far in 2019)
- (Source: Nielsen age 12+, full week cumulative audience in total service area)

KUNM tracks the number of individual donors contributing to the radio station each fiscal year for reporting to CPB. This information was reviewed by the Radio Board for this report.

FY14	7,780 donors	giving \$ 880,140 total	\$113 average gift
FY15	7,515 donors	giving \$ 875,540 total	\$117 average gift
FY16	7,480 donors	giving \$ 862,670 total	\$115 average gift
FY17	8,380 donors	giving \$1,054,450 total	\$126 average gift
FY18	8,150 donors	giving \$1,043,180 total	\$128 average gift

***Recommendations:***

3. KUNM continue to expand its streaming and digital content, including increasing digital availability of all programming, podcasting many locally produced programs and promoting its internet menu in its marketing strategy.
4. The Station Management, at its earliest convenience, provide the radio board with any recommended changes to the KUNM programming and programming schedule.

**Conclusion:**

KUNM remains a vital part of the University of New Mexico and the New Mexico media landscape. The Radio Board remains committed to its role as an advisor to the station.

This report was prepared by the KUNM Radio Board and was reviewed and recommended for approval at its meeting of November 5, 2019.

**Enrollment Management: Key  
Performance Indicators,  
Recruiting and Enrollment Strategy**



THE UNIVERSITY OF  
NEW MEXICO<sup>®</sup>

# What are EM Key Performance Indicators?

## Key Performance Indicators

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

## Performance Indicators

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

# EM Key Performance Indicators

## POPULATIONS

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

## ACTIVITY

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

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



# Total Enrollment

## The University of New Mexico Fall Enrollment History 2010 – 2019

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

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



## Freshman Applicants

### The University of New Mexico

### Fall New Freshman Admission Funnel 2017 – 2019 + Current

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

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

## Freshman Applicants – NM Residents

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

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

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

## Freshman Applicants – Non-Residents

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

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

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

## Transfer Applicants

### The University of New Mexico

### Fall New Transfer Admission Funnel 2017 – 2019 + Current

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

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

## Graduate Applicants

### The University of New Mexico

### Fall New Graduate Admission Funnel 2017 – 2019 + Current

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

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

# Key Strategies

## 1. Improve Communications

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

## Key Strategies (continued)

### 2. Improve Processes

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

## Key Strategies (continued)

### 3. Leverage Resources and Technology

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