



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

**MEETING AGENDA**

**February 4, 2016  
1:00 PM  
Roberts Room  
Scholes Hall**

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

Feb 4, 2015 – 1:00 p.m.  
Roberts Room, Scholes Hall

**AGENDA**

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** **TAB A**
- III. Reports/Comments:**
  - Provost's Administrative Report
    - i. Chaouki Abdallah, Provost & EVP for Academic Affairs*
  - Member Comments
  - Advisor Comments
- IV. Action Items:**
  - A. Global & National Security Policy Institute** **TAB B**  
*Emile Nakhleh, Coordinator, UNM National Security Programs*
- V. Information Items:**
  - A. Annual Course Fee Review** **TAB C**  
*Greg Heileman, Associate Provost for Curriculum*
  - B. Innovation Academy Update** **TAB D**  
*Rob Del Campo, Director, Innovation Academy*
- VI. Faculty Presenter** **TAB E**  
  
**Michelle Chwastiak "Accounting at War"**
- VII. Public Comment**
- VIII. Adjournment**

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

Dec 3, 2015 – 1:00 p.m.  
Roberts Room, Scholes Hall

**Meeting Summary  
(All “TABS” correlate to the Dec ASAR E-Book)**

*Committee members present: Regent Bradley Hosmer, Regent Susan Quillen, Regent Ryan Berryman, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Staff Council President Crystal Davis, Faculty Senate President Stephan Posse*

*Regents’ Advisors present: ASUNM President Jenna Hagengruber and GPSA President Texanna Martin*

**I. Call to Order 1:04 p.m.**

**II. Approval of Summarized Minutes from Previous Meeting: TAB A**  
**Motion to Approve:** Regent Susan Quillen  
**Second:** Provost Chaouki Abdallah  
**Motion Passed**

**III. Reports/Comments:**

A. Provost’s Administrative Report

*Chaouki Abdallah, Provost & EVP for Academic Affairs*

- Overview of the academic plan
- Acknowledgement of luminaria award winners
- Administration met with African American student groups to discuss college experience and hear concerns
- The governor will be holding a higher education summit in Albuquerque that UNM will attend
- By November 2017 there will be state wide common course number

B. Member Comments

*Staff Council President Crystal Davis*

- Staff as students events will continue and have been well received
- Gerald May awards coming up

C. Advisor Comments

*GPSA President Texanna Martin*

- Texanna was one of the luminaria award winners
- GPSA & ASUNM worked together to collect 106 turkeys to give out to students for Thanksgiving
- SFRB process is being finalized
- Both the Law School lighting & Zimmerman study space projects are underway
- GPSA will be holding an open house in their office in the SUB
- Gearing up for UNM day to showcase graduate student work as well gain support for the capital outlay project
- GPSA will continue to work to further better the GPSA grant process

*ASUNM President Jenna Hagengruber*

- Had a joint meeting with students at NM State to discuss the lottery scholarship
- Student Success week will once again be happening

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
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**IV. Action Items:**

**A. Approval of Honorary Degrees** **TAB B**

*Jennifer Thacher, Faculty Senate Honorary Degree Chair*

**Motion to Approve:** Provost Chaouki Abdallah

**Second:** Regent Susan Quillen

**Motion Passed**

**B. Approval of Fall Degrees** **TAB C**

*Stephan Posse, Faculty Senate President*

**Motion to Approve:** Provost Chaouki Abdallah

**Second:** Regent Susan Quillen

**Motion Passed**

**V. Information Items:**

**A. Accreditation Update** **TAB D**

*Greg Heileman, Associate Provost for Curriculum*

- Presentation available upon request
- Dr. Heileman prepared a special video to promote accreditation and the video will be shown to departments around campus
- Overview of the process and timelines was outlined
- Breakdown of the committees and their structures
- Explanation of why accreditation is a benefit to the university

**B. Differential Tuition: School of Engineering** **TAB E**

*Joe Cecchi, Dean, School of Engineering*

- Presentation available upon request
- Explanation of budget concerns shown with a comparisons of both student and faculty needs
- Impact on accreditation with ABET
- Comparison of peer institutions
- Breakdown of salaries after graduation
- Comparison of differential tuition across UNM

**C. Branch Campus Operating Agreements** **TAB F**

*Chaouki Abdallah, Provost & EVP for Academic Affairs*

- MOUs for the branches campuses were shown and explained

**VI. Public Comment - None**

**VII. Adjournment 3:12 p.m.**

**Motion to Approve:** Provost Chaouki Abdallah

**Second:** Regent Susan Quillen

**Motion Passed**



2.4.16

UNM Board of Regents Academic and Student Affairs and Research Committee



UNM

*Global & National Security Policy Institute*

# Why have a conversation about global and national security in higher education?



**Global and national security, broadly defined, in a rapidly changing world with interconnected economies and technologies is a fundamental concern in the 21st century**

- UNM is in a strong position to launch a coordinated educational and research national security program to train our future leaders and enhance our graduates competitive edge in the market place
- UNM already rich with programs in many disciplines related to national security
- Collaborative research with DOE national laboratories

# Why have a conversation about global and national security in higher education? Continued...



## From Global to Local: Providing context and understanding of better solutions to deal with...

- Terrorism
- Imploding States
- Refugees
- Technology Transfer, Global Financial Investments, Trade

# Global & National Security, Broadly Defined: An Interdisciplinary Model





# Key Recommendations

## Establish a UNM university-wide, sustainable, interdisciplinary Global and National Security Policy Institute (GNSPI)

- Enhance UNM standing across the country in National Security
- Help UNM compete for funding & institutionalize collaboration with the national labs, national security industry, and other academic institutions
- Enhance UNM graduates' competitive edge in seeking employment
- UNM wide senior faculty committee to integrate & oversee

# Key Recommendations

## **Establish an interdisciplinary non-traditional, module-based, MA in Global and National Security**

- Long weekend team taught modules over 1-2 years
- Primarily students from the workforce
- Modules include international regimes, environmental security and resiliency, nuclear policy, law, global, natural resources, health, human and cyber security

# Key Recommendations

- Establish an interdisciplinary undergraduate National Security Certificate (Already in Place)
- Establish an interdisciplinary graduate National Security Certificate (Preliminary Stages)

# Outside Communities

## Positive Responses from New Mexico Scientific Community

- Sandia & Los Alamos national labs: Possible team teaching and joint hires
- Raytheon, Northrop-Grumman: Excited about hiring more UNM graduates & developing learning opportunities for their workforce

### Other Major Universities with National Security Programs:

- East Coast: Harvard, MIT, Princeton, Tufts, Johns Hopkins, Georgetown, GW, etc.
- West Coast: Stanford, UCLA, Arizona, Colorado, Denver, etc.
- Others: Chicago, Illinois, Ohio, Georgia, Texas, etc.

# Internal and External Funding Sources

- Internal investment in GNSPI by UNM of \$50,000 per year
- External investment in GNSPI by national labs and the national security business community of \$100,000
- GNSPI should become self-supporting in 3 years based on tuition and student enrollment projections
- Proposed tuition rates are comparable to UNM professional graduate programs and competitive to other National Security programs

# Comments & Questions



UNM

*Global & National  
Security Policy Institute*



**UNM**

*Global & National  
Security Policy Institute*



# National Security Report

Prepared for the  
UNM Board of Regents  
Academic and Student Affairs and Research Committee

by Dr. Emile Nakhleh  
Coordinator, UNM National Security Programs

11.5.15

**National Security Report**

**Submitted to  
Dr. Chaouki Abdallah  
Provost, University of New Mexico**

**Submitted by  
Dr. Emile Nakhleh  
Coordinator, UNM National Security Programs**

**June 30, 2015**



## **Key Recommendations**

- 1. Establish a UNM university-wide, sustainable, interdisciplinary Global and National Security Policy Institute (GNSPI), with its own brand, to be housed in the office of the UNM Provost.**
- 2. Establish an interdisciplinary Undergraduate National Security Certificate, along the lines of the existing National Security and Strategic Analysis (NSSA) Certificate, approved by the Faculty and Regents in 2014 and currently housed in University College.**
- 3. Establish an interdisciplinary Graduate National Security Certificate, to be housed in the Graduate Studies Office.**
- 4. Establish an interdisciplinary, non-traditional (long weekend modules) MA in National Security, to be housed in the Graduate Studies Office.**

## **Background**

Following a series of discussions with the UNM Provost Chaouki Abdallah and Associate Provost Greg Heileman in the fall of 2014 about the rich, albeit discrete, national security programs offered at UNM, the Provost appointed me to explore UNM programs, courses, research, and projects, which could relate to national security, broadly defined, and recommend whether they should be placed under a broad umbrella with its own brand. The appointment was prompted by the fact that UNM offers a wealth of programs and courses related to national security, including international relations, foreign policy, public policy, the humanities, social sciences, engineering, computer science, cyber security, management, technology, leadership, human geography, health sciences, law, conflict and conflict resolution, and political economy.

Given the strength and breadth of the UNM existing programs in this area, the diversity of our students, and the collaborative research with the national labs—particularly Sandia and Los Alamos—UNM, as the flagship institution of higher education in New Mexico, is in a strong position to launch coordinated educational and research programs that would be integral to our nation’s physical, human, and cyber security. Such programs would promote the development of fundamental theories, advanced analysis, and novel methods and technologies, as well as provide our students and non-traditional students from the workforce (the national labs and national security corporations, including, among others, Raytheon, Northrop Grumman, and Applied Research Associates) with the knowledge, skills, and opportunities necessary to successfully compete for careers in national security. Furthermore, the diversity of the UNM student body will bring to the national security mix language and cultural expertise and understanding, which would help our future leaders better interact with leaders from other cultures and societies.

After I was appointed in November to coordinate these programs, I held a series of individual meetings with UNM academic leaders, ranging from President Bob Frank to deans, department chairs, professors, and program directors. As a Senior Adviser to the National Security Studies Program, together with Jim Tegnalia, I held several meetings with the NSSP director, Frank Gilfeather, and members of the NSSP advisory committee. I also met with Regent Brad Hosmer and with the Chancellor of the UNM School of Medicine, Paul Roth. By early January 2015, I had met with every dean and department chair. A vast majority of the UNM academic leaders I met were enthused about the initiative, and several said, “How come you waited so long?” Once “national security” was explained as a much wider area of research and teaching than intelligence, many began to view the initiative as win-win for the students, the faculty, and the university as a whole.

## **UNM National Security Committee**

Following the myriad of meetings, which constituted the first stage of the initiative, I recommended to the Provost to appoint a high-level committee that would represent the entire university—School of Medicine, School of Law, Anderson School of Management, School of Engineering, and College of Arts & Sciences. The UNM National Security Committee, which the Provost appointed in January 2015, consisted of one Dean, one Associate Dean, six department chairs, and five professors. I chaired the committee and moderated its meetings. Half way in the semester, Bob Miller, Chair of the Biology Department, was replaced by Professor Dave Hanson (Appendix I) The committee met bi-weekly on Fridays from late January until late June. Toward the end, we also met with five representatives from Sandia National Laboratories, Raytheon, Northrop Grumman Corporation, and Applied Research Associates (ARA).

The Committee was given the following tasks:

- Identify the national security-related courses and programs in different departments and colleges that students could take in addition to their discipline majors as a certificate or a minor. Once a student takes some of these courses, on the undergraduate or graduate level and fulfill their Certificate or minor requirements, a Certificate or a minor in national security would be so indicated on the student's degree. The national security program should be interdisciplinary.
- Recommend a name and a brand of the umbrella entity and how to identify it. What is important is that such an entity should be university-wide—Arts & Sciences, Engineering, Anderson, Law, and Health Services—and should not be identified with any one department, college, or discipline.
- Recommend where such an entity should be housed. Again, the housing of

the national security entity should signal to the UNM community that it is a university entity that transcends existing stovepipes.

- Explore the possibility of establishing a non-traditional Masters degree in National Security, which would be offered to students from the New Mexico labs, national security-oriented corporations, and State and Federal Government offices in the area. Regular UNM students could also enroll in this degree program. The UNM Executive MBA degree might offer a useful model for the proposed Masters in national security.

### **Guest Reactions**

As the committee meetings were winding down, we invited senior representatives from Sandia National Labs and the national security community in Albuquerque to hear their views on the UNM national security initiative. In response to our presentation about the establishment of a national security program at UNM (Institute, certificates, minors, and a non-traditional masters degree), the representatives from Sandia, Raytheon, Northrop Grumman, and ARA generally endorsed the UNM approach and made several important points.

- They strongly supported the UNM national security initiative and the establishment of a National Security Institute at UNM and would be happy to serve on its Advisory Board.
- They thought UNM with its rich programs across different disciplines and colleges and its proximity to the national labs could over time become nationally known as a university with a recognized national security program.
- They were excited at the prospect of hiring more UNM students trained in this program and of sending more of their employees to study at UNM national security programs, especially at the masters degree level.
- They supported the establishment of a non-traditional masters degree in national security, broadly defined, that would consist primarily of a series of long weekend concentrated modules in different fields. They look to these modules to provide their employees with a broader context in policy, law, the humanities, and social sciences, which would enhance their employees' understanding of the cultures and leadership decision-making in countries they interact with. They thought a series of graduate interdisciplinary modules over one-two years, offered across long weekends, with commensurate number of graduate credit hours, should satisfy the requirements of a professional masters degree in national security. They liked the idea of having some of their professionals team-teach some of these modules with UNM faculty.

- They emphasized the need for a sustained institutional commitment to the national security initiative—administratively and financially. A “branded” entity, such as MIT Seminar XX1, would differentiate UNM from other schools by what it plans to offer in national security, broadly defined. By emphasizing nuclear technology, policy, treaties, and laws, for example, and highlighting its proximity to the national labs (Sandia, Los Alamos, and the Air Force Research Lab), the UNM national security programs would become more nationally known and more attractive to students from out of state.
- They recommended that the program be friendly to professional workers and aim at helping these professionals understand government and international policies and cultures related to defense businesses. They believed that continuing education, intellectual stimulation, and broadening thinking aspects are key to working professionals at the labs and other defense industries.
- In a recent email, a senior representative from Northrop Grumman made several key points about the UNM national security initiative: a) “The potential for UNM is very exciting and will ultimately move the University into a new level of expertise that meets Industry’s needs;” b) Although “many institutions provide basic technical and engineering skills, few give graduating students insights into the geopolitical, economical and international perspectives, and how they relate to the products that we develop;” c) “Northrop Grumman believes that the technical solution to a problem is just a part of the way forward on providing our customers high quality products or services;” and d) “Success completion of your goals will certainly better prepare UNM students to allow them to quickly integrate themselves into our various complex programs.”

## **Establishment of a Global and National Security Policy Institute at UNM**

### **Rationale**

UNM offers a wealth of programs and courses related to national security, including in health sciences, law, technology management, engineering, biology, computer science, foreign policy, public policy, the humanities, social sciences, leadership, human geography, anthropology, and political economy. Given the strength and breadth of these programs, the diversity of UNM students, and the collaborative research with DOE national labs, UNM is in a strong position to launch a coordinated educational and research initiative that could contribute to the nation’s physical, human, and cyber security.

- The GNSPI will provide UNM traditional and non-traditional students with the knowledge, skills, and opportunities necessary to successfully compete

for careers in national security, broadly defined. Certificates, minors, and degrees in national security would enhance our students' competitive edge in seeking employment in government and in the private sector. The envisioned national security architecture would also make UNM more known nationally and more competitive for national and international research, teaching, and training grants.

- In response to comments from the national security community, the name and brand of the envisioned Institute should reflect an organic connection between domestic and global national security policy, issues and concerns. This should give the Institute flexibility of course content and modes of delivery and would not limit the study of security only to nation-states but to non-state actors, non-governmental organizations, communities, different cultures, As the United States interacts with other nations, and as American educational, scientific, and national security corporations reach out to the rest of the world, a global national security institute at UNM would be the right vehicle to bring UNM into the national security field while taking into consideration global normative, social, economic, technological, and cultural and political change.

### **Scope and Mission**

To succeed, the Global and National Security Policy Institute must have its own “brand” to identify it as a national security entity within the State of New Mexico and nationally and at the same time differentiate it from other institutions. The UNM Institute’s proximity to DOE national labs with their emphasis on nuclear matters—both technical and policy aspects—should help it forge a deep and recurring relationship with the national security community, which would help in the training and employment of its graduates and in attracting non-traditional student and faculty from the local community and nationally. The GNSPI must also have a sustained, institutional commitment by UNM and its partners to national security in research, teaching, education, and training. This initiative is a win-win for UNM students, faculty, and the institution as a whole; it will certainly help nurture a deeper, long-term partnership between UNM, the labs, and the national security business community. Geographic proximity and commonality of purpose underscore the natural foundation of this collaboration. Although UNM colleges, schools, and departments will continue to be responsible for the quality and integrity of the courses and programs, which would fulfill the requirements of the national security undergraduate and graduate concentrations, minors, and degrees, the GNSPI will coordinate and streamline these programs and connect them to potential research and training funding sources. As things presently stand, students outside specific departments that offer national security related programs are not readily aware of them and do not benefit sufficiently from them.

- The GNSPI’s “value added” lies in its ability to bring together all the national security-related courses and programs in a coherent whole under a national security brand, which would be of value to the entire institution. Working with appropriate departments, the GNSPI will make sure these courses and programs are interdisciplinary in content and approach, combining the sciences, the legal and business environment, the social sciences, and the humanities, especially, languages, cultural values, and historical narratives. As such, the GNSPI is uniquely situated to oversee the interdisciplinary nature of course offerings and to streamline them for the benefit of the UNM community.
- This collaboration would allow UNM faculty and lab scientists and technology experts to team-teach graduate modules in specific fields, including, for example, non-proliferation policy, international agreements, social and cultural policies, technology transfer and management, and law.
- The DNI-funded National Security Studies Program (NSSP) would be housed in the GNSPI and would work jointly with the new Institute to make the current and envisioned national security certificate and minor available to students. In conjunction with other departments and schools, the GNSPI will work directly and cooperatively with other national security-related degree programs—for example, cyber security, information assurance, law, health, and food and water resources.
- The GNSPI will work jointly with other UNM entities and leaders in leading the UNM deepening relationship, including at the managerial level, with the national labs, the Department of energy, and other federal and state government departments focusing on national security.
- The GNSPI will be the formal entity within the University that projects UNM to the State of New Mexico and to the rest of the country as an institution of higher learning with national security programs and expertise whose graduates are qualified to compete for national security positions in government, the labs, and the private sector.

### **Operational Principles**

The UNM national security program would be grounded in partnering across the UNM campuses, schools, and departments beyond the constraints of stove piping and turf, and in employing an interdisciplinary approach and collaborative research methodologies. Creative complementarities, not debilitating competitiveness, would guide the UNM approach to national security, which would benefit current students and attract new students—both traditional students as well as students from the workforce.

- The diversity of the UNM student body should bring to the national security mix, in addition to scientific expertise and advanced research and analytics, language and cultural understanding, which would help our future leaders better interact with leaders from other cultures and societies.
- The GNSPI would foster an environment for experts from UNM, the national labs, and the private sector to participate as students and teachers in uniquely designed learning graduate modules, which would expand the horizons and contexts in which our scientists and future leaders operate.
- This collaborative environment, in addition, would encourage students and researchers to analyze the rising and ever changing national security threats and examine national workforce needs in the areas of security policy, legal environment, health sciences, cyber security and intelligence collections and analysis. It would advance the development of fundamental theories, advanced analysis, and new methods and technologies.

## **Administration**

A senior director with faculty status and an administrative assistant would manage the GNSPI. It would also have a high-level Advisory Board consisting of senior representatives from UNM, the national labs, and the national security corporations in Albuquerque and the wider New Mexico community. The Advisory Board would be assisted by a "Coordinating Committee" of faculty and outside representatives to help design graduate certificates and modules for a non-traditional masters degree in national security. The leadership role of the "Founding Director" will be critical to the success (or failure) of the Institute. The budget would cover the expenses of the director and the administrative assistant.

- It is imperative that at least initially the GNSPI be housed somewhere on the "Seventh Floor," and report to the Office of the Provost, perhaps under the direction of one of the Provost's key associates. Ultimately the Provost might decide to move the Institute to a new UNM-wide yet to be created. The central point here is that the Institute should have the imprimatur of the President, the Provost, and Chancellor of the Medical School and Health Sciences, and that it should be viewed as a UNM entity above stove pipes and departments, and not part of any specific department, school, or college.

As an expression of this envisioned long-term partnership, the University, the labs, and the national security business community would be called on to collectively provide the necessary resources (seed money) to establish the GNSPI and its certificate and degree programs. Once the University makes a budgetary commitment to the Institute, it is hoped the outside national security community would match it. Although most of the courses are already being provided at the university, the necessary expenses for the first three years (director, assistant,

instructional support, advertisement, community meetings, grant-seeking administrative support, etc.) would total approximately \$400,000 by year 3. Student tuition should generate enough income to defray most of these costs. For example, six students have already earned the national security undergraduate certificate in the first year. We expect the number to rise to 10-15 per year. Similar or greater numbers would be expected for a graduate certificate with revenues more than covering expected added costs.

Once established, the envisioned non-traditional masters degree in national security should attract a good number. The table below illustrates the projected income and expenses during the first three years of the program.

	Year 1	Year 2	Year 3
<b>Revenue</b>			
<i>Tuition Revenue-</i>			
Per module	\$ 6,000	\$ 9,000	\$ 15,000
Per graduate degree	\$ 120,000	\$ 180,000	\$ 240,000
<i>Other Revenue-</i>			
UNM Subsidy	\$ 150,000	\$ 100,000	\$ 100,000
External Support	\$ 50,000	\$ 50,000	\$ 50,000
<b>Total Revenue</b>	<b>\$ 326,000</b>	<b>\$ 339,000</b>	<b>\$ 405,000</b>
<b>Expenses</b>			
<i>Salary Expense-</i>			
Faculty	\$ -	\$ -	\$ 100,000
Temporary Faculty	\$ 48,000	\$ 72,000	\$ 96,000
Director	\$ 50,000	\$ 50,000	\$ 50,000
Staff Support	\$ 40,000	\$ 40,000	\$ 40,000
Fringe Benefits	\$ 27,000	\$ 27,000	\$ 57,000
<i>Operating Expense-</i>			
Supplies	\$ 1,000	\$ 1,500	\$ 1,500
Equipment	\$ 3,000	\$ 4,000	\$ 5,000
Other (travel, taxes, etc.)	\$ 25,000	\$ 27,500	\$ 30,000
Administrative Overhead	\$ 12,600	\$ 18,900	\$ 25,500
<b>Total Expenses</b>	<b>\$ 206,600</b>	<b>\$ 240,900</b>	<b>\$ 405,000</b>
<b>Net</b>	<b>\$ 119,400</b>	<b>\$ 98,100</b>	<b>\$ -</b>

Once the GNSPI is established and becomes self-sustained, it would work closely with UNM schools and departments, and with the labs and the national security community, to apply for research and educational grants and to have joint faculty hires in national security. This could lead down the road to hiring full-time faculty in national security in different fields of specialization, in cooperation with departments and colleges across campus.



- The Advisory Board and the Coordinating Committee would assist the director and administrative assistant in working closely with UNM colleges, schools, and departments to manage the undergraduate and graduate certificates and minors and other national security programs as well as develop and supervise a masters degree in national security, broadly defined. The GNSPI will also work with the New Mexico national security business community, the State of New Mexico, and the federal government to secure research and educational grants.

### **Undergraduate National Security Certificate**

The interdisciplinary Undergraduate National Security Certificate (UNSC) is expected to deepen students' expertise and competitive edge in seeking employment upon graduation. It may be earned by successful completion of a prescribed program of study as described in Appendix II below for students also earning an undergraduate degree at UNM. The certificate, which is currently housed in University College, is designed to provide specific knowledge and competencies to complement and extend the student's undergraduate degree and to provide exposure to a range of topics in the interdisciplinary field of national security and strategic analysis. Those competencies include knowledge of international policy and global cultural contexts, proficiency with analytical tools, and the ability to apply both in practice. The capstone course involves a demonstration of competency by the student through a coherent and critical analysis activity and academic paper based on their individual academic path and range of classes. Until the GNSPI is established, the current NSSA certificate and the proposed UNSC will continue to be supervised by Professor Frank Gilfeather and offered out of University College (National Security Studies Program, 3019 Mesa Vista Hall; e-mail: [gilfeath@unm.edu](mailto:gilfeath@unm.edu)). If a minor in national security is adopted, it too will remain in University College until the GNSPI is established.

### **Graduate National Security Certificate**

During the first year of its existence, the GNSPI's Advisory Board and Coordinating Committee are expected to finalize the work on a graduate certificate in national security. Such a certificate will initially be housed in the office of Graduate Studies.

Two types of Certificate programs could be developed. The first, and easiest to accomplish, would be an ***add-on program*** designed to give graduate students in established disciplines additional training that would prepare them for work in national security related positions. Coursework would cover topics such as international regimes and systems governing finance, banking, trade, technology, and security cooperation; international conflict and conflict resolution; civil wars and terrorism; comparative politics, law, and history; and foreign languages and cultures. The goal would be to provide students in technical fields, as well as those

in the humanities and social sciences, with a solid understanding of the contexts in which national security threats and countermeasures develop, as well as techniques for analysis of risk and policy effectiveness.

A second type of certificate program would be a *stand alone certificate* aimed at enhancing the skill sets of established professionals in technical, defense related fields, who need a broader understanding of international and comparative political factors, policy-making processes, and social-scientific analytical techniques that relate to the need for, and management and impact of, technologies. This would serve a constituency similar to that of a potential masters degree program, but with lesser requirements in terms of hours of coursework. To serve the intended audience, this certificate would need to be delivered to the extent possible through evening and weekend offerings, perhaps supplemented to a limited degree by online offerings. Program design would stress interdisciplinary approaches.

### **Masters Degree in National Security**

Representatives from national laboratories and defense industries in New Mexico have expressed strong interest in a masters degree that would prepare personnel who already hold advanced degrees in engineering and physical sciences fields to have a stronger understanding of the broader strategic, political/institutional, and cultural contexts in which defense, security, and technology policies are made, implemented, and have effects. Because many of the scientists and engineers who need this training are employed full-time, there is particular interest in a delivery format that is minimally disruptive of regular work obligations, perhaps following the model of the Anderson School of Management's Executive MBA program. That format concentrates classroom time over a limited number of very intensive long weekends, with home assignments in between, and is therefore more feasible for students holding regular professional positions. The committee is mindful of the time required for the review and approval process for new degrees at UNM. We note with interest the existence of an "International Security and Foreign Relations" substantive specialty within the Master of Public Policy program that already is in the final stages of state-level review, and to which the MPP program hopes to begin admitting students for August 2016. Discussions will need to be held with MPP leadership to determine whether an "executive" format—or at least steps in that direction--could be developed, and if so what the resource and program design requirements would be.

Pending the implementation of a specialized or adapted graduate degree program in national security analysis, the stand-alone certificate program described above could be an initial step, providing a more limited package of coursework related to international and comparative politics, international law, technology and policy, and comparative international history and culture.

Both the certificate and degree programs could be well served by development of interdisciplinary modules that draw on multiple perspectives to address such issues as international systemic risks, impact and management of technological change, and the interface of institutions and cultures.

Once established, the Institute's Advisory Board and Coordinating Committee would develop the national security graduate certificate and the masters degree program in cooperation with UNM schools and department and with the national security labs and industry.

The non-traditional masters degree in national security will incorporate a series of modules delivered in one-two years across long weekends (Wednesday-Saturday or Thursday-Sunday). Following are a few examples of such modules:

**International Regimes of Innovation:** Offered by the Finance, International, Technology, and Entrepreneurship (FITE) Department, this module would focus on international competitiveness as a basis for economic and, therefore, national security. Competitiveness has elements of technology development and innovation, infrastructure in all of its forms, financial capabilities to develop and execute such activities and many other interrelated factors. The module will cover:

a) International regimes of innovation and resultant economic activities; b) technology, R&D and other contributions to innovation in civilian and military products and services; c) international agreements and cooperation and their effect on competitive activities; d) financial systems and their effect on economic and national security and on competitive activities; and e) other related areas.

**International Regimes:** Somewhat overlaps with the above module, but without the emphasis on innovation, this module would focus on international interactions that take place under the frameworks of rules, institutions, regulatory frameworks, and accepted practices that are referred to in the aggregate as international regimes. Regimes combine elements of international law, international organization, norms, and administrative and bureaucratic systems. Often multiple regimes have bearing on a given set of issues and interactions. This module would require faculty contributions from law, political science, management, economics, and possibly other departments.

**Environmental Security:** Only recently have US agencies begun to take seriously the importance of environmental factors, including climate change, in shaping national security. This module would combine contributions from Earth and Planetary Sciences, Political Science, Economics, and Geography and Environmental Studies to assess the scope of challenges to human and economic security, as well as risks of conflict, associated with environmental stresses. Topics would include the extent or projected climate, physical, and ecological changes; economics of climate change impacts, adaptation, and mitigation; scope of population displacements; infrastructural requirements of climate adaptation; and empirical analysis of the impact of environment on civil and international conflict.

**Nuclear Policy and How the Legislative and Executive Branches Function:** Most graduates of UNM and most New Mexico employees have a scant knowledge of how Washington works. Some courses on how the executive and the legislative branches function would be good for both undergraduates and graduates as well as employees of the high tech community might be interested. This module should help explain nuclear policy for technical people who are employed in the labs and the national security community.

**The Rule of Law:** This module would explore the domestic and international legal constraints on nations and non-state actors during times of war or crises. Topics would include: constitutional law (such as the authorities assigned to the branches of the federal government over foreign affairs), criminal law (such as the essential elements of criminal offenses, including terrorism), national security law (such as the authority of the Executive and the role of the judiciary in times of war), international law (such as the war crimes and genocide), international human rights (such as protections for refugees and minority groups), and domestic preparedness (such as the roles of federal and state agencies in the event of a natural or man-made disaster).

**Global Health and Human Security:** This module combines the diverse fields of public health and preventive medicine, environmental studies and international law in exploring the challenges of population health in globalized world settings. Topics include bioterrorism, pandemic preparedness, epidemiological surveillance of emerging infectious diseases, non-communicable and neglected tropical diseases, social determinants of health, structural violence and the critical roles of governments, business and non-profit organizations in providing transformative leadership.

**Emergency Preparedness for Mid-Level Managers:** This module provides an overview of the dynamic world of natural and human generated disasters. Course material covers the various phases of the disaster cycle, ranging from the pre-event phase through the post-impact emergency response and longer-term recovery periods. Topics include the phases of emergency management; governance and organizational structure, disaster theory, case study of historical disasters, humanitarian assistance and the roles of military, social and economic dimensions of disasters, vulnerability, risk and protective factors, mitigation and environmentalism.

**Thinking Ahead for Emergency Response:** This module leads learners through the process of analyzing and assessing data frameworks and their usefulness in the immediate aftermath of natural or human generated disasters. Course material addresses data complexity, data accessibility, integration of environmental and infrastructural data at different scales, and the variability of data needs in dynamic and time-sensitive contexts. As a case study project, learners focus on a hypothetical

disaster scenario and assess the existing data frameworks that are currently available to emergency response teams within a given spatial extent. After completing this analysis, learners additionally conceptualize a framework for data collection, coordination and sharing that would improve response times and/or decision-making.

**Homeland Security and Global Problems:** This module provides learners with a broad, up-to-date and interdisciplinary overview of health and human security in the 21<sup>st</sup> century. Course materials cover making connections to world issues of inequality, work and trade, gender and family, access and success in education, crime, war and states of terror, democracy and human rights, ethnicity and religion, ecology, sustainability and urbanization, poverty and population health, technology and energy.

**Fundamentals of Cybersecurity:** This module covers the fundamental concepts associated with assuring the security of networked computing systems. Key security building blocks including authentication, authorization, encryption and public key infrastructure will be introduced. It also considers the differences between threats and vulnerabilities, and provides a categorization of cybersecurity attacks. Key industry and governmental security standards will be presented, and fundamental principles associated with securing a system will be articulated. Finally, the module will consider how emerging technologies impact the design and implementation of security system architectures.

**Data Science:** This course provides an overview of the key concepts associated with data science. Students will learn how to analyze data in order to gain insights and support data-informed decisionmaking. First, a background on data modeling and ingestion will be provided. This will include data “munging”, that is, the cleaning, sampling, and manipulation of raw data in order to prepare it for analyses. The module will also discuss data structures and database systems that support data analytics over large data sets and statistical analyses, regression, classification and prediction as applied to big data. Finally, the module will consider effective means for presenting analytics results, including discussion of data visualization, dashboards and visual analytics architectures.

**Understanding Resource Conflict:** This module focuses on key concepts in natural resource management, highlighting historical and contemporary case studies of resource-based conflict. Topics include: paradigms for understanding the human-environment relationship, scales of environmental governance, the special complexity of water as a fluid resource, resource dependence, the “resource curse,” intersections of political systems with resource control, and predicted scenarios for various natural resource futures including climate change.

## **Appendix I: Committee Members**

1	Steve Burd	Professor	Anderson
2	Jim Cheek	Professor	Health Sciences
3	Christos Christodoulou	Associate Dean	Engineering
4	Michalis Faloutsos	Chair	Computer Science
5	Kate Krause	Dean	Honors
6	Maria Lane	Chair	Geography & Env Studies
7	Alex Lubin	Chair	American Studies
8	Rob Miller/Dave Hanson	Chair, Professor	Biology, Biology
9	Walter Putnam	Chair	Modern Languages
10	Dawinder (Dave) Sidhu	Professor	Law
11	Bill Stanley	Chair	Political Science
12	Jim Tegnalia	Senior Adviser	NSSP
13	Emile Nakhleh	Coordinator and Moderator	

## **Appendix II: Undergraduate National Security and Strategic Analysis Certificate Requirements (Courses from UNM Catalog)**

Undergraduate national security certificates may be earned by successful completion of a prescribed program of study as described below for students also earning an undergraduate degree at UNM.

### **Application to the Program**

Students interested in the NSSA or UNSC Undergraduate National Security Certificate program must complete the application found at [nssp.unm.edu](http://nssp.unm.edu) and be accepted prior to enrolling in the gateway course, Introduction to National Security and Strategic Analysis (LAIS 309). Coursework earned prior to admission to the Certificate program will count toward Certificate requirements, if the coursework meets other Certificate requirements as described below. A new requirement: Philosophy 156: Reasoning and Critical Thinking is a prerequisite for entry into the program.

A student's program of studies must satisfy the following requirements and be pre-approved by the NSSP Faculty Committee one year prior to graduation. Students must complete one of the tracks described below or a pre-approved course of study.

An approval form is available on line and must be submitted to the NSSP office Mesa

Vista 3019 before the end of the semester in which the student is enrolled in Introduction to National Security and Strategic Analysis. Address questions to the NSSP Program Director, Professor Frank Gilfeather.

To earn the Undergraduate National Security Certificate, the student must:

1. Complete or have completed a baccalaureate degree at UNM.
2. Take a 3-credit course, Introduction to National Security and Strategic Analysis, or a pre-approved alternate course.
3. Take 9 credit hours of classes in groups A and B below with at least 3 credits from each group.
  - Group A - Political/Social Analysis
  - Group B - Quantitative Analysis
  - See additional discussion below in Courses in Group A and B for each approved track.
4. Complete a field analysis or research analysis project related to national security, strategic analysis or intelligence analysis as at least a 2-credit independent study course. Complete either a or b below as part of this requirement.
  - a. An analysis paper based on work in an approved internship or
  - b. An analysis paper based on an independent and faculty directed research project.
5. Take at least 3 semesters of a foreign language or demonstrate equivalent competency in a foreign language, or three additional courses in Group B.

### **Shared Credit Hours between Undergraduate Certificates and Degrees**

As long as courses taken for the NSSA/UNSC certificate fall within the prescribed time limits for an undergraduate degree, the University allows shared course work between undergraduate certificates and a baccalaureate degree. If the student completes the certificate in conjunction with an undergraduate degree program, the student may use courses from the certificate course work toward an undergraduate degree as long as the courses are approved as part of the degree and as part of the Certificate.

### **Courses in Group A and B**

Courses are not offered each year and some courses are topics or seminar courses. For topics and seminar courses, the National Security Faculty Committee requires approval of a specific topic. Other courses can substitute for these courses upon approval of the student's program by the committee. To encourage an interdisciplinary approach, at most 3 credits per department are allowed in each of

Group A and B. Only one course can be taken at the 100-200 level. Students need to be aware that many courses require one or more prerequisites, which may or may not count towards the Certificate, thus effectively increasing the credit hours needed to earn the Certificate.

## TRACKS

### **Health Security** (infectious disease, human bioterrorism)

- Intro, capstone and languages courses (see 2, 4, and 5 above)
- Group A: All courses below followed with HS
- Group B: All courses below followed with HS

### **Resource Security** (water, climate)

- Intro, capstone and languages courses (see 2, 4, and 5 above)
- Group A: All courses below followed with RS
- Group B: All courses below followed with RS

### **Energy and Food Security** (crop security, sustainability, agricultural terrorism)

- Intro, capstone and languages courses (see 2, 4, and 5 above)
- Group A: All courses below followed with EFS
- Group B: All courses below followed with EFS

Other tracks should be included in policy/international relations; humanities; technology transfer and management

### **Group A:**

#### AMST American Studies

309 T: Globalization and Social Movements (HS, RS, EFS)

American foreign Policy and the Middle East (course number and title?)

#### BIOL Biology

405 Ecosystem Dynamics (HS, RS, EFS)

419 T: Global Change Biology (HS, RS, EFS)

419 Topics in Interdisciplinary Science (requires approval per topic) (HS, RS, EFS)

#### SUST Sustainability

134 Creating a Sustainable Future: Intro to Environment, Social, and Econ Health

434 Synthesis of Sustainability Perspectives and Innovations (RS, EFS)

#### CE Civil Engineering

491 ST: Sustainability Engineering (RS, EFS)

#### EPS Earth and Planetary Science

436 Climate Dynamics (HS, RS, EFS)

#### GEOG Geography

352 Global Climate Change (HS, RS, EFS) (Also offered as EPS 352)

461/561 Environmental Management (HS, RS, EFS)



-- 464/564 Food and Natural Resources (HS, RS, EFS)  
 466/566 The City as Human Environment (Also offered as EPS 352) (HS, EFS)

ECON Economics  
 421 Latin American Economics (HS, RS, EFS)  
 423 Topics in Latin American Development (HS, RS, EFS)  
 424 International Trade (RS, EFS)  
 429 International Finance (RS, EFS)

ANTH Anthropology  
 339 Human Rights (HS, RS, EFS)  
 340 T: Conservation, Environment & Indigenous People (HS, RS, EFS)

AFST Africana Studies  
 397 T: Global Health Policy (HS, EFS)  
 397 T: Philosophy of Islamic Law (HS, RS, EFS)

HIST History  
 428 Women, War and Revolution (HS, RS, EFS)  
 473 Indigenous Peoples of Latin America (HS, RS, EFS)  
 350 Modern U.S. Military History, 1900 to Present (HS)

CJ Communication and Journalism  
 314 Intercultural Communications (HS, RS, EFS)  
 317 International Cultural Conflict and Community Building (HS, RS, EFS)  
 334 Political Communication (HS, RS, EFS)

SOC Sociology  
 461 Social Dynamic of Global Change (HS, RS, EFS)  
 SOC 221: Documenting Globalization and Human Rights [Global Issues]  
 SOC 306: Peace and Conflict  
 SOC 307: Nonviolent Alternatives  
 SOC 331: Social Movements

MGMT Business/Management  
 328 International Management (RS, EFS)  
 420 Management in Latin America (RS, EFS)  
 421 International Entrepreneurship (RS, EFS)  
 422 Mexican Economy Markets (RS, EFS)  
 474 International Financial Mgmt

ME Mechanical Engineering  
 217 Energy, Environment and Society (RS, EFS)

POLS Political Science  
 240 International Politics (HS, RS, EFS)  
 340 Topics in International Politics. (HS, RS, EFS)  
 341 International Conflict and Cooperation. (HS, RS, EFS)  
 342 American Foreign Policy (HS, RS, EFS)  
 346 International Political Economy (HS, RS, EFS)  
 355 Central American Politics (HS, RS, EFS)  
 356 Political Development in Latin America (HS, RS, EFS)  
 357 Russian and Eurasian Government and Politics (HS, RS, EFS)  
 329 Introduction to African Politics (HS, RS, EFS)  
 340 Topics: International Organizations (HS, RS, EFS)

340 Topics: Insurgency (HS, RS, EFS)  
442 International Peacekeeping and Conflict Resolution (HS, RS, EFS)  
443 International Politics of Climate Change (HS, RS, EFS)  
496 Seminar: International Relations (HS, RS, EFS)  
NVSC Naval ROTC  
331 Evolution of Warfare  
MLSL Army ROTC  
402 Leadership in a Complex World (HS, RS, EFS)  
AFAS Air Force ROTC  
400 National Security Affairs/Preparation for Active Duty  
Computer Science 151 Computer Programming for Non-Majors

Religious Studies 457: Seminar in Islamic Tradition

**Group B:**

ECON Economics

408 Economic Forecasting Methods: A Time Series Approach

ANTH Anthropology

372 Analytic Methods in Anthropology (HS, RS, EFS)

BIOL Biology

351 General Microbiology (HS, EFS)

351L General Microbiology Laboratory (HS, EFS)

410 Genome and Computational Biology (HS, EFS)

419 T: Bioenergy (RS, EFS)

419 T: Modeling Infectious Disease (HS, EFS)

419 Topics in Interdisciplinary Science (requires approval per topic) (HS, RS, EFS)

444 Genomes and Genomic Analysis (HS, EFS)

445 Biology of Toxins (HS, EFS)

446L Laboratory Methods in Molecular Biology (HS, RS, EFS)

450 General Virology (HS, EFS)

456 Immunology (HS, EFS)

460 Microbial Physiology (HS, RS, EFS)

471 Plant Physiological Ecology (RS, EFS)

478 Plant Physiology (RS, EFS)

482L Parasitology (HS, EFS)

490 Biology of Infectious Organisms (HS, EFS)

495 Limnology (RS, EFS)

496L Limnology Laboratory (RS, EFS)

GEOG Geography

381L Introduction to Geographic Information Systems (HS, RS, EFS)

483L/583L Remote Sensing Fundamentals. (HS, RS, EFS)

484L/584L Applications of Remote Sensing)

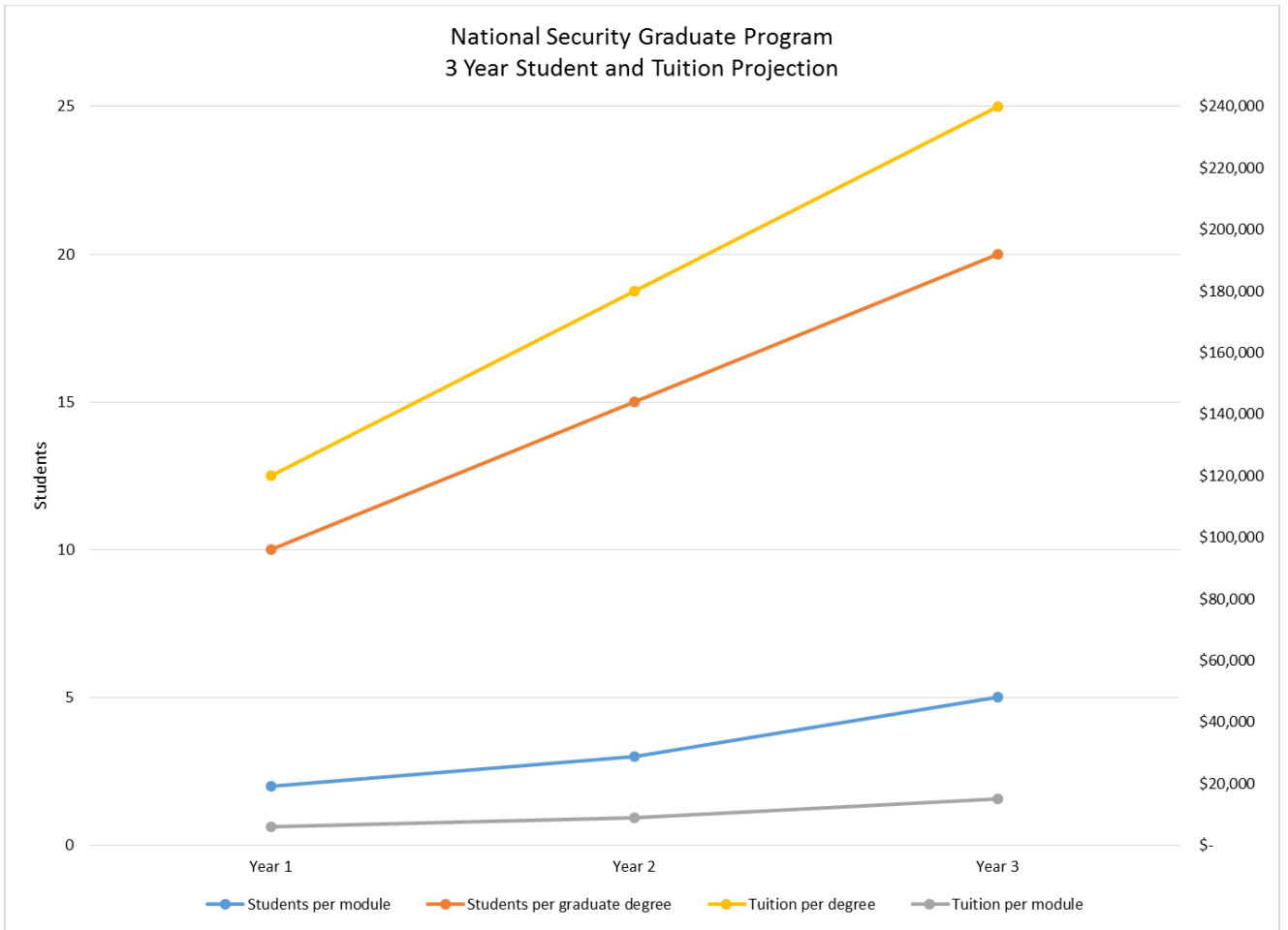
485L Internet Mapping (HS, RS, EFS)

486L Applications of GIS (HS, RS, EFS)

487L Spatial Analysis and Modeling. (HS, RS, EFS)

488L GIS Concepts and Techniques (HS, RS, EFS)  
STAT Statistics  
All (probably too general, HS, RS, EFS likely for many)  
CS Computer Science  
CS 293. Social and Ethical Issues in Computing.  
CS 444/544. Introduction to Cybersecurity. (3)  
CS 595 Introduction to Data Mining (3)  
CS 595 Computer Network Modeling  
CS 423. Introduction to Complex Adaptive Systems. (3)  
CS 429 / 529. Introduction to Machine Learning. (3)  
MGMT Business/Management  
329 Data Management (HS, RS, EFS)  
CE Civil Engineering  
352 Computer Applications in Civil Engineering (RS, EFS)  
354 Probability and Statistics in Civil Engineering (RS, EFS)  
491/492 Special Topics in Civil Engineering (RS, EFS)  
493 Special Topics – Honors (RS, EFS)  
CHNE Chemical and Nuclear Engineering  
451/452 Senior Seminar  
491/492 Undergraduate Problems  
499 Selected Topics  
ECE Electrical and Computer Engineering  
491 Undergraduate Problems  
493 Honors Seminar  
495 Special Topics  
ME Mechanical Engineering  
461/462 Special Topics  
463 Undergraduate Honors Thesis

## **Appendix III: 3 Year Student Enrollments and Tuition Projections**



Student Projections	Year 1	Year 2	Year 3
Students per module	2	3	5
Students per graduate degree	10	15	20

Tuition Projection	Year 1	Year 2	Year 3
Tuition per module	\$ 6,000	\$ 9,000	\$ 15,000
Tuition per degree	\$ 120,000	\$ 180,000	\$ 240,000

Tuition Rates	Year 1	Year 2	Year 3
Rate per module	\$ 3,000	\$ 3,000	\$ 3,000
Rate per graduate degree	\$ 18,000	\$ 18,000	\$ 18,000

University of New Mexico Board of Regents  
Academic / Student Affairs / Research Committee  
February 4<sup>th</sup>, 2016

### **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 they literally 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 tied to equipment 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.

By policy, the Regents set the level of all tuitions, and fees that apply to all students. Class and curricular fees that apply to a specific course of study, and may be assessed at the class, department, or college level, are reviewed and authorized by the Provost for main campus or 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 make sure 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; but curricular fees proposals are often amended or deferred for consideration in the larger context of tuition/fee decisions.

### Review

By policy (UAP 8210.3.2.8), the colleges 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 2014 and 2015 for College of Arts and Sciences, School of Public Administration, College of Fine Arts, Extended Learning, School of Law, Anderson School of Management, University College, Honors College, Provost Units, 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. Any student 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 \$7,033,273 in class and curricular fees in FY15. Proportionally, that represents 3.41% of their total Instruction and General (I&G) budgets. 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 \$87.10, about 3.38% 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



**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		

**Academic Course Fee Review  
Fiscal Year 2014 and Fiscal Year 2015**

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

School/College:	Summary of Main Campus Units (listed above)	
	FY14- Actuals	FY15- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 5,926,385	\$ 6,016,079
OA5 - Sales & Services	\$ 23,408	\$ 31,000
OA6 - Other Operating Revenue	\$ 14,505	\$ 44,044
OS1 - Transfers	\$ -	\$ -
1100- Transfer to I&G	\$ (24,000)	\$ (3,000)
1120- Transfer from I&G	\$ 18,650	\$ -
1160- Transfer to Student Social Cultural	\$ -	\$ (2,000)
11A0 - Transfer to Research	\$ (9,468)	\$ -
11C0 - Transfer From Research	\$ 19,365	\$ 1,473
11E0 - Transfer to Public Service	\$ (1,750)	\$ (54,991)
11F0 - Transfer From Public Service	\$ 12,942	\$ 14,000
11N0- Transfer from Student Aid Gen	\$ 5,527	\$ 600
1240 - Transfer To Plant Fund Minor	\$ (157,587)	\$ (214,693)
1260 - Transfer from Plant Fund Minor	\$ 10,634	\$ -
1280 - Transfer to Plant Fund Major	\$ -	\$ -
OV1 - Allocations	\$ 1,832,793	\$ 1,678,057
OZ1 - Reserves	\$ 881,593	\$ 952,542
<b>TOTAL REVENUE</b>	<b>\$ 8,552,997</b>	<b>\$ 8,463,111</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ 3,021,056	\$ 3,020,184
OG1 - Payroll Benefits	\$ 855,280	\$ 925,669
OJ1 - Supplies	\$ 1,169,914	\$ 1,162,226
OJ2 - Travel	\$ 194,333	\$ 155,770
OJ3 - Student Costs	\$ 134,403	\$ 123,622
OJ5 - Patient Care Costs	\$ 857	\$ -
OJ6 - Communication Charges	\$ 55,469	\$ 64,010
OJ7 - Services	\$ 294,348	\$ 413,698
OJ8 - Plant Maintenance	\$ 127,259	\$ 112,179
OJ9 - Utilities	\$ 252	\$ -
OJA - Other Expense	\$ 319,733	\$ 373,950
OM1 - Capital Expenditures	\$ 178,681	\$ 175,651
<b>TOTAL EXPENSE</b>	<b>\$ 6,351,585</b>	<b>\$ 6,526,959</b>
<b>RESERVES</b>	<b>\$ 2,201,412</b>	<b>\$ 1,936,152</b> (1)

(1) Majority of reserves are from College of Arts and Sciences, College of Fine Arts, and Extended Learning. These reserves are primarily used for equipment replacement and lab maintenance, which will be used over multiple years.

**Review of Course Fees  
Fiscal Year 2014 and Fiscal Year 2015**
**School/College:**
**College of Arts & Sciences**

	<b>FY14- Actuals</b>	<b>FY15- Actuals</b>
<b>REVENUE</b>		
OA2 - Student Fees	\$ 863,799	\$ 968,848
OA5 - Sales & Services	2,158	4,368
OA6 - Other Operating Revenue	1,578	22,403
OS1 - Transfers		
1100- Transfer to I&G	-	-
1120- Transfer from I&G	-	-
1160- Transfer to Student Social Cultural	-	-
11A0 - Transfer to Research	(9,468)	-
11C0 - Transfer From Research	19,365	1,473
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	6,978	-
11N0- Transfer from Student Aid Gen	-	-
1240 - Transfer To Plant Fund Minor	(130,201)	(160,889)
1260 - Transfer from Plant Fund Minor	10,634	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	(34,263)	-
OZ1 - Reserves	168,381	213,803
<b>TOTAL REVENUE</b>	<b>\$ 898,961</b>	<b>\$ 1,050,006</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ 21,587	\$ 48,275
OG1 - Payroll Benefits	8,964	15,462
OJ1 - Supplies	508,743	478,114
OJ2 - Travel	37,586	57,140
OJ3 - Student Costs	3,529	674
OJ5 - Patient Care Costs	857	-
OJ6 - Communication Charges	622	11,306
OJ7 - Services	53,012	83,315
OJ8 - Plant Maintenance	38,215	44,347
OJ9 - Utilities	102	-
OJA - Other Expense	6,758	11,406
OM1 - Capital Expenditures	2,963	27,776
<b>TOTAL EXPENSE</b>	<b>\$ 682,938</b>	<b>\$ 777,815</b>
<b>RESERVES</b>	<b>\$ 216,023</b>	<b>\$ 272,191 (1)</b>

(1) Majority of reserves are from Physics, Language Learning Center, Communication and Journalism, and Chemistry. These reserves are primarily used for computer replacement for student labs, audio/video equipment, and lab maintenance, which will be used over multiple years. Renewal and replacement plans range from 3-7 years.

**Review of Course Fees**  
**Fiscal Year 2014 and Fiscal Year 2015**

School/College:	School of Public Administration	
	FY14- Actuals	FY15- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 16,890	\$ 15,270
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers		
1100- Transfer to I&G	-	-
1120- Transfer from I&G	-	-
1160- Transfer to Student Social Cultural	-	-
11A0 - Transfer to Research	-	-
11C0 - Transfer From Research	-	-
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
11N0- Transfer from Student Aid Gen	-	-
1240 - Transfer To Plant Fund Minor	-	-
1260 - Transfer from Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	(6,000)	(1,500)
OZ1 - Reserves	(120)	140
<b>TOTAL REVENUE</b>	<b>\$ 10,770</b>	<b>\$ 13,910</b>
<b>EXPENSES</b>		
OF1 - Salaries	-	-
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	5,105	5,276
OJ2 - Travel	1,544	775
OJ3 - Student Costs	2,534	2,301
OJ5 - Patient Care Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	1,283	3,950
OJ8 - Plant Maintenance	8	-
OJ9 - Utilities	-	-
OJA - Other Expense	156	1,422
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ 10,630</b>	<b>\$ 13,724</b>
<b>RESERVES</b>	<b>\$ 140</b>	<b>\$ 186</b>



**Review of Course Fees  
Fiscal Year 2014 and Fiscal Year 2015**
**School/College:**
**College of Fine Arts**

	<b>FY14- Actuals</b>	<b>FY15- Actuals</b>
<b>REVENUE</b>		
OA2 - Student Fees	\$ 1,254,066	\$ 1,219,656
OA5 - Sales & Services	19,346	26,159
OA6 - Other Operating Revenue	620	89
OS1 - Transfers		
1100- Transfer to I&G	-	(1,000)
1120- Transfer from I&G	-	-
1160- Transfer to Student Social Cultural	-	(2,000)
11A0 - Transfer to Research	-	-
11C0 - Transfer From Research	-	-
11E0 - Transfer to Public Service	(1,750)	-
11F0 - Transfer From Public Service	5,964	14,000
11N0- Transfer from Student Aid Gen	-	600
1240 - Transfer To Plant Fund Minor	-	(15,000)
1260 - Transfer from Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	(265,148)	(137,126)
OZ1 - Reserves	583,640	591,502
<b>TOTAL REVENUE</b>	<b>\$ 1,596,738</b>	<b>\$ 1,696,880</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ 235,212	\$ 236,536
OG1 - Payroll Benefits	39,855	39,400
OJ1 - Supplies	390,517	476,828
OJ2 - Travel	30,800	24,337
OJ3 - Student Costs	110,426	102,291
OJ5 - Patient Care Costs	-	-
OJ6 - Communication Charges	6,357	4,132
OJ7 - Services	76,063	113,773
OJ8 - Plant Maintenance	55,252	46,878
OJ9 - Utilities	150	-
OJA - Other Expense	12,016	13,465
OM1 - Capital Expenditures	37,119	36,854
<b>TOTAL EXPENSE</b>	<b>\$ 993,767</b>	<b>\$ 1,094,494</b>
<b>RESERVES</b>	<b>\$ 602,971</b>	<b>\$ 602,386 (1)</b>

(1) Majority of reserves are from Music and Art and Art History. These reserves are primarily used for instrument renewals or replacement, Keller Hall maintenance, art supplies and equipment, which will be used over multiple years. Renewal and replacement plans range from 3-10 years.

**Review of Course Fees  
Fiscal Year 2014 and Fiscal Year 2015**
**School/College:**
**Extended Learning**

	<b>FY14- Actuals</b>	<b>FY15- Actuals</b>
<b>REVENUE</b>		
OA2 - Student Fees	\$ 3,016,960	\$ 3,102,805
OA5 - Sales & Services	2	-
OA6 - Other Operating Revenue	-	198
OS1 - Transfers		
1100- Transfer to I&G	(24,000)	(2,000)
1120- Transfer from I&G	4,000	-
1160- Transfer to Student Social Cultural	-	-
11A0 - Transfer to Research	-	-
11C0 - Transfer From Research	-	-
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
11N0- Transfer from Student Aid Gen	-	-
1240 - Transfer To Plant Fund Minor	-	-
1260 - Transfer from Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	2,112,104	1,740,433
OZ1 - Reserves	-	12,839 (1)
<b>TOTAL REVENUE</b>	<b>\$ 5,109,066</b>	<b>\$ 4,854,275</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ 2,484,163	\$ 2,498,418
OG1 - Payroll Benefits	789,185	847,249
OJ1 - Supplies	169,788	92,520
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ5 - Patient Care Costs	-	-
OJ6 - Communication Charges	27,355	699
OJ7 - Services	84,855	97,455
OJ8 - Plant Maintenance	2,248	220
OJ9 - Utilities	-	-
OJA - Other Expense	291,352	338,250
OM1 - Capital Expenditures	12,100	-
<b>TOTAL EXPENSE</b>	<b>\$ 3,861,046</b>	<b>\$ 3,874,811</b>
<b>RESERVES</b>	<b>\$ 1,248,020</b>	<b>\$ 979,464 (2)</b>

(1) EL moved reserves from FY14 to support other online support functions in FY15.

(2) Reserves will be used for UNM's Learning Management System (LMS), which include future software upgrades and computer supplies/equipment.

**Review of Course Fees  
Fiscal Year 2014 and Fiscal Year 2015**

School/College:	School of Law	
	FY14- Actuals	FY15- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 189,395	\$ 193,260
OA5 - Sales & Services	1,902	473
OA6 - Other Operating Revenue	2,000	4,150
OS1 - Transfers		
1100- Transfer to I&G	-	-
1120- Transfer from I&G	14,650	-
1160- Transfer to Student Social Cultural	-	-
11A0 - Transfer to Research	-	-
11C0 - Transfer From Research	-	-
11E0 - Transfer to Public Service	-	(52,177)
11F0 - Transfer From Public Service	-	-
11N0- Transfer from Student Aid Gen	-	-
1240 - Transfer To Plant Fund Minor	-	-
1260 - Transfer from Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	1,100	50,750
OZ1 - Reserves	15,651	51,315
<b>TOTAL REVENUE</b>	<b>\$ 224,698</b>	<b>\$ 247,771</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ 19,743	\$ 164
OG1 - Payroll Benefits	652	(1)
OJ1 - Supplies	50,345	82,941
OJ2 - Travel	338	-
OJ3 - Student Costs	2,409	-
OJ5 - Patient Care Costs	-	-
OJ6 - Communication Charges	19,105	3,997
OJ7 - Services	67,742	64,660
OJ8 - Plant Maintenance	10,021	17,285
OJ9 - Utilities	-	-
OJA - Other Expense	3,028	3,545
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ 173,383</b>	<b>\$ 172,591</b>
<b>RESERVES</b>	<b>\$ 51,315</b>	<b>\$ 75,180 (1)</b>

(1) Majority of reserves are from the Clinic Law Program. These reserves are primarily used for computer replacement for student labs and technology upgrades, which will be used over multiple years.

**Review of Course Fees**  
**Fiscal Year 2014 and Fiscal Year 2015**

School/College:	Anderson School of Management	
	FY14- Actuals	FY15- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 494,430	\$ 464,520
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	163	-
OS1 - Transfers		
1100- Transfer to I&G	-	-
1120- Transfer from I&G	-	-
1160- Transfer to Student Social Cultural	-	-
11A0 - Transfer to Research	-	-
11C0 - Transfer From Research	-	-
11E0 - Transfer to Public Service	-	(2,814)
11F0 - Transfer From Public Service	-	-
11N0- Transfer from Student Aid Gen	5,527	-
1240 - Transfer To Plant Fund Minor	(27,386)	(38,804)
1260 - Transfer from Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	121,845	67,717
<b>TOTAL REVENUE</b>	<b>\$ 594,579</b>	<b>\$ 490,619</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ 260,351	\$ 236,791
OG1 - Payroll Benefits	16,624	23,559
OJ1 - Supplies	40,827	21,199
OJ2 - Travel	34,295	3,355
OJ3 - Student Costs	12,932	18,356
OJ5 - Patient Care Costs	-	-
OJ6 - Communication Charges	2,030	43,876
OJ7 - Services	6,862	469
OJ8 - Plant Maintenance	21,515	3,449
OJ9 - Utilities	-	-
OJA - Other Expense	4,927	3,982
OM1 - Capital Expenditures	126,499	111,021
<b>TOTAL EXPENSE</b>	<b>\$ 526,862</b>	<b>\$ 466,057</b>
<b>RESERVES</b>	<b>\$ 67,717</b>	<b>\$ 24,562</b>

**Review of Course Fees  
Fiscal Year 2014 and Fiscal Year 2015**

School/College:	University College	
	FY14- Actuals	FY15- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ -	\$ - (1)
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers		
1100- Transfer to I&G	-	-
1120- Transfer from I&G	-	-
1160- Transfer to Student Social Cultural	-	-
11A0 - Transfer to Research	-	-
11C0 - Transfer From Research	-	-
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
11N0- Transfer from Student Aid Gen	-	-
1240 - Transfer To Plant Fund Minor	-	-
1260 - Transfer from 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	-	-
OJ5 - Patient Care 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>

(1) University Colleges does not collect course fees on any of their programs.

**Review of Course Fees  
Fiscal Year 2014 and Fiscal Year 2015**

School/College:	Honors College	
	FY14- Actuals	FY15- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 80,540	\$ 42,250
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	10,144	17,204
OS1 - Transfers		
1100- Transfer to I&G	-	-
1120- Transfer from I&G	-	-
1160- Transfer to Student Social Cultural	-	-
11A0 - Transfer to Research	-	-
11C0 - Transfer From Research	-	-
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
11N0- Transfer from Student Aid Gen	-	-
1240 - Transfer To Plant Fund Minor	-	-
1260 - Transfer from Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	25,000	25,500
OZ1 - Reserves	(20,002)	(4,426)
<b>TOTAL REVENUE</b>	<b>\$ 95,682</b>	<b>\$ 80,528</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	2,045	2,555
OJ2 - Travel	89,730	69,951
OJ3 - Student Costs	2,573	-
OJ5 - Patient Care Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	4,306	48,648
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	1,454	1,813
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ 100,108</b>	<b>\$ 122,967</b>
<b>RESERVES</b>	<b>\$ (4,426)</b>	<b>\$ (42,439) (1)</b>

(1) Deficit is a result of timing between when revenue for fees is collected during summer, which is between fiscal years and when expenses incur, which is before the fees are posted after the fiscal year ends.

**Review of Course Fees  
Fiscal Year 2014 and Fiscal Year 2015**

School/College:	Provost Units	
	FY14- Actuals	FY15- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 10,305	\$ 9,470
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers		
1100- Transfer to I&G	-	-
1120- Transfer from I&G	-	-
1160- Transfer to Student Social Cultural	-	-
11A0 - Transfer to Research	-	-
11C0 - Transfer From Research	-	-
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
11N0- Transfer from Student Aid Gen	-	-
1240 - Transfer To Plant Fund Minor	-	-
1260 - Transfer from Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	12,198	19,652
<b>TOTAL REVENUE</b>	<b>\$ 22,503</b>	<b>\$ 29,122</b>
<b>EXPENSES</b>		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	2,544	2,793
OJ2 - Travel	40	212
OJ3 - Student Costs	-	-
OJ5 - Patient Care Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	225	1,428
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	42	67
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ 2,851</b>	<b>\$ 4,500</b>
<b>RESERVES</b>	<b>\$ 19,652</b>	<b>\$ 24,622 (1)</b>

(1) Course fees are for the NSMS program. Reserves are primarily used for equipment replacement and lab maintenance, which will be used over multiple years.

**Review of Course Fees**  
**Fiscal Year 2014 and Fiscal Year 2015**
**School/College:**
**Gallup Branch Campus**

	<b>FY14- Actuals</b>	<b>FY15- Actuals</b>
<b>REVENUE</b>		
OA2 - Student Fees	\$ 47,989	\$ 46,057
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers		
1100- Transfer to I&G	-	-
1120- Transfer from I&G	-	-
1160- Transfer to Student Social Cultural	-	-
11A0 - Transfer to Research	-	-
11C0 - Transfer From Research	-	-
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
11N0- Transfer from Student Aid Gen	-	-
1240 - Transfer To Plant Fund Minor	-	-
1260 - Transfer from Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	-	-
<b>TOTAL REVENUE</b>	<b>\$ 47,989</b>	<b>\$ 46,057</b>
<b>EXPENSES</b>		
OF1 - Salaries	-	-
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	47,989	46,057
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ5 - Patient Care Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	-	-
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	-	-
OM1 - Capital Expenditures	-	-
<b>TOTAL EXPENSE</b>	<b>\$ 47,989</b>	<b>\$ 46,057</b>
<b>RESERVES</b>	<b>\$ -</b>	<b>\$ -</b>



**Review of Course Fees**  
**Fiscal Year 2014 and Fiscal Year 2015**

School/College:	Taos Branch Campus	
	FY14- Actuals	FY15- Actuals
<b>REVENUE</b>		
OA2 - Student Fees	\$ 179,727	\$ 199,413
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers		
1100- Transfer to I&G	-	-
1120- Transfer from I&G	-	-
1160- Transfer to Student Social Cultural	-	-
11A0 - Transfer to Research	-	-
11C0 - Transfer From Research	-	-
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
11N0- Transfer from Student Aid Gen	-	-
1240 - Transfer To Plant Fund Minor	-	-
1260 - Transfer from Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	(167,095)	(167,095)
OZ1 - Reserves	-	-
<b>TOTAL REVENUE</b>	<b>\$ 12,632</b>	<b>\$ 32,318</b>
<b>EXPENSES</b>		
OF1 - Salaries	-	-
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	-	-
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ5 - Patient Care 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>\$ 12,632</b>	<b>\$ 32,318</b>

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## <The iA Concept>

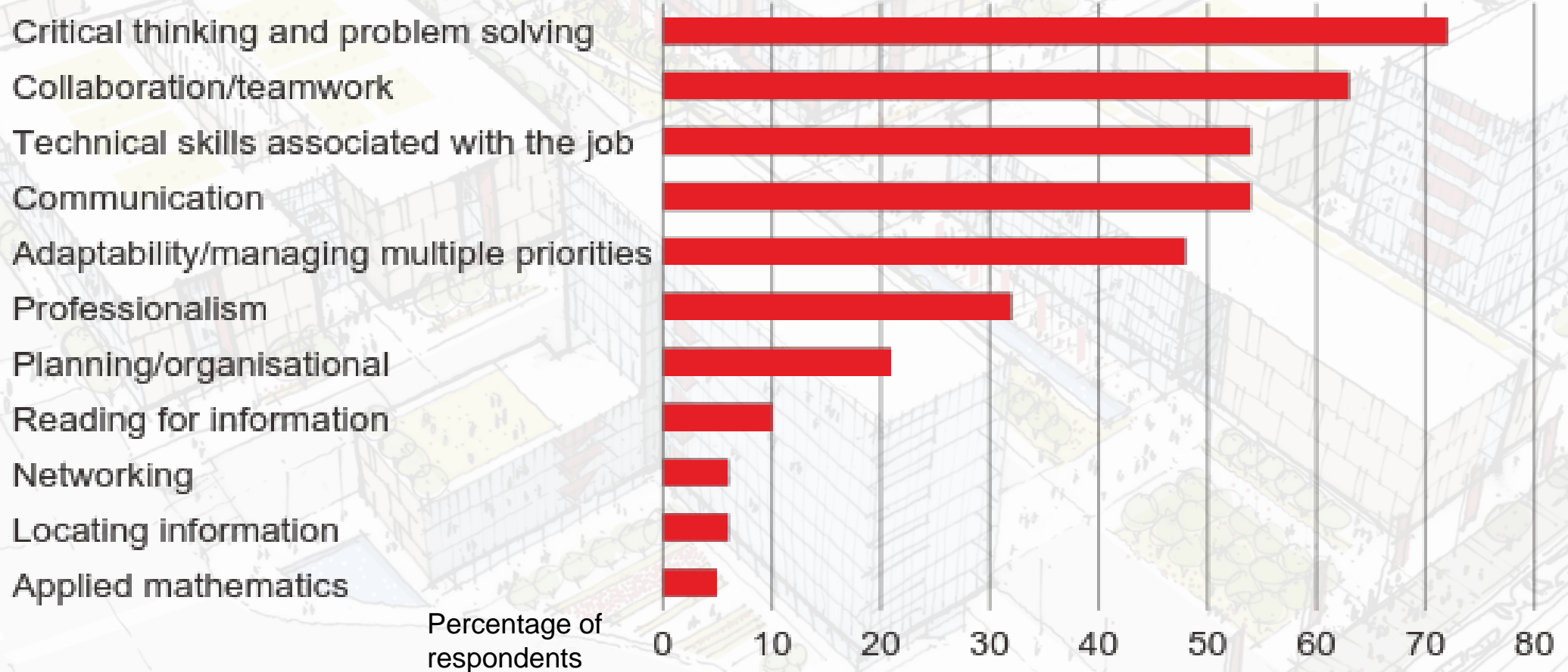
**innovationAcademy** courses develop critical thinking and problem-solving skills alongside subject-based knowledge and technical skills.

Through interdisciplinary experiences, you'll work on real problems and create new ideas.

# <The **iA** Advantage>

Employers need graduates with strong skills, such as critical thinking and problem-solving. They also demand "hard" technical skills for particular jobs.

## Most In-Demand Job Skills



# <Innovation Scholars Program>

Minimum requirements for Certificate:

1. Enroll in 1 **iA** course each year
2. Participate in a UNM Chartered Student Organization each year
3. Attend 3 of 6 lectures/workshops
4. Meet with career services to develop personalized branding & marketing of **iA** skills

\*Yearly progression that culminates in experiential capstone\*

BRONZE

SILVER

GOLD

LOBO

# innovationAcademy

## est. Fall 2015

- › **76** Fall 2015 Classes “on the books”
- › **132** Spring 2016 Classes “on the books”
- › **232** innovationScholars
  - › **1400+%** of goal
- › **156** Faculty involved
- › **2,200+**students enrolled in classes
- › Numbers growing daily
- › StartUp School
  - › Weekly non-credit entrepreneurial literacy courses
  - › Hosted at



- › innovationSpeaker Series
  - › iScholars attend 3 of 6 throughout school year
- › Dual Credit Agreements
- › 3<sup>rd</sup> Pitch Competition April 25<sup>th</sup>
- › Minor in Innovation
  - › Currently housed as interdisciplinary minor
  - › Proposing permanent solution
- › First student company accepted to SFid Accelerator 1/2016 (\$20k investment)
- › Financial Sustainability
  - › Daniels Fund Planning Grant
  - › AFRL PIA (2<sup>nd</sup> draft received)
  - › NSF Grant (final decision pending)
  - › Disney College Program

FEBRUARY 2, 2016 - 5 pm  
Jackson Student Center at Anderson

# Simon Arkell

+



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MARCH 2, 2016 - 6:30pm - Jackson Student Center at Anderson

# Tim Villanueva



With his degree from the University of New Mexico, Tim Villanueva has utilized his understanding of software technology to reach his position as CTO of Ask.com. He brings 25 years of experience from Fundly, Inc., a crowd sourcing start up where he served as CTO and advisor. Prior to that, Tim was CTO at Kabam, an interactive entertainment and gaming company and CTO of Ustream.TV, the leading Online live video broadcasting platform.

  
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# Other iA initiatives

- Minor in Innovation
- Identification of Co-Founders
- StartUp Internships (Internship Fair March 29<sup>th</sup>)
- Get Project Experience! (MindSumo.com)
- Capstone course (LAIS 309)
- 2<sup>nd</sup> 8-week courses
- Pitch Competition (April 25<sup>th</sup>)
- Disney Internship Program
- StartUp School (Fall)
- NM Angels Office Hours

# <For More Information>



YouTube



Robert DelCampo, Ph.D.

[delcampo@unm.edu](mailto:delcampo@unm.edu)

<http://innovationacademy.unm.edu>



**Accounting at War**

Warwick Funnell and Michele Chwastiak

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2015

# Accounting at War

- ▶ Accounting frequently viewed as a value free mechanism for allocating resources and ensuring they are employed in the most efficient way possible.
- ▶ Contrary to this dominant belief, Accounting at War demonstrates the interested and political nature of accounting. From the Crimean War to the War on Terror, accounting has been used to:
  - ▶ 1. Assert civilian control over the military
  - ▶ 2. Attempt to instill rational business practices on war
  - ▶ 3. Create the visibilities and invisibilities necessary to legitimize the use of force

# Commodifying State Crime: Accounting for Extraordinary Rendition

- ▶ Illustrates how accounting assists with creating the visibilities and invisibilities necessary for businesses to participate in crimes against humanity.

# Extraordinary Rendition

- ▶ Six days after 9/11 President Bush signed a Memorandum of Notification giving the CIA the authority to capture and detain supposed al Qaeda terrorists.
- ▶ The alleged terrorists were taken to countries known for torturing prisoners or to US controlled black sites where “enhanced interrogation techniques” were employed by the CIA.

# State Crime

- ▶ The American Civil Liberties Union and the Center for Constitutional Rights argued in three separate lawsuits that the depravities endured by the victims of extraordinary rendition violated international norms codified in conventions, declarations and other international instruments.
- ▶ In other words, extraordinary rendition was a state crime.

# Outsourcing State Crime

- ▶ The CIA set up a proprietary company, Aero Contractors, to perform the renditions.
- ▶ By October 2002, Aero Contractors capacity was reached and the CIA started outsourcing the flights to private companies.
- ▶ The CIA hired DynCorp as the prime contractor. DynCorp subcontracted with Sportsflight, an airline broker, who in turn hired a Gulfstream IV aircraft from Richmor Aviation, a privately owned luxury jet charter service.



# Richmor Aviation, Inc. v. Sportsflight Air, Inc.

- ▶ In 2009, Richmor sued Sportsflight over a billing dispute. As a result, 1,700 pages of court files, including contracts and flight invoices, were released into the public domain.
- ▶ This case showed how accounting transformed a state crime into just another business opportunity by rendering the kidnapping and torture that generated the revenue, invisible.

# Profitability Was Important

- ▶ Accounting ensures that profitability takes precedence to all other concerns.
- ▶ While the American Civil Liberties Union and the Center for Constitutional Rights attempted to find justice for the victims of extraordinary rendition, Richmor v. Sportsflight was about money.
- ▶ No remorse was expressed by the presidents of Richmor or Sportsflight for aiding and abetting kidnapping and torture.
- ▶ For Richmor, kidnapping and torture only became problematic once the public associated extraordinary rendition with the company and the bad publicity impacted revenues.
- ▶ Evidence from the case also showed how accounting's emphasis on profitability ensured that Sportsflight and Richmor focused on pleasing the client, the CIA, in order to generate more business. The reason for the business was irrelevant.

# Minutia and Business as Usual

- ▶ Given that the case was a billing dispute, accounting assisted the companies with focusing on minutia such as contract terms, billable hours, and aircraft used. The reason for the billable hours was of no concern.
- ▶ Court documents demonstrated that accounting allowed the companies to participate in kidnapping and torture from a business as usual perspective. Getting the accounting right was more important than violating human rights.

# Mendacity of Accounting

- ▶ The case demonstrated the mendacity of accounting.
- ▶ The US government intervened in the lawsuits filed on behalf of the victims of extraordinary rendition and used the state secrets privilege to have the cases dismissed.
- ▶ *Richmor vs. Sportsflight*, which released state secrets, completely escaped the Federal Government's attention.
- ▶ Testament to the absolute mendacity of accounting.
- ▶ How could something as mundane as an invoice possibly threaten national security?