



**BOARD OF REGENTS
STUDENT SUCCESS, TEACHING & RESEARCH COMMITTEE**

MEETING AGENDA

**March 3, 2022
1:00 PM
Virtual Meeting**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING, and RESEARCH COMMITTEE MEETING
March 3, 2022 – 1:00 p.m.
Virtual Meeting

AGENDA

- I. Call to Order –**
- a. Confirmation of a Quorum
 - b. Adoption of the Agenda
- II. Approval of Summarized Minutes from December 2, 2021 Meeting** **TAB A**
- III. Reports/Comments:**
Provost's Administrative Report
James P. Holloway, Provost & EVP for Academic Affairs
- Member Comments
 - Advisor Comments
- IV. Action Items:**
- A. Request approval to create an endowed professorship the Jim and Ellen King Professorship in Dermatology** **TAB B**
Aimee Smidt, M.D., Chair of Dermatology, UNM School of Medicine
 - B. Request approval to appoint Dr. John Durkin, MD, MBA as the inaugural Holder of the Jim and Ellen King Professorship in Dermatology** **TAB C**
Aimee Smidt, M.D., Chair of Dermatology, UNM School of Medicine
 - C. Request approval to name the Department of Civil, Construction and Environmental Engineering, the Gerald May Department of Civil Construction and Environmental Engineering** **TAB D**
Christos Christodoulou, Ph.D., Jim and Ellen King Dean of Engineering and Computing
 - D. Request approval to create an endowed professorship the Jim and Mary Lois Friday Hulsman Librarianship for Student Success** **TAB E**
Leo Lo, Ph.D., Dean College of University Libraries & Learning Sciences
 - E. Form C – Health Information Technology-AAS Degree (GA) (New)** **TAB F**
Pamela Cheek, Associate Provost for Student Success on behalf of Sabrina Ezzell, Ph.D., Chair, Education, Health and Human Services
 - F. Form C – Pre-Health Scholars Certificate (HSC) (New)** **TAB G**
Laura Burton, Ph.D., Associate Director, Business Operations UNM Health Sciences Rio Rancho Campus
 - G. Form D – Cert Technical & Professional Communication Graduate** **TAB H**
Julianne Newmark, Ph.D., Department of English Language and Literature
 - H. Policy C07: Faculty Misconduct and Progressive Discipline** **TAB I**
Finnie Coleman Ph.D., Faculty Senate President

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I. Recommendations for Consent Agenda Items on Full Board of Regents' Agenda
Kim Sanchez Rael, Chair, Regents' SSTAR Committee

V. Information Items:

A. Research Activity and Strategy **TAB J**
Ellen Fisher, Ph.D., Vice President for Research & Economic Development

B. Research and Creative Works Leadership Awards **TAB K**
William Stanley, Ph.D., Associate Provost for Faculty Success

C. Annual Course Fee Review **TAB L**
Pamela Cheek, Ph.D., Associate Provost for Student Success
Nicole Dopson, Director of Financial Operations

VI. Public Comment

VII. Adjournment

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

December 2, 2021 – 1:00 p.m.

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Meeting Summary

Committee members present: *Regent Kim Sanchez Rael, Chair, Regent Doug Brown, Student Regent Randy Ko, James Holloway, Provost & Executive Vice President for Academic Affairs, Scott Sanchez, Staff Council President*

Committee members absent: *Finnie Coleman, President, Faculty Senate*

Advisors present: *Gregory Romero, ASUNM President, David Saavedra GPSA President*

I. Call to Order (1:02 PM) – Confirmation of a Quorum, Adoption of the Agenda

Motion to Approve: Provost Holloway

Second: Regent Brown

All members voted Yes

Motion: Approved.

II. Approval of Summarized Minutes from Previous Meeting

TAB A

Motion to Approve: Provost Holloway

Second: Scott Sanchez

All members voted Yes

Motion: Approved

III. Reports/Comments:

Provost Administrative Report

James Holloway, Provost & Executive Vice President for Academic Affairs

Faculty Recognition:

- Professor Heather Sweetser is a Senior Lecturer and has been recognized as the National Language Teacher of the Year for 2022 by the American Council on the Teaching of Foreign Languages. This is the highest honor a language teacher can get and speaks to the amazing faculty at UNM.

Leadership Transitions:

- New Dean Designate for the UNM School of Law is Professor Camille Carey. Camille has been with the university for some time and has taught in clinical and didactic courses. She has served as both an Associate Dean and the Vice Dean. Professor Carey will begin her new role over the summer when Dean Pareja steps out.
- We have formally launched two searches: Vice President for Student Affairs, chaired by SVP Barbara Rodriguez and the Chancellor for UNM Valencia, chaired by Cindy Rooney. This will provide opportunities to bring some new leadership to the university.

Academics and Student Success:

- HLC Accreditation: We had a recent HLC visit focused on governance & financial management in athletics. The report went very well. The report has removed UNM from further special monitoring on those items.

We are now preparing for a general HLC visit October 3rd and 4th of 2022. They will visit main campus as well as at least one of the branch campuses. This will be a full visit involving federal compliance, student opinion surveys, multi-campus on-site visits. We expect that the focus will be on multi-year financial planning, which I believe we are well prepared for. Another area of interest may be online compliance. Last year we operated under a lot of dispensations as to what we could do online. Now the accreditors are seeming to reign that back in and make sure we are doing online teaching using the best standards and appropriate practices.

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- Lobo Food Pantry. I mentioned at a previous meeting that the Lobo Food Pantry moved to a new location. I wanted to share an update. We did a fundraising campaign for the Lobo Food pantry this month and raised over \$15K.
- Positive Chalking. I also mentioned in a previous meeting the positive chalking campaign. This occurred on October 19th and involved multiple groups across campus, the Lobo Prevention Pack, SHAC, Dean of Students, and several student groups getting together and chalking positive messages across campus as part of mental health awareness month. We like to see that kind of positive activity.

COVID:

- We were seeing a decline in positive cases through the middle of October. Covid positives have increased since but over the last month it has been flat (as shown on graph presented). We are seeing the same trend across the state that we are seeing among our faculty, staff, and students.
- We have had a successful vaccination campaign, aggregating well over 90 percent. We have now started to put the infrastructure in place to collect information on vaccination boosters. Currently, people are reporting voluntarily. Today we have just under 1000 boosters validated.
- I would like to note the requirement for reporting a positive Covid test and to clear up misinformation. Although self-reporting is a requirement, it is not the only means of data gathering. Cases among students that test at SHAC are automatically entered into our database. There are additional touch points so that we are not relying on self-reporting alone.
- Among students, as part of the vaccination mandate, we did disenroll some students. Several the students that were disenrolled have since been re-enrolled. They either reported their vaccination or received their first shot. With the first shot, we let them re-enroll and put some holds on their accounts pending full vaccination. We will have some updates soon as to the number of students that were disenrolled, but it is less than 200.

Regent Brown: I think we ought to start keeping tabs on the booster penetration because that's going to become the new fully vaccinated quickly.

Provost Holloway: Thank you Regent Brown. This is the reason we put the infrastructure in place to start tracking that. Having that in place lets us make sure that it's working, and we can manage the data and validate it. Having the first 1000 booster submissions let us know that we can do that.

Resources and Budgeting:

We are moving into that time of the year when we are thinking about the budget for fiscal year 23, not quite in the middle of fiscal year 22, but we are really thinking about the plan for fiscal year 23. The budget leadership team is meeting and working on all aspects of that. Our government relations team is working on our efforts with the state legislature. I want to say a little bit about where we are in terms of thinking about resources, to include human resources and where we expect to go over the next year.

- Student Credit hours. We see that the Student credit hours at the Albuquerque campus are down about 20% over 5 years. This varies greatly by college. Although not on the same scale, Arts & Sciences; about 180,000 credit hours for the fall term is down 28% over the last 5 years, whereas Nursing which is about 8,000 credit hours is up 27%. The overall number of 20% varies significantly from unit to unit. This is a key driver when we think about financial resources because tuition often scales with student credit hours, human resources (the number of people we need to do the work of educational delivery roughly scales with the number of credit hours.

One of our goals is to turn that around and we have been working on prospects of doing so, but I wanted to provide some context over the last five years for items later in this presentation.

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- Faculty. Main campus, not including HSC, faculty headcount is down about 6% of tenure and tenure track faculty over the past 5 years. Compare that to the 20% decrease in student credit hours. Overall, our faculty headcount is down about 12% over the last 5 years. Much of the decrease is in the temporary part-time faculty. Tenure track faculty are relatively flat by comparison. The number of lecturers has gone up in the last few years. As we think about trends, we see that reductions are commensurate with the reduction in credit hours. It is mostly the temporary part-time faculty.

This data is important because I wanted to make sure we weren't shifting to using more and more contingent faculty. I want to make sure we are using tenure track faculty as the core intellectual heart of the institution, and we are doing that. We are not part of the national trend of using more contingent faculty. On the other hand, it presents a challenge as we think about resources, because tenure track faculty are the more expensive faculty within the institution.

Resignations. Regent Rael asked about the resignation rates. What is going on with people leaving UNM? (graph presentation)

- *Faculty*-The number of resignations of faculty over the last 5 years is about 150 down to 100 faculty resigning. This is not retirements. These are people leaving the university. Many of them going to work at other universities, being lured away by better salaries or equipment, whatever the case may be. The number of faculty has also changed. If you look at the departure rate based on how many faculty, we have vs. how many faculty leave it is basically stable although there is a potential downward trend. The age at which people leave is in the mid-forties.

Retention-We have about 4-5% of faculty resign each year. This is a huge loss of talent. It is difficult to recruit faculty and a big investment to recruit faculty. They grow and develop here and contribute to the institution, our students, and research. It is much better to try and keep people rather than lose them. One task charged by the Regents was how to bring faculty salaries up to a competitive level. We have done that study.

- Main campus: In 2021 we needed about \$14 million for tenure track faculty. That is salary increments and associated benefits. That would bring our faculty to median of comparator universities. This is about a 15% increase in total compensation. If we take the 15% increase and scale it for all main campus faculty, we need \$16-17 million.
- HSC: A similar study was done within HSC and the number was similar to bring their faculty up to median as well.

This has been discussed with HED and the LFC. There is a request to the Legislative Finance Committee for a 7% compensation increase. That would get us on our way to the 15%. I would also like everyone to be mindful that we will be fighting inflation throughout as well. If we remain at a 6% inflation rate this year, we have actually lost some ground. There are other areas of recruiting and retention such as startup. We have had inadequate funds for faculty startup. We are working to get a good estimate of that now. This could equate to about \$4-\$5 million per year, just across the main campus units. The other place we need to work on is facilities. The quality of facilities, laboratories, and research space that faculty have are a big piece in retaining them.

- *Staff*- In contrast, we see 500 decrease down to 309 leaving over the last 5-year period. When we look at the departure rate, it is relatively stable, 10-11%, with the last year at 15%. The age of departure is about early forties and suddenly in the last year it has been in the late 30s. This is the phenomenon we have heard about, the great resignation. We are seeing that in our staff population and not so much in our faculty population. We are not seeing the rethinking of career choices in faculty that we do in staff due to Covid.

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Regent Brown: Something to note. While our student credit hours are down, 20-22% over the last five years, hoping we have bottomed out on that, but our faculty are up by 100 and staff are up 200 head count. I think in terms of productivity that we need to look at that in the 2040 strategic plan.

Provost Holloway: I don't think that is a 2040 issue, I think it is a 2023-24 issue. We need to be thoughtful about the number of people we have. I don't think we are overstaffed. I think we are understaffed especially when you look at staff at the hospital, not HSC.

Within the main campus units, the budget reductions that have happened over the last decade were preferentially effectuated by reducing staff to the point where many units are at the bare bones of what they can manage in terms of ability to operate. Again, the number of tenure track faculty is rock-solid steady, while the number of credit hours is going down.

You are raising the set of points we are trying to look at. Where is our faculty level and staff level relative to the efforts in teaching? I must also caution that we are not just a teaching institution. We are also a research institution and student credit hours only generate a fraction of the revenue that we use as an institution. We can increase in areas that are supported by things other than tuition even when tuition is down. It isn't a one-dimensional problem.

Retention-I do want to make the point that we do see some effect related to this 'great resignation' particularly on our staff. In our efforts to promote staff retention we have established the telecommuting and remote work program, allowing departments to accommodate and support their staff who want to work remotely, where it makes sense. Remote work agreements number at nearly one thousand.

HR is also implementing recommendations from a comprehensive pay practices study.

Particularly how we look at initial salary for new hires and focusing on equity. Our ability to do this is hampered by departmental fiscal resources.

- Fiscal 2022 Budget (slide provided). The total UNM budget is approximately \$4B. My focus is on the UNM core funds, about \$383M (10%). This consists of state appropriations, tuition revenues, and mandatory student fees. These 3 items constitute 87% of these funds. The remaining percentage is F&A recovery, monies from state land etc. A key piece to all of this is the tuition revenue. This is the piece related to SCH and enrollment. We built the FY22 budget projecting tuition at \$116M. Currently, it is about \$110M. This is based on actual tuition collected this fall with an estimate of tuition we will collect in the Spring term. We have a \$5.5M shortfall in projection versus what we think we will get from tuition. We didn't allocate all of the projected revenue when we built the FY22 budget, so it is really only a \$3M shortfall we are dealing with. This is quite manageable within the fiscal year. The one area of concern is A&S. They are fine at the start of the fiscal year, but we expect a \$7M shortfall by the end of the FY. We have prepared a 3-year plan to address this. One way to achieve the reduction in expenditures and manage the shortfall in A&S is a 3-4% reduction in tenure and tenure track faculty or some other mix of faculty, staff attrition. This is manageable. This is about the number of faculty and staff that leave A&S in a given year. To manage this over 3 years should not be difficult.
- Core fund allocation. I want to close with a little about allocation of funds for informative purposes. Seventy-five percent of the \$380M in core funds is used to support academics. In particular in FY22 \$209M of that is allocated to academic affairs to support the main campus academic units.
- Student Retention and Recruitment. It is early in the year to provide numbers for recruitment, so the numbers are preliminary in nature.
 - Retention. The key point about retention is that a year ago we saw 77% retention from the 1st term through the 3rd term. UNM had done great work in getting it up and now it is down to 68%. We saw a big loss of students between Fall 2020 and Spring 2021 because the

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online environment was not one that could fully engage and retain students. We are working hard to get these students back, but it has been a very difficult prospect. I think an unrecognized impact of the pandemic is the loss of students from higher education. What we know is that if you don't go through higher education, your life span is shorter, you will suffer more negative health outcomes in middle age, and lower incomes. There are health impacts about this pandemic that are not about having Covid. This is a real concern. We are working so that this doesn't happen again this year.

- Admissions. Admissions for fall are currently up, 9% in-state and 43% out-of-state. These numbers are relevant as yesterday was admission priority date. Students admitted by yesterday had priority scholarship opportunities. We expect to see some significant movement in the coming weeks. Admissions for Spring are up: 86% in-state and 36% out-of-state. Transfer students are down by about 20 students for spring, compared to last year. This is not surprising as the enrollments at community colleges have really suffered over the last year, not just our branches, but community colleges across the nation. Graduate admits for spring are down, but the numbers are small. It is too early to tell for next fall because most of the deadlines for graduate applications has not been reached yet.

Member Comments:

Regent & Chair Sanchez Rael: Provost, for students who have been through the disenrollment process and then re-enrollment, assuming tuition was paid and disenrolled, are students impacted economically by the process as you enforce the vaccination policy?

Provost Holloway: Pamela Cheek can speak to this. It is the case that if a student is disenrolled late in the term, they do not get their tuition back, so there are financial impacts. They do not have to return any financial aid.

Regent & Chair Sanchez Rael: Is the Lobo Food pantry a separate 501C3 that does fundraising? What is the economic structure?

Provost Holloway: No, they are not a separate 501C3. They are part of the university. Their fundraising is done through the foundation. The \$15K campaign was a result of a new employee at the foundation. They did a great job of reaching out to potential donors. They tried something new. They did a text campaign that was very effective.

Regent & Chair Sanchez Rael: If people wanted to support the Lobo Food pantry, they go through the foundation and make a designated gift.

Provost Holloway: There is also a special landing page specifically for the food pantry on the Foundation website.

IV. Action Items:

A. Posthumous Degree for Jerry Surveyor

TAB B

Lisa Lindquist, Director, LoboRESPECT Advocacy Center

Motion to Approve: Regent Brown

Second: Student Regent Ko

All members voted yes.

Motion: Approved

B. Form C: CERT Honors College

TAB C

Ryan Swanson, Associate Professor, Honors College

Motion to Approve: Provost Holloway

Second: Regent Brown

All members voted yes.

Motion: Approved

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- C. Form D: Native American Studies Doctoral Degree Program (NAS)(New)** **TAB D**
Tiffany Lee, Chair & Professor, Native American Studies
Motion to Approve: Scott Sanchez
Second: Regent Brown
All members voted yes.
Motion: Approved
- D. Form D: Post Professional Doctoral Degree in Occupational Therapy (New)** **TAB E**
Janet Poole, PhD, OTR/L Professor Department of Pediatrics
Motion to Approve: Provost Holloway
Second: Student Regent Ko
All members voted yes.
Motion: Approved
- E. Fall 2021 Degree Candidates** **TAB F**
Cash Clifton on behalf of Finnie Coleman, Faculty Senate President
Motion to Approve: Provost Holloway
Second: Regent Brown
All members vote yes.
Motion: Approved
- F. Policy C07 Faculty Misconduct and Progressive Discipline Policy** **TAB G**
Cash Clifton on behalf of Finnie Coleman, Faculty Senate President
Item tabled for a future meeting.
- G. Approval of ASUNM Constitutional Amendment** **TAB H**
Ryan Regalado, Vice President, ASUNM
Motion to Approve: Regent Brown
Second: Student Regent Ko
All members vote yes.
Motion: Approved
- H. Recommendations for Consent Agenda Items on Full Board of Regents’ Agenda**
Kim Sanchez Rael, Chair, Regents’ SSTAR Committee
Action items for Full Board Consent agenda:

Action items: B, D, and G. to be placed on the Consent Agenda.

Action Item C to be incorporated into the President’s full report for time efficiency. I would like full board to hear about the program.

V. Information Items:

- I. Teacher Education in New Mexico** **TAB I**
Hansel Burley, PhD, Dean, College of Education and Human Sciences

Member Comments:

Regent & Chair Sanchez Rael: This is so critical for our state. I think there are some serious gaps as you have noted. One of the key elements in your presentation was educator’s being day-one ready.

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What would be your assessment of the gap from today, for our teachers we are sending out into the world, from being day-one ready? What are the top components for analysis and what are the key actions you see taking to close that gap?

Dean Burley: Day-one readiness is the bugaboo of classroom management. We do prepare teachers to be ready for classroom management types of issues. We also want them to have the best knowledge as a novice on pedagogy and different instructional techniques to use. There are so many other things going on in the school and in the classrooms at the same time: regular interruptions, differences in student readiness, a host of issues that really make the classroom an extraordinary place and we are asking a novice to manage that. Research will tell you that it really takes time. Dealing with the pace of things is also difficult.

Regent & Chair Sanchez Rael: What I would like to see at this committee is to have you come back, in a quarter or two, to talk about how you see the program success being measured. How do we quantify that? What are the milestones? How are you closing the gaps? What is our follow up with teachers we are graduating and sending into the field?

Regent Brown: I want to underscore your last comment. This is an impressive focus and a vital area with a lot of activities being planned. If we can be assured that there are metrics and criteria for success and reporting back to this committee on how they are doing according to those achievements, that would be good.

J. Nursing Program Expansion

TAB J

Christine E. Kasper, Dean and Professor, College of Nursing

Member Comments:

Regent Brown: I read where there is a substantial number of military medical personnel, combat field experience who have a hard time getting academic credit for their vast experience. Are we making any progress in trying to get them a little further ahead in the qualification chain?

Dean Kasper: Yes. We have the detailed criteria for every type of rater status. For example, a navy medic has a very different rater status than a hospital corpsman. Depending on what type of corpsman they are, some have the credits to move into the program, others do not. We currently have a federal grant from HERSA for veterans into nursing which is in its third year.

Regent & Chair Sanchez Rael: From this committee’s perspective, I would like to say that whatever we need to do to support this program, please ask. It is nice to see the increased collaboration with the program and HSC for clinical placements.

K. The Student Experience Project

Pamela Cheek, Associate Provost for Student Success

Member Comments:

Regent Brown: This is really important information. The positive results not only enhance student success, but the satisfaction in the entire academic experience. I think where you see an outlier, such as math, 56% of the students fail, this isn’t just in the psychology realm, these students obviously were being pushed too far up the ladder and didn’t have the background for it, or the professor(s) were demanding things that were unrealistic of the students. Something structurally is wrong when over half the students fail a class.

Associate Provost Cheek: Yes, thank you Regent Brown for looking at the data around courses where there is a significant fail rate, because it is not about the individual faculty member. You are right it is about a larger cultural context that puts people in the position of encountering a challenge that they just don’t have the tools to address. It is not just about math literacy in this case, it is also about having the tools to address a college experience.

Regent Ko: Thank you Dr. Cheek for the thoughtful presentation. I really appreciate the strong work that is going into this project and I appreciate you bringing the highlights and how important this

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work is to continue to support students success and retention and ultimately degree attainment to those student least served.

Regent & Chair Sanchez Rael: What is the next generation of this program? Once this data is gathered, is there a plan to proliferate the teaching to the rest of the faculty?

Associate Provost Cheek: On the national level, the research base is being analyzed. There is a whole policy wing of this work and a move towards making much of the material the interventions and the measure tool available for folks that want to subscribe. For us at UNM, our approach has been to create a set of champions who become leaders in their own college or school. The then modify to fit the needs of their own program, because it isn't a one size fits all.

VI. Public Comment

None.

VII. Adjournment: 3:35 pm

Motion to Adjourn: James Holloway

Second: Student Regent Ko

All members voted yes.

Motion: Approved

November 17, 2021

TO: Student Success, Teaching and Research Committee
FROM: Rick Holmes, Office of the University Secretary
SUBJECT: Approval of naming requests from the Department of Dermatology

Upon recommendation of Aimee Smidt, MD, Chair of the Department of Dermatology, the University Naming Committee approved the requests listed below:

Request approval to create an endowed professorship the,
'Jim and Ellen King Professorship in Dermatology'
(3.2.6. Endowed Faculty Positions; 2.2 Private Financial Support)

Request approval to appoint **Dr. John Durkin, MD, MBA**, as the inaugural holder of the 'Jim and Ellen King Professorship in Dermatology'
(3.2.6 Endowed Faculty Positions)

Please place this item on the next Academic, Student Success, Teaching and Research Committee meeting agenda for consideration.

Thank you.

Attachments



MEMO

To: Cinnamon Blair
Chief of Marketing and Communications Officer, UNM President

From: Aimee Smidt, MD Professor and Chair Department of Dermatology

Date: November 8, 2021

Re: Creation and Appointment of the King Dermatology Professorship

Dear Ms. Blair and Members of the Naming Committee,

On behalf of the UNM School of Medicine's Department of Dermatology, I request approval to create the King Dermatology Professorship. This naming request is respectfully submitted in accordance with UNM Administrative Policy 1020: Naming Facilities, Spaces, Endowments, and Programs, under Section 2.1.

With a gift to Dermatology in 2016, Mr. and Mrs. Jim and Ellen King continued their longstanding commitment and support of UNM, specifically with the intention to rebuild and grow the Dermatology program. A melanoma survivor herself, Ms. King has consistently expressed their interest in developing a pipeline for Dermatology education, clinical care and research as pertains to this potentially fatal disease, which disproportionately affects younger patients, and in which prognosis/mortality is directly linked to early detection and intervention.

As prescribed by Faculty Handbook Policy C170 "Endowed Chairs and Named Professorships" and in consultation with faculty within the department, we seek approval to appoint John Durkin, MD, MBA, in to the professorship title.

Dr. Durkin is currently an Assistant Professor, Tenure Track in the Department of Dermatology in the School of Medicine and a member of the Comprehensive Cancer Center team; he has been with UNM since 2018. The focus of his clinical interest and research includes cutaneous oncology, healthcare disparities, and melanoma. He is also an expert in confocal microscopy, a unique non-invasive imaging technique used to diagnose and monitor pigmented lesions. He is deeply involved in community outreach in New Mexico and started a statewide volunteer free skin cancer screening and educational program in December 2018 with a focus on communities without access to dermatologic care, where he has detected numerous skin cancers and several melanomas, guiding patients to care who would not otherwise had access. He has shown a consistent

dedication to all of the mission areas of the UNM School of Medicine, and I know he will be a leader into the future, both locally and nationally.

For your consideration we have attached Dr. Durkin's CV and external letters of support.

Thank you for your time and consideration of this request.

Aimee Smidt MD, FAAD, FAAP
Chair, Department of Dermatology
Professor of Dermatology and Pediatrics
Founding Director, Vascular Anomalies Clinic
University of New Mexico School of Medicine
Albuquerque NM USA

Dear Dr. Smidt,

I am writing this letter in support of John Durkin for the acceptance of the King Dermatology Professorship at The University of New Mexico. I met Dr. Durkin in the spring of 2018 during the first reflectance confocal microscopy readers course through Non-Invasive Diagnostic Imaging (NIDI). Dr. Durkin at this time was a graduating resident who was enthusiastically training with this technology in order to develop a non-invasive cutaneous imaging program at the University of New Mexico.

As you know, in 2018 he was able to successfully bring cutaneous imaging to the state of New Mexico. The State of New Mexico is fortunate to have access to this technology thanks to the efforts of Dr. Durkin. He is now well known in the world of reflectance confocal microscopy and is one of the only providers of this technology and procedure in the Southwest United States. In response to the expertise he has developed in the field of confocal microscopy, I now invite him as a lecturer to our biannual NIDI Reflectance Confocal Microscopy Reader Course. His teaching and presentations are always well-received, and he will continue to be a part of this conference in the future.

In addition to his clinical and teaching expertise, Dr. Durkin has shown promise as a leader in our field. He is a pioneering member of the American Confocal Group (ACG) which was created to connect confocal users and spread the technology and education. The group meets on a monthly basis, and he is always willing to share interesting cases and his insight and experience. Dr. Durkin also serves on The American Academy of Dermatology (AAD) Cutaneous Imaging Expert Resource Group.

Dr. Durkin is an enthusiastic academic dermatologist with a sincere interest in pigmented lesions, melanoma, and non-invasive imaging. He has already accomplished many things in his short academic career. I am excited to see his future accomplishments and contribution to the field of dermatology and the great things he will continue to do at the University of New Mexico. Please contact me with further questions or concerns.

Sincerely,



Babar K. Rao MD FAAD
Professor of Dermatology and Dermatopathology
Department of Dermatology
Rutgers Robert Wood Johnson Medical School



Aimee Smidt, MD, FAAD, FAAP
Chair, Department of Dermatology
Professor of Dermatology and Pediatrics
Founding Director, Vascular Anomalies Clinic
University of New Mexico School of Medicine
Albuquerque NM USA

Dear Dr. Smidt,

It is my pleasure to write this letter in support of John Durkin for the King Dermatology Professorship at the University of New Mexico. Dr. Durkin is a board-certified dermatologist whom I have known since 2015 when we both were residents at Drexel/Hahnemann Hospital in Philadelphia. During our three years working closely together I was able to witness his bedside manner and patient interactions. Dr. Durkin is kind and gentle with his patients. He was well liked by the staff and medical assistants that worked in our clinic. He approached all situations with compassion and humility and was able to foster a collegial environment in the clinic and with his colleagues.

During our residency, Dr. Durkin was an avid researcher. He was able to start a project with Full Field Optical Coherence Tomography, an experimental skin imaging technology. Even during his time as a resident, he was able to complete several research projects and publications. I was not surprised when he continued his career in academic dermatology by joining the faculty at the University of New Mexico.

As a practicing fellowship-trained Mohs surgeon I frequently encounter complex cases. I value Dr. Durkin as a colleague and frequently share cases to solicit his thoughts and expertise. I sincerely trust his clinical judgement would entrust anyone in his care. Although Dr. Durkin is a junior faculty, he has an astute clinical acumen that will continue to improve with more years of experience. I have no doubt that he will continue to grow as an academic dermatologist and will continue to accomplish great things at the University of New Mexico.

Please do not hesitate to contact me with any further questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Lauren Ogrich", written in a cursive style.

Lauren Ogrich MD FAAD
Mohs Surgeon
Clear Dermatology and Aesthetics Center
Scottsdale, AZ 85255



October 16, 2021

Aimee Smidt, MD, FAAD, FAAP
Chair, Department of Dermatology
Professor of Dermatology and Pediatrics
Founding Director, Vascular Anomalies Clinic
University of New Mexico School of Medicine
Albuquerque NM USA

Dear Dr. Smidt,

It is with great enthusiasm that I recommend John Durkin for the King Dermatology Professorship at The University of New Mexico. Dr. Durkin is a board-certified dermatologist whom I have known since 2018. As a PhD with an interest in Photonics I am heavily involved in the dermatology imaging community. Dr. Durkin and I met during the annual meeting of the International Society of Digital Imaging of the skin (ISDIS) in which he was actively involved as a dermatology resident. In fact, I knew his name even years before meeting, from some of his high quality cutaneous imaging publications in optical coherence tomography. Dr. Durkin is actively involved in the digital imaging community and is an especially enthusiastic researcher, activist, and clinical user of the non-invasive imaging technique of reflectance confocal microscopy.

Dr. Durkin has several publications in the area of digital imaging. I am currently mentoring him while we complete a multi-center study around the clinical use of confocal microscopy titled the American Clinical Confocal Study (ACCS). He developed the redcap database and helped to design the study as well as helping to mobilize other clinical sites for the study.

In addition to his clinical research, Dr. Durkin serves as the outreach Committee chair for the American Academy of Dermatology (AAD) Cutaneous Imaging Expert Resource Group. The AAD relies on this group to guide decision and policy making for all things cutaneous imaging. Dr. Durkin collaborates with confocal experts around the country and internationally while working with this group.

In addition to his role in the AAD ERG, Dr. Durkin is an active board member of the American Confocal Group. This group meets monthly to review difficult or interesting confocal cases. During these meetings he offers insightful contributions and presents his own cases.

In conclusion, Dr. Durkin is an enthusiastic dermatologist who is already actively involved in his field. He is well accomplished for being a junior faculty and will continue to make meaningful contributions to the field of dermatology and specifically cutaneous imaging.

Sincerely,

Handwritten signature of Eric Tkaczyk in black ink.

Eric Tkaczyk, MD, PhD, FAAD
eric.tkaczyk@vumc.org

Director, Vanderbilt Dermatology Translational Research Clinic (@VDTRC)

Assistant Professor, Dermatology, VUMC

Assistant Professor, Biomedical Engineering, Vanderbilt University

Attending Dermatologist, Nashville VA Medical Center

<http://www.VDTRC.org>

John R. Durkin

Assistant Professor, Department of Dermatology
 1021 Medical Arts Ave NE Albuquerque NM 87102
 (267) 664-0044 – john.r.durkin@gmail.com, jdurkin@salud.unm.edu

Experience		
Position & Company Name	Key responsibilities and achievements	Years
Attending Physician Medical Director Department of Dermatology <i>University of New Mexico Albuquerque, NM</i>	Oversee and guide care provided at the dermatology clinic, provide a vision for improvement in quality and operations, address day to day issues with the clinic unit director.	Oct 2021-present
Attending Physician Director of Undergraduate Medical Education Department of Dermatology <i>University of New Mexico Albuquerque, NM</i>	Co-founder of the UNM Comprehensive Cancer Center Cutaneous Oncology Clinic Treat adult and pediatric patients for medical, surgical, and cosmetic dermatology. In charge of all rotating medical students and residents.	July 2018 - present
Dermatology Chief Resident <i>Drexel University/Hahnemann Hospital Philadelphia, PA</i>	Responsible for co-resident scheduling and medical student rotators	June 2017 – June 2018
Dermatology Resident <i>Drexel University/Hahnemann Hospital Philadelphia, PA</i>	Responsible for dermatology patient care. Developed a research lab with full field optical coherence tomography	June 2015-June 2018
Transitional Year Resident <i>UPMC Presbyterian/Shadyside Pittsburgh, PA</i>	Responsible for hospitalized patients as well as educating student rotators	June 2014-June 2015

Education		
Qualification	Institution	Years
Master of Business Administration (MBA)	University of New Mexico Albuquerque, NM	2018-2021
Doctor of Medicine (MD)	University of Pittsburgh Pittsburgh, PA	2010-2014

BS Computer Engineering <i>Magna Cum Laude</i>	The Schreyer Honors College The Pennsylvania State University State College, PA	2006-2010
Minor, Spanish	VENUSA Merida, Venezuela	2008

Languages	
Language	Proficiency level
Spanish Language	Full Professional Proficiency
English	Native Speaker

Editorial Activities	
Journal	Years
Computers in Biology and Medicine Ad Hoc Reviewer	2013-Present
JAMA Dermatology Ad Hoc Reviewer	2016-Present
JAAD Special Editor	2018-Present

Original Publications	
Date	Citation
2021	Ko RF, Smidt AC, Durkin JR . Reflectance confocal microscopy in pediatric dermatology: A state-of-the-art review. <i>Pediatr Dermatol</i> . 2021 Oct 14. doi: 10.1111/pde.14837. Epub ahead of print. PMID: 34651341.
2020	Durkin JR , Tchanque-Fossuo CN, Rose AN, Elwood HR, Stepenaskie S, Barbosa NS. Surgical Margin Mapping of Melanoma in Situ Using in-Vivo Reflectance Confocal Microscopy Mosaics. <i>Dermatologic Surgery</i> . Accepted Oct 2020.
2020	Yardman-Frank J, Ramey S, Ravichandran N, Osmani S, Ko R, Berwick M, Durkin JR . The Effect of Providing One-On-One Training on Skin Cancer Prevention at Community Based Free Skin Cancer Screenings: A Survey Study. <i>Journal of the American Academy of Dermatology</i> . Accepted August 2020.
2020	Singh AG, Tchanque-fossuo CN, Elwood H, Durkin JR . BRAF inhibitor and hairy cell leukemia-related transient acantholytic dermatosis. <i>Dermatol Online J</i> . 2020;26(2)
2018	Chesner J, Ogrich LM, Cusack CA, Durkin JR . Moonlighting in residency: a dermatology perspective. <i>Dermatol Online J</i> . 2018;24(4)
2017	Durkin JR , Ogrich L, Morales-neira D, Dundumalla S, Abdelmalek M. Freeze

	artifact on full-field optical coherence tomography skin imaging. <i>Skin Res Technol.</i> 2017;
2016	Allen H, Miller B, Durkin J , Joshi S. Psoriasis: A Sequela of Streptococcal Infection Similar to Acute Rheumatic Fever. <i>Clinical Microbiology: Open Access. Clin Microbiol</i> 2016, 5: 244.
2015	Quinn SP, Zahid MJ, Durkin JR , Francis RJ, Lo CW, Chennubhotla SC. Automated identification of abnormal respiratory ciliary motion in nasal biopsies. <i>Sci Transl Med.</i> 2015;7(299):299ra124.
2014	Durkin JR , Fine JL, Sam H, Pugliano-Mauro M, Ho J. Imaging of Mohs Micrographic Surgery Sections Using Full-Field Optical Coherence Tomography: A Pilot Study. <i>Dermatol Surg.</i> 2014;
2013	Urish KL, Keffalas MG, Durkin JR , Miller DJ, Chu CR, Mosher TJ. T2 texture index of cartilage can predict early symptomatic OA progression: data from the osteoarthritis initiative. <i>Osteoarthr Cartil.</i> 2013;21(10):1550-7.
2012	Urish KL, Williams A, Durkin JR , Chu CR, OAI Investigators Group. Registration of magnetic resonance image series for articular cartilage analysis: Data from the Osteoarthritis Initiative. <i>Cartilage</i> , 4(1) 20-27

Reviews and Case Reports

Date	Citation
2021	Rose A, Yilmaz E, Durkin JR . Intravascular Squamous Cell Carcinoma Successfully Treated with Cemiplimab. <i>JAAD Case Reports</i> . Accepted June 2021
2021	Casale F, Tchanque-Fossuo CN, Durkin JR . Successful Clearance of Linear Porokeratosis with Aminolevulinic Acid and Pulsed Dye Laser. <i>Dermatologic Surgery</i> . Accepted Jan 2021
2018	Shevchenko A, Durkin JR , Moon AT. Generalized basaloid follicular hamartoma syndrome vs. Gorlin syndrome: A diagnostic challenge. <i>Pediatric Dermatology</i> Accepted April 2018. In press
2014	Durkin J , Martinez-Diaz GJ, Gehris RP. A 7-week-old Nepali girl with a perianal ulcer: brief report. <i>Pediatr Dermatol.</i> 2014;31(2):e65-6.

Book Chapters

Date	Citation
2021	Hematopoietic Stem Cell Transplantation and Cellular Therapies for Autoimmune Diseases.

Abstracts and Posters, and Presentations

- 2021 Lin J, Durkin JD "Dermatologists Are More Likely Than Oncologists to Prescribe Skin Directed Therapies for Early Stage Cutaneous T-Cell Lymphoma, A Retrospective Review." SID
- 2020 Tchanque-Fossuo CN, Rose Alexander, Durkin JR , Barbosa N. Surgical Margin Mapping of Melanoma in Situ using in-Vivo Reflectance Confocal Microscopy Mosaics. ORAL presentation American Academy of Dermatologic Surgery Virtual Annual Meeting. October 10, 2020.
- 2020 Ko R, Logue MB, Durkin JR. Reflectance Confocal Microscopy Characterization of Spitz Nevi with Histopathology and Dermoscop. Society for Pediatric Dermatology Meeting May 2020. Poster
- 2019 Improving Patient Experience through Reflectance Confocal Microscopy Imaging in Pediatric Dermatology Patients. Ko R, Smidt A, **Durkin JR**. Society for Pediatric Dermatology Annual Meeting July 2019. Austin, TX. Poster
- 2019 Ogrich L, Husienzad L, Bronner B, **Durkin JR**, Waseh S, Carroll BT, Stepenaskie, S Ho J, PuglianoMauro M. Perineural Invasion in Basal Cell Carcinomas: A Multi-Institutional Retrospective Chart Review Examining Local Recurrence Rates Between Treatment Modalities. American College of Mohs Annual Meeting May 2019. Baltimore, MD. Talk.
- 2018 Mandache D, Dalimier E, **Durkin JR**, Meas-Yedid v. Basal cell carcinoma detection in full field OCT images using convolutional neural networks. IEEE 15th International Symposium on Biomedical Imaging. April 2018. Washington, DC. Paper
- 2017 Morales-Neira D, **Durkin J**, Ogrich L, Cusack C. Beyond H&E: Full Field Optical Coherence Tomography (FFOCT) for the Diagnosis of Cutaneous Proliferations. International Society of Dermatopathology. March 2017. Talk.
- 2016 **Durkin JR**, Ogrich L, Morales-Neira D, Cusack C, Abdelmalek M. The Creation of an Atlas and Descriptors for Full-Field Optical Coherence Tomography Imaging in Mohs Micrographic Surgery. Abstract. American Society for Dermatologic Surgery Annual Meeting, Nov 10-13. New Orleans, LA.
- 2016 Morales D, **Durkin JR**, Ogrich L, Cusack C. "Full field optical coherence tomography (FFOCT): a novel tool for the diagnosis of cutaneous proliferations". The American Society of Dermatopathology 53rd Annual Meeting. Oct 27-30, 2016. Chicago, IL. Poster.
- 2016 Ballal S, **Durkin JR**, Cusack C. "The Evolution of Juvenile Xanthogranuloma: An Inflammatory Pseudoplasm?". The American Society of Dermatopathology 53rd Annual Meeting. Oct 27-30, 2016. Chicago, IL. Poster.
- 2016 **Durkin JR**, Cusack C. Diffuse Large B Cell Lymphoma with Cutaneous Metastasis. 49th

- annual meeting Pennsylvania Academy of Dermatology and Dermatologic Surgery. September 2016 (Poster).
- 2016 **Durkin JR.** Anti CD-20 Therapy in Dermatology. Talk Philadelphia Dermatological Society. Philadelphia, PA. May 2016.
- 2015 Eseonu A, Prather H, Ho J, **Durkin J**, Obagi S. The effect of high peak power laser therapy on scleroderma. American Society for Laser Medicine and Surgery Meeting. April 22-26, 2015. Kissimmee, FL.
- 2014 **Durkin JR**, Sadeghpour M, Gehris RP. A Nepali girl with a perianal ulcer: a case of cutaneous CMV presenting in an immunocompetent infant. AAD 72nd Annual Meeting, March 21-25, 2014, in Denver, CO.
- 2014 **Durkin JR**, Martinez-Diaz GJ, Kress D. A four month old with ulcerative diaper dermatitis and recalcitrant seborrheic dermatitis: a case of delayed diagnosis of Langerhans cell histiocytosis. AAD 72nd Annual Meeting, March 21-25, 2014, in Denver, CO.
- 2013 Martinez-Diaz GJ, **Durkin JR**, Kress D. A 4 month old baby with ulcerative diaper dermatitis and recalcitrant seborrheic dermatitis. 46th Annual Meeting Pennsylvania Academy of Dermatology and Dermatologic Surgery. September 2013. Hershey, PA (Poster).
- 2013 Urish KL, Keffalas MG, **Durkin J**, Miller DJ, Chu CR, Mosher TJ. T2 Texture Index of Cartilage can predict early symptomatic OA progression: Data from the Osteoarthritis Initiative. Osteoarthritis Research Society International (OARSI) International Congress. April 2013. Philadelphia, PA (Oral Presentation).
- 2012 Urish KL, Keffalas MG, **Durkin J**, Miller DJ, Chu CR, Mosher TJ. Signal Homogeneity on Cartilage T2 Maps as a Predictive Image Biomarker for Rapid Symptomatic Progression of OA. American Academy of Orthopaedic Surgeons (AAOS). February 2012. San Francisco, CA (Oral Presentation).
- 2012 Urish KL, Keffalas MG, **Durkin J**, Miller DJ, Chu CR, Mosher TJ. Signal Homogeneity on Cartilage T2 Maps predict rapid symptomatic progression of OA. Orthopaedic Research Society (ORS). February 2012. San Francisco, CA (Oral Presentation).
- 2011 **Durkin JR.** Diagnosis of Primary Ciliary Dyskinesia Using Motion Invariant Descriptors. Dean's Summer Research Symposium. October 2011. Pittsburgh, PA (Poster).
- 2011 Urish KL, Keffalas MG, **Durkin J**, Miller DJ, Chu CR, Mosher, TJ. Rapid symptomatic progression of OA is predicted by signal homogeneity on Cartilage T2 Maps. Osteoarthritis Research Society International (OARSI) International Congress. September 2011. San Diego, CA (Poster)
- 2010 Natale D, Tutwiler R, Baran M, **Durkin J** (2010). Using Full Motion 3D Flash LIDAR

Video for Target Detection, Segmentation, and Tracking. IEEE Southwest Symposium on Image Analysis and Interpretation. May 2010. Austin, TX.

Studies and Clinical Trials

2021-Present CLINICAL VALIDATION OF A PROGNOSTIC 11-GENE EXPRESSION PROFILE (MELAGENIX®) IN ARCHIVAL TISSUE OF PATIENTS WITH AJCC SUBSTAGES IIIA, IIIB & IIIC CUTANEOUS MELANOMA

PI: **John Durkin MD**

2021-Present A Pragmatic Trial of Home Versus Office Based Narrow Band Ultraviolet B Phototherapy for the Treatment of Psoriasis

PI: **John Durkin MD**

2021-Present A Proof of Concept, Non-randomized, One Center Study to Explore the Safety and Efficacy of 16 Weeks of Treatment With Ixekizumab in Adult Patients With Lichen Planus and Lichen Planopilaris

PI: **John Durkin MD**

2019- A PHASE 2B/3 RANDOMIZED, DOUBLE-BLIND, PLACEBO-CONTROLLED, DOSE-RANGING STUDY TO INVESTIGATE THE EFFICACY AND SAFETY OF PF-06651600 IN ADULT AND ADOLESCENT ALOPECIA AREATA (AA) SUBJECTS WITH 50% OR GREATER SCALP HAIR LOSS

PI: **John Durkin MD**

Sub-I: Emily Altman MD

2020-Present A Prospective, Randomized, Blinded, Placebo-controlled, Phase IIb Trial of an Autologous Tumor Lysate (TL) + Yeast Cell Wall Particles (YCWP) + Dendritic Cells (DC) Vaccine vs Unloaded YCWP + DC in Stage III and Stage IV (resected) Melanoma to Prevent Recurrence

Sub-I: **John Durkin MD**

2020-Present A Phase III Randomized Study of Adjuvant Ipilimumab Anti-CTLA4 Therapy versus High-Dose Interferon α -2b for Resected High-Risk Melanoma

Sub-I: **John Durkin MD**

2019-Present: Phase 2, Single-Arm Study of Nivolumab (BMS-936558) in Combination with Ipilimumab in Subjects with Previously Untreated, Unresectable or Metastatic Melanoma

Sub-I: **John Durkin MD**

2019-Present a Randomized, Double-Blind, Placebo-Controlled, Multicenter Trial to Evaluate the Efficacy and Safety of Oral BTK Inhibitor PRN1008 in Moderate to Severe Pemphigus.

Pharmaceutical Sponsor

PI: Emily Altman MD

Sub-I: **John Durkin MD**

Professional Groups

Society for Pediatric Dermatology- Member
American Academy of Dermatology- Fellow
University of New Mexico Melanoma Translational Group- Founder
AAD Cutaneous Imaging Expert Resource Group- Founding Member, Chair outreach committee
American Confocal Group- Founding Board Member

Hobbies and interests

Cycling, skiing, world traveling, scuba diving

References

Available on request

Student Mentoring

Kriti Mishra 2018-2019
Amy M Singh 2019-2020
Joseph Michael Yardman-Frank 2019-2021
Alexander Rose 2019-Present
Sabah Osmani 2019-Present
Fiore Casale 2019-Present
Jaimie Lin 2019-Present
Larimar Rodriguez-
Randy Ko 2019-Present
Jawaher Assed 2019-Present
Floyd D Silva 2019-Present

Resident Mentoring

Mary Beth Logue 2018-2021



February 16, 2022

TO: UNM Board of Regents Student Success, Teaching and Research Committee
FROM: Rick Holmes, Office of the University Secretary
SUBJECT: Approval of naming request from the School of Engineering

Upon recommendation of Christos Christodoulou, Jim and Ellen King Dean of Engineering and Computing, the University Naming Committee approved the naming of the department listed below:

Approval to name the Department of Civil, Construction and Environmental Engineering, the '**Gerald May Department of Civil, Construction and Environmental Engineering**' (3.2.5. Programs; 2.2 Private Financial Support)

Please place this on the next Student Success, Teaching and Research Committee meeting agenda for consideration.

Thank you.

Attachment



To: UNM Naming Committee

From: Christos Christodoulou, Jim and Ellen King Dean of the School of Engineering and Computing
Mahmoud Taha, Chair of Civil, Construction and Environmental Engineering

Date: February 10, 2021

RE: Request to name the Department of Civil, Construction and Environmental Engineering

Civil, Construction and Environmental Engineering

On behalf of the School of Engineering, we request approval to name the Department of Civil, Construction and Environmental Engineering the Gerald May Department of Civil, Construction and Environmental Engineering. This naming comes at the request of, Douglas Campbell who has made a multi-year pledge of \$5,000,000 for the department. The department naming will be official once the \$5,000,000 threshold has been reached. Doug is a graduate of the department who credits Jerry May with putting him on the right path as an undergraduate and connecting him to his graduate advisor and mentors at AFRL. Doug has a bachelor and master of science degree from the UNM Department of Civil, Construction and Environmental Engineering. Doug is an entrepreneur who used his UNM education to build two successful companies. Rocco, an aerospace company, was sold in 2020 and Solid Power, a solid-state battery company, recently went public on the Nasdaq. Jerry May is aware of the naming and is in support.

From 1986 to 1990, Jerry May served as the 14th President of the UNM. He is a Professor Emeritus of the UNM. He was a Professor of Civil Engineering at UNM for 35 years, engaged in teaching and research, and he served in various administrative positions. He served on the UNM Foundation Board, two terms, 1986-1989 & 1990-2000. Jerry also served on the ABQ Core Chapter in 2000. Jerry is currently on the School of Engineering Campaign Steering Committee. He and his wife, Mary Joyce, are dedicated donors to UNM and have funded PSP scholars, student athletes, the Civil Chairs fund and staff awards at UNM.

Attachment A

GERALD MAY DEPARTMENT OF CIVIL, CONSTRUCTION AND ENVIRONMENTAL ENGINEERING

Since 1906 the UNM Department of Civil, Construction and Environmental Engineering (CCEE) has focused on fundamentals and hands-on learning. In recent decades, Albuquerque's rapid growth and proximity to the national labs have transformed the department into a center for research and innovation, giving students unparalleled opportunities for practical training and excellent career prospects. Dedicated faculty train students to solve local, regional, and global challenges, such as climate change, to create viable clean water supplies, protecting life and property from severe flooding, upgrading New Mexico infrastructure, and improving communities in poverty-stricken areas. Undergraduates today benefit from their direct connection to faculty, just as they did when Jerry May was on faculty and in leadership at UNM. Close relationships define the program, and this supportive culture gives students the opportunity to thrive in the lab and in the classroom. The department serves a uniquely diverse population of students, many of whom come from underserved communities, both economically and educationally.

The Gerald May Department of Civil, Construction and Environmental Engineering Endowed Fund will be used to:

- Recruit and support highly talented undergraduates to study in the program with competitive scholarship offerings
- Attract enthusiastic and creative graduate students who extend the research capabilities and reputation of the department
- Recruit, hire, reward and retain highly capable CCEE faculty who can elevate research and instruction and establish their career at New Mexico
- Provide support to national conferences organized by CCEE faculty
- Provide support to an annual department event involving CCEE faculty and students
- Provide maximum of one-month summer salary for the department chair and/or one month summer salary to other CCEE faculty leading department initiatives
- Reward exceptional CCEE publications and scholarly work
- Provide one semester gap funding for research assistants when funding is lost
- Provide support to invite national scholars to visit the department, participate in department seminars and events and interact with faculty and students
- Nurture the success of diverse undergraduates with career-relevant work experiences, and through exposure to national and international best practices in their chosen field
- Support department initiative to train global engineers by exposing the department undergraduate students to international experiences through a well-designed summer study abroad program and a program to attract well-known international scholars and engineers to visit UNM Civil engineering and interact with undergraduate students for a few weeks
- Maintain state-of-the-art laboratory facilities to enable providing first class technology training to UNM Civil Engineering students
- Fund the most innovative and impactful programming initiatives

- Provide seed/cost-share money to help research faculty secure highly competitive grants

This investment will cultivate a culture of excellence and create environment capable of attracting top talent to lead CCEE into the future and launch us into the top 50 programs in the Nation.

January 19, 2022

TO: Student Success, Teaching and Research Committee

FROM: Rick Holmes, Office of the University Secretary

SUBJECT: Approval of naming requests from the College of University Libraries and Learning Sciences

Upon recommendation of Dean Leo Lo, College of University Libraries and Learning Sciences, the University Naming Committee approved the request listed below:

Request approval to create an endowed professorship the,
'The Jim and Mary Lois Friday Hulsman Librarianship for Student Success'
(3.2.6. Endowed Faculty Positions; 2.2 Private Financial Support)

Please place this item on the next Academic, Student Success, Teaching and Research Committee meeting agenda for consideration.

Thank you.

Attachments



TO: UNM Naming Committee
FROM: Dean Leo Lo
RE: The Jim and Mary Lois Hulsman Librarianship for Student Success Endowment
DATE: January 19, 2022

The College of Library and Learning Sciences proposes the creation of *The Jim and Mary Lois Hulsman Librarianship for Student Success Endowment*.

Jim Hulsman is Albuquerque's "winningest" coach with a record of 660 wins, 24 state tournaments and 7 New Mexico State Basketball Championships. Born in Pittsburgh, Pa., Hulsman came to New Mexico in 1940. He attended Monte Vista Elementary School, Jefferson Jr. High and graduated from Albuquerque High School (AHS) in 1949. At AHS, he lettered in track and football. He lettered in basketball at the College of St. Joseph on the Rio Grande before he moved to the University of New Mexico. He received his Bachelor of Science degree from the UNM in 1959.

Shortly after returning from the Korean War, Jim first hung a whistle around his neck as head track and cross-country coach and as an assistant coach for the football and basketball teams. In 1961, he took over as Albuquerque High School's head basketball coach and began a career full of honors and successful athletes lasting 41 years.

He donated his unique and sizeable documentation on his players and Albuquerque's Athletics to Zimmerman Library, thus distinguishing himself as a notable historian. He is the recipient of many state, regional and national awards including two national Coach of the Year awards and he was named Coach of the Year 15 times by sportswriters and sportscasters throughout the state. He has been honored for his contributions to the field of education with the UNM Alumni Association's Bernard Rodey Award.

After retirement, Hulsman didn't slow down. He taught basketball theory classes at UNM for upper-division students, coached basketball clinics in the U.S and abroad, served on the New Mexico Athletics Association Commission and the New Mexico Coaches Association Board of Directors.

The University of New Mexico is privileged to hold a significant portion of Hulsman's papers and memorabilia and has been the recipient of the Hulsman's significant philanthropic contributions. Jim donated his sizeable documentation on his players and Albuquerque's Athletics to Zimmerman Library. He married Mary Lois (Friday) Hulsman in 1965.

Mary Lois Friday Hulsman grew up on a ranch in South Texas. She was 'born' into riding horses and ranching life. Her family has resided in Uvalde County since 1847, the longest tenure of any family in this County. Her athletic success earned her a Bachelor of Science degree in Physical Education at the University of Texas at Austin. She joined the faculty at Albuquerque High School where she taught physical education, U.S. History and was a cheerleader sponsor. She received a Master of Arts degree in Guidance

and Counseling at UNM and worked in Albuquerque Public Schools for 25 years. After her marriage to Jim, she remained active in his career, attending all but 2 of his varsity games during his 34 years as coach at AHS.

This endowment will reflect the Hulsman's deep interest in giving back to our community. The Hulsman's incredible devotion to UNM and its students has been long lasting and far reaching with many contributions given to several initiatives across campus. Their contributions to UNM total nearly \$1M.

The Hulsmans are particularly excited about the potential far-reaching impact of this endowment as it will support a different librarian every three year whose work will focus on projects directly devoted to the success of UNM students.

Thank you for your consideration!

Sincerely,

A handwritten signature in cursive script, appearing to read "Leo S Lo".

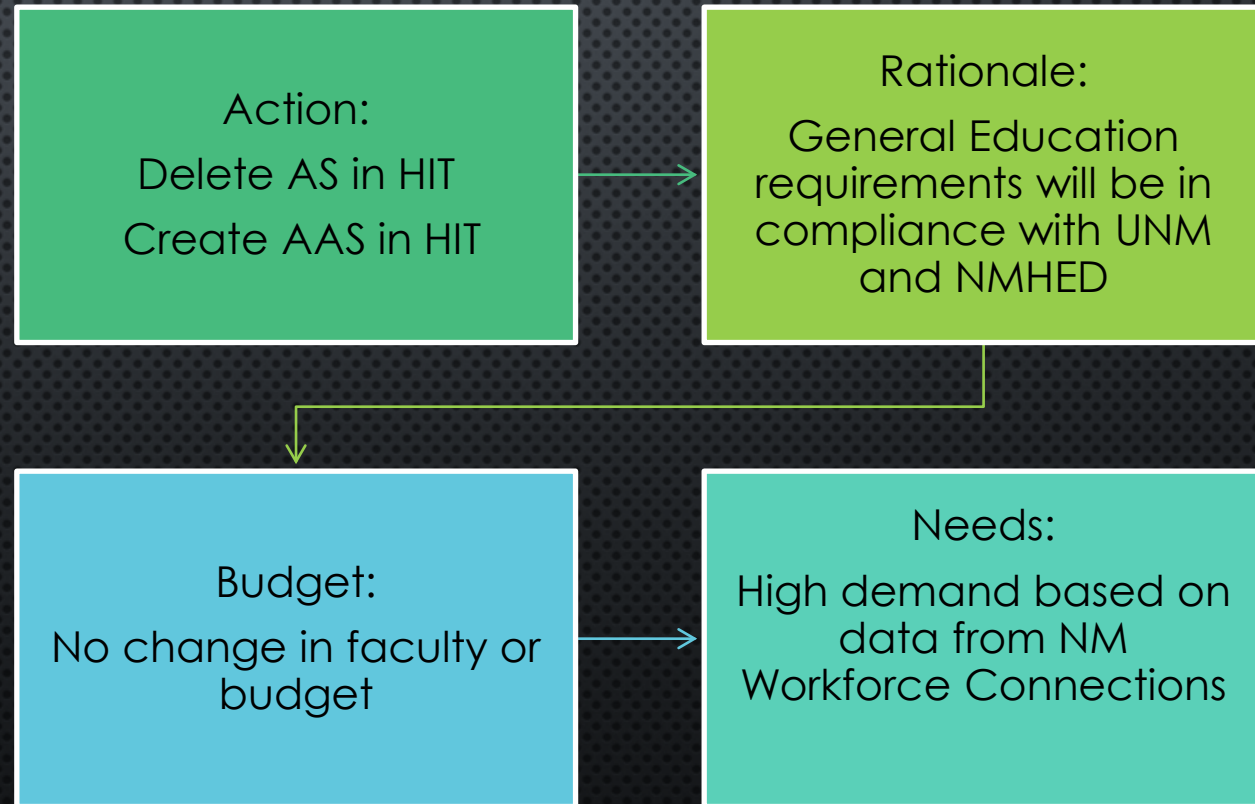
Leo S Lo, EdD, MLIS, MFA [*he, him, his*]
Dean and Professor
College of University Libraries and Learning Sciences



HIT

Health Information Technology

UNMG - AAS IN HEALTH INFORMATION TECHNOLOGY



THANK

YOU



**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C2825**

Fields marked with * are required

Name of Initiator: Sabrina Ezzell Initiator's Title: EHHS Chair Email: sezzell@unm.edu Phone Number: 505 863-7570	Faculty Contact: Sabrina Ezzell Administrative Contact: Sabrina Ezzell Admin Email: sezzell@unm.edu Admin Phone: 5058637570	Department: EHHS Branch: Gallup Date: 01-26-2021
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Associated Forms exist? No

Proposed effective term

Semester Year

Course Information

Select Appropriate Program

Name of New or Existing Program

Select Category Degree Type

Select Action

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

[AS.AAS Side by Side Comparison HIT Final.docx](#)

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

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

The degree change from an AS to an AAS will get the program into compliance with general education credits. Please see justification document. The provost's approval included the addition of HIT core courses. However, we chose to move forward with changing the general education credits first. Once the AAS is approved we will begin the approval process of adding additional HIT core courses. **REG OFF: see comments from HED**

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

[HIT AAS Justification.Needs Analysis.Articulation.docx](#)

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


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

[HIT New Program Preliminary Review 1.29.20.docx](#)

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

[HIT AS to AAS Provost Approval.pdf](#)



From: Dr. Pamela Cheek, Associate Provost for Student Success 
To: Dr. Sabrina Ezzell, UNM-Gallup
Re: Associate of Applied Science in Health Information Technology
Date: October 26, 2020

I am writing on behalf of the UNM Office of the Provost and EVP for Academic Affairs in support of removing the Associate's of Science in Health Information Technology and creating the Associate's of Applied Science in Health Information Technology at UNM-Gallup. The transformation of the existing program makes sense with respect to training needed by health information technology professionals. The number of specialized credit hours required may be in excess of what is needed by graduates seeking employment, but the required courses represent valuable training.

Thank you for your work creating this proposal.

UNMG HIT Degree Change from an Associate of Science to an Associate of Applied Science**

Justification:

To be in compliance with the NMHED general education core requirements, the UNMG HIT Program will change from an Associate of Science (AS) to an Associate of Applied Science degree (AAS). If the HIT program keeps the existing AS degree and makes the necessary changes to meet the new general education requirements, the program credit hours would increase to at least 80 credit hours. Bringing the general education requirements into compliance with an AAS will bring the total credits for the program down from 71 to 67.

Needs Analysis:

A change in degree from the existing AS to the new AAS degree will have no financial impact.

Articulation:

The AAS in HIT would be a terminal degree. With the current CAHIIM accreditation, graduates are eligible to sit for the Registered Health Information Technology (RHIT) exam. The RHIT credential ensures local, statewide and national employment opportunities for our graduates. The proposal for the AAS in HIT plan of study has also been approved by the Provost's office at main campus.

Date: January 29, 2019

To: The Office of the Provost

From: Roseanna McGinn MBA-HCA, RHIT, Program Director, UNM-Gallup

Re: New Program Preliminary Review

1. Program Description

The UNMG Health Information Technology program has a successful history at the branch campus. It helps the college meet its mission by preparing students to meet their educational and professional goals of becoming a coder or a registered health information technologist. In an effort to meet the new NMHED general education requirements, the UNMG Health Information Technology program will change its current Associate of Science to an Associate of Applied Science degree. Changing to the AAS will help the program keep the overall credit hours low, while meeting the curricular requirements of UNM, the requirements of the Council on Accreditation of Health Information Management (CAHIIM), pre-qualifications of the American Health Information Management Association (AHIMA) and the NMHED. If approved, the degree change could go into effect in the fall of 2020.

The UNMG HIT associate degree program is accredited by CAHIIM, the Commission on Accreditation for Health Informatics and Information Management. As a result of CAHIIM accreditation, graduates are eligible to sit for the Registered Health Information Technology (RHIT) exam. The RHIT credential ensures local, statewide and national employment opportunities for our graduates.

2. Student Characteristics

Student enrollment in the Health Information Technology program would not change. We have a minority-majority student population made up of primarily Native American students. Our HIT program graduates have a documented employment rate with a majority of students staying in the community and surrounding areas to work after graduation. To address retention, Health Information Technology students receive academic support from the Director of Health Information Technology, HIT faculty, and other supporting programs such as TRIO.

3. Curriculum Plan

The general education requirements will be reduced and the HIT specific courses will be increased by three new courses. The new courses are necessary to meet the national accreditator's (CAHIIM) 2018 curriculum requirements. The additional courses will address new areas included on the future RHIT exam. The total program credit hours will increase from 71 to 74 credits. The end-of-program student learning outcomes, instructional methods, methods of assessment, and location of the program will remain unchanged. There will be no new space requirements.

4. Human Resource Plan

There are currently 2 full-time faculty positions in the HIT program and there will be no increase in positions as a result of the curriculum change.

5. Accreditation Plan

The UNMG HIT program is fully accredited by CAHIIM with a renewal site visit scheduled during the 2020-2021 academic year. Once the new AAS curriculum is approved, the new curriculum will be submitted to CAHIIM for their records.

6. Projected Enrollment and Costs

Enrollment in the HIT program will remain unchanged. A new testing fee of \$60.00 will be added to the HCHT 233 Professional Practice Experience to cover a mock RHIT exam to help prepare the students for the actual test.

7. Additional Information

ACCREDITATION STATEMENT: The accrediting agency for the University of New Mexico-Gallup Health Information Technology Associate Program is the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). The university's accreditation for the Associate Degree in Health Information Technology is current with the next review cycle scheduled for academic year 2020-2021. All inquiries concerning the program's accreditation status should be directed (1) by mail to CAHIIM, 233 N. Michigan Avenue, 21st Floor, Chicago, IL, 60601 or (2) by phone at 312-233-1134 or (3) by e-mail at info@cahiim.org.

8. Attachments

Side-by-side comparison of existing AS curriculum and new AAS curriculum

Thank you,
Roseanna McGinn, MBA-HCA, RHIT
UNMG HIT Director

**UNM-Gallup Health Information Technology Program
SIDE-BY-SIDE AS vs AAS CURRICULUM COMPARISON**

	ASSOCIATE OF SCIENCE IN Health Information Technology	CR HR	ASSOCIATE OF APPLIED SCIENCE IN Health Information Technology	CR HR
PREREQS	<u>Writing and Speaking (6)</u>	6	Fixed General Education (12 credits minimum)	
	ENGL 1110 Composition I		<u>Communication (3)</u>	3
	ENGL 1120 Composition II OR		UNM General Ed Requirements	
	COMM 2120 Interpersonal Communication		<u>Mathematics and Statistics (3)</u>	3
	<u>Arts and Design/ Humanities (3)</u>	3	UNM General Ed Requirements	
	Refer to General Ed Curriculum		<u>Physical and Natural Sciences (4)</u>	4
	<u>Social and Behavioral Science (6)</u>	6	UNM General Ed Requirements	
	Refer to General Ed Curriculum		<u>Social and Behavioral Sciences (3)</u>	3
	<u>Mathematics (3)</u>	3	UNM General Ed Requirements	
	MATH 1350 Intro to Statistics OR		Flexible General Education (3 credits minimum)	
	MATH 1220 College Algebra		<u>Communication (3)</u>	3
	<u>Physical and Natural Science (4)</u>	4	UNM General Ed Requirements	
	BIOL 1140/1140L OR			
	BIOL 1310/1310L OR			
	BIOL 2210/2210L OR			
	HCHS 113			
<u>Health Sciences (6)</u>	6			
HCHS 111 Medical Terminology		Health Sciences		
HCHS 115 Pharmacology for Health Occupations		HCHS 111 Medical Terminology	3	
<u>Business Technology (3)</u>	3	HCHS 113 Basic Body Structure & Function	4	
BCIS 1110 Intro to Information Systems		HCHS 115 Pharmacology for Health Occupations	3	
<u>Physical Education (2)</u>	2	Business Technology		
Choose from any PE course		BCIS 1110 Fundamentals of Information Literacy	3	
Total	33			
			Total	16
			Total	13
			Total	29

Health Information Technology Core	HCHT 121 Health Information Tech I	4	HCHT 121 Health Information Tech I	4
	HCHT 211 Basic ICD/CPT Coding	4	HCHT 211 Basic ICD/CPT Coding	4
	HCHT 213 Principles of Disease	4	HCHT 213 Principles of Disease	4
	HCHT 215 Advanced Outpatient Coding	2	HCHT 215 Advanced Outpatient Coding	2
	HCHT219 Advanced Inpatient Coding	3	HCHT219 Advanced Inpatient Coding	3
	HCHT 221 Medical-Legal/QM	4	HCHT 221 Medical-Legal/QM	4
	HCHT 222 Health Information Tech II	4	HCHT 222 Health Information Tech II	4
	HCHT 231 Computer Applic/Statistics	4	HCHT 231 Computer Applic/Statistics	4
	HCHT 232 Reimbursement Methodologies	3	HCHT 232 Reimbursement Methodologies	3
	HCHT 233 Professional Practice Exper.	6	HCHT 233 Professional Practice Exper.	6
Total	38		38	
CREDIT HRS	TOTAL	71	TOTAL	67

GREEN DENOTES HIT COURSES, ORANGE DENOTES CURRENT AS PREREQUISITES/GENERAL EDUCATION, BLUE DENOTES PROPOSED AAS PREREQUISITES/GENERAL EDUCATION

HSC Pre-Health Scholars Certificate Rationale

Need:

- Professional health programs are utilizing holistic reviews in admissions
- Programs seeking candidates strong in humanities and STEM
- Curricula designed to address areas of weakness in candidates as identified by HSC professional health programs

HSC Pre-Health Scholars Certificate

Program Description:

- Curricular foci (15 credit hours):
 - Culture, psychology, learning theories, and learning styles
 - Skill development in critical thinking, communication, patient communication, and writing

Potential Students:

- Advanced Pre-health undergraduates
- Post-baccalaureate students – unsuccessful candidates and degree/career changers

HSC Pre-Health Scholars Certificate

Workforce Outcomes:

- Increased competitive applications to professional health programs
- increased tools for successful completion of professional health programs
- Improved cultural humility and communication skills among health professional graduates

Budget

Fiscal Year	Number of Students	Total net Tuition and Fees Revenue	Total Expenses	Net Margin
FY24	13	\$42,854	\$41,331	\$1,523
FY25	20	\$65,931	\$42,360	\$23,571
FY26	30	\$98,902	\$43,830	\$55,071

Program will utilize TPT faculty and revenue is anticipated to offset faculty expenses

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C2814**

Fields marked with * are required

Name of Initiator: Laura Burton	Faculty Contact: Amy Levi	Department: HSC
Initiator's Title: Assoc Dir, Business Operations: Facilities	Administrative Contact: Laura Burton	Branch: Rio Rancho
Email: tanimara@unm.edu	Admin Email: LauraBurton@salud.unm.edu	Date: 11-09-2020
Phone Number: 505 994-5064	Admin Phone: 505994-5064	

Associated Forms exist? Yes

Proposed effective term

Semester Year

Course Information

Select Appropriate Program

Name of New or Existing Program

Select Category Degree Type

Select Action

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

[PreHealth Title and Requirements.docx](#)

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

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

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

[PreHealth Certificate Justification and budget analysis.docx](#)

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

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

[2pg Prehealth residency Certificate Executive Summary Rev.11.23.21.docx](#)

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

[Signed Form C letter PreHealth.docx](#)

September 24, 2021

Stephanie Rodriguez
Acting Secretary of Higher Education
New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, New Mexico 87505-2100

Dear Secretary,

In accordance with the regulations governing HED's review process for new undergraduate programs, I am writing to let you know of the University of New Mexico's intention to submit a proposal for a 15-credit hour, Pre-Health Scholars Certificate program.

The new certificate proposal is in the process of seeking approval through the university's internal curricular process. It will be submitted to the UNM Health Sciences senior leadership for review next week. It is anticipated that the proposal will be forwarded to the UNM Faculty Senate Curriculum Committee and the full Faculty Senate during the 2021-2022 academic year, with the final university approval by the UNM Board of Regents and submission to the HED following shortly thereafter. Dr. Amy Levi, HSC Vice President of Academic Affairs, will represent the program and the university at the various stages of review at the state level.

Please feel free to contact me if you have any questions regarding this notification.

Sincerely,

A handwritten signature in black ink that reads 'Amy Levi, PhD, UNM'. The signature is written in a cursive, flowing style.

Amy Levi
HSC, Vice President of Academic Affairs

cc: James Holloway, Provost and Executive Vice President for Academic Affairs
Michael Richards, Interim Dean, School of Medicine
Joe Suilmann, University Accreditation Director

Pre-Health Scholars Certificate Executive Summary

The 5-course, 15-credit hour transcribed Pre-Health Scholars Certificate program offers undergraduate and post-baccalaureate students a rigorous and challenging social science-focused opportunity to strengthen their applications to professional programs and gain a foundation for their healthcare studies and future careers. Professional health programs increasingly recognize the importance of social science and humanities knowledge and skills in healthcare education and practice. As a result, most professional health programs have adopted a holistic application approach. Programs are seeking students who are not only good in science but also in understanding and interacting with people – the type of people who we would want as our personal health professionals.

Pre-Health Scholars Certificate students will gain an appreciation and enhanced understanding of the interplay among social, cultural, and psychological factors with health behaviors and outcomes, while building and practicing skills for effective and inclusive healthcare delivery. Through highly interactive, discussion-based, rigorous curricula that incorporates thought-provoking engagement and mindful learning through demanding discussion, activities, application exercises, and field trips, students will be challenged to think deeply and analyze factors influencing healthcare.

This unique certificate lays the groundwork for professional studies and health careers with courses on meanings and cultural understanding, communication, motivational interviewing, critical thinking, and psychology. The observational learning course will provide learning through shadowing and community engagement in field trips. The community field trips will allow students to hear the stories of community members and healthcare workers while being immersed within a community context. Throughout the certificate program, students will hear professional testimonials regarding personal experiences of social and academic adversity stressing the common and temporary nature of these feelings. Research indicates these testimonials can have long-term positive outcomes academically and professionally.

Admissions: Target population includes: undergraduates, post-baccalaureates who are returning to complete pre-requisites for health programs, and post-baccalaureates who were unsuccessful candidates to professional health programs. The rigor of these courses is designed to assist students' transition into graduate-level thinking.

All courses will take place at Health Sciences Rio Rancho Campus. These courses can serve as elective credits within degree pathways for undergraduates.

An application to include an academic letter of support is required for the certificate program. The certificate program will have rolling admission. Courses must be taken in sequence.

Courses

Meanings and Culture in Health and Illness HSCI400 – 3 credit hours (Fall). The course will explore the role culture and meanings play in the conceptualization, experience, and treatment of health and illness, as well as healthcare interactions and outcomes. Additionally, students will expand their understanding, respect, skill, and humility in approaching individuals with different cultural frameworks from their own while reflecting deeply about their own beliefs and frameworks.

Integrating Psychology and Medicine HSCI401 – 3 credit hours (Fall). The importance of integrating psychology into healthcare delivery will be explored. After a brief review of foundational psychology theories, students will explore how behavioral health impacts medical conditions and outcomes. Students will grapple with difficult patient interaction scenarios, such as, delivering bad news, discussing common medical and mental health issues, managing personal emotions in challenging interactions, and handling the larger social and emotional responses of a patient's family. Students will gain a deeper awareness of their own emotional responses and how these influence care delivery, as well as, strategies in dealing with difficult emotions of others. The

development of personal self-wellness plans will assist students in managing the stress and trials of professional school and careers.

Critical Thinking, Learning, and Problem Solving for Health Professions HSCI402 – 3 credit hours (Fall). Critical thinking and problem solving are critical to the successful completion of rigorous professional health programs and effective healthcare delivery. Students will receive explicit instruction on critical thinking and problem solving with a focus on group practice and practical application in critical and integrative thinking through the use of a variety of scenarios and case studies. In addition to critical thinking, students will explore mindful and meaning learning, including reflectively analyzing their own learning styles.

Communication in Action for Health Professions HSCI403 – 3 credit hours (Spring). Pre-requisites: HSCI400 and HSCI401. The importance of communication skill is widely accepted, especially in healthcare. This rigorous course is heavily weighted on skill development with a focus on engaged, respectful, and meaningful communication. Content will include engaged listening, narrative, use of metaphors, and facework. The praxis of communication will focus on narrative medicine, motivational interviewing, writing, and interview skills.

Pre-Health Observational Learning HSCI404 – 3 credit hours (Spring). Pre-requisites: HSCI400, HSCI401, HSCI402. This course is limited to those accepted into the certificate program. Observational learning provides opportunities for students to engage their whole being within a context in a way that can facilitate deep lifelong learning. This course is designed to help students make deep connections between social determinants of health, culture, and health professions with real world contexts in both cognitive and affective ways. The two components of this course are shadowing and community engagement. This course will also include guest speakers, panels, and in-class discussions and reflection.

- Shadowing. Although shadowing is an application requirement for many professional programs, many students struggle to find and secure placements, which can exacerbate inequities. Certificate students will receive assistance in securing shadowing placements. However, specific specialties are not guaranteed. Prompts and direction will be given to students to focus their observations, reflections, and discussions.
- Community Engagement. Field trips and guest speakers provide first-person experiences highlighting social determinants of health, health disparities, and cultural differences from real world contexts in New Mexico. Engagement with a range of communities provides the opportunity to overcome current and future overgeneralizations and stereotypes that hinder quality health outcomes. Students will not only learn about the challenges and obstacles faced by community members but also the strengths and assets of the communities and cultures.

Mental Health First Aid – 8 hour training. Mental Health First Aid is a course that teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders. The training gives you the skills you need to reach out and provide initial help and support to someone who may be developing a mental health or substance use problem or experiencing a crisis.

Pre-Requisites

Students must have Junior Standing (60 credit hours) with a cumulative 3.0 GPA or higher, which must include at least: General Chemistry – 2 semesters; Biology – 2 semesters; English – 2 semesters; Intro to Psychology PSY1110; and Intro to Statistics Math1350 or Psych2510. Exceptions can occasionally be made by petition to the Director for special approval

Certificate Award

All five courses and the Mental Health First Aid training must be completed with a 3.0 GPA or higher to earn the certificate. The certificate and the individual courses will be listed on student transcripts.

Pre-Health Scholars Certificate

Justification for the course

Pre-Health Scholars Certificate: Professional health programs increasingly recognize the importance of social science and humanities knowledge and skills in healthcare education and practice. As a result, most professional health programs have adopted a holistic application approach. Programs are seeking students who are not only good in science but also in understanding and interacting with people – the type of people who we would want as our personal health professionals

Pre-Health Scholars Certificate students will gain an appreciation and enhanced understanding of the interplay among social, cultural, and psychological factors with health behaviors and outcomes, while building and practicing skills for effective and inclusive healthcare delivery. This rigorous, unique 5-course certificate will strengthen students' applications through laying the groundwork for professional studies and health careers with courses on meanings and cultural understanding, communication, motivational interviewing, critical thinking, and psychology. The observational learning course will provide learning through shadowing and community engagement in field trips.

Impact on long-range planning

This 5-course pre-health certificate was developed with the intention of producing revenue for the UNM Health Sciences Rio Rancho Campus. The success of this program will not only support the professional health programs in HSC by improving the humanities knowledge and skill of applicants, it will also help support the expenses of the Health Sciences Rio Rancho Campus.

Detailed budget analysis

The Health Sciences Budget Offices assisted in the analysis and development of the program budget. The goal of the program is to enroll a minimum of 20 to 25 students per course offering. The pilot budget incorporates temporary part-time instructors. The program needs at least 13 students to break even, and with 20 students enrolled, the program will generate a projected net margin of almost \$24,000.

With 25 students, the program will generate a projected net margin of over \$39,000.

Enrollment	13	20	25
Revenues			
Tuition and Fee Revenue	47,334	72,821	91,026
Institutional support/Educational Initiatives	(4,480)	(6,890)	(8,610)
Net Revenues	\$42,854	\$65,931	\$82,416
Expenses			
Instructor	32,150	32,150	32,150
Administrative Support	6,270	6,270	6,270
Course supplies and other costs	2,911	3,940	4,675
Total Expenses	\$41,331	\$42,360	\$43,095
Projected Net Margin	\$1,523	\$23,571	\$39,321

Faculty workload implications

There are no faculty workload implications because this program will utilize temporary part-time instructors.

Pre-Health Scholars Certificate

- HSC Undergraduate Certificate
- A 5-course, 15-credit transcribed Certificate for pre-health students
- All courses will take place at the Health Sciences Rio Rancho Campus

The HSC Pre-Health Scholars Certificate program offers undergraduate and post-baccalaureate students a rigorous and challenging social science-focused opportunity to strengthen their applications to professional programs and gain a foundation for their healthcare studies and future careers. Professional health programs increasingly recognize the importance of social science and humanities knowledge and skills in healthcare education and practice. As a result, most professional health programs have adopted a holistic application approach. Programs are seeking students who are not only good in science but also in understanding and interacting with people – the type of people who we would want as our personal health professionals.

Pre-Health Scholars Certificate students will gain an appreciation and enhanced understanding of the interplay among social, cultural, and psychological factors with health behaviors and outcomes, while building and practicing skills for effective and inclusive healthcare delivery. Through highly interactive, discussion-based, rigorous curricula that incorporate thought-provoking engagement and mindful learning through demanding discussion, activities, application exercises, and field trips, students will be challenged to think deeply and analyze factors influencing healthcare.

UNM Health Sciences Supported

The courses were designed based on input from the UNM Health programs including School of Medicine, Physical Therapy, College of Pharmacy, Center for Native American Health, School of Medicine's BA/MD program, and University College Pre-Health Professions. The Pre-Health Scholars Certificate program was approved by senior leadership of UNM Health Sciences.

Admissions Information

Target Audience. Target population includes: undergraduates, post-baccalaureates who are returning to complete pre-requisites for health programs, and post-baccalaureates who were unsuccessful candidates to professional health programs. The rigor of these courses is designed to assist students' transition into graduate-level thinking.

Prerequisites. Students must have Junior Standing (60 credit hours) with a cumulative 3.0 GPA or higher, which must include at least:

- General Chemistry – 2 semesters
- Biology – 2 semesters
- English – 2 semesters
- Intro to Psychology PSY1110
- Intro to Statistics Math1350 or Psych2510

Exceptions can occasionally be made by petition to the Director for special approval.

The five courses in the certificate program can serve as elective credits within degree pathways for undergraduates. Students will apply for the certificate program and upon successful completion, the

courses and the certificate will be listed on their transcripts. All five courses must be completed with a 3.0 or better to successfully earn the certificate.

The certificate program will have rolling enrollment. The application will include pre-requisite courses and a professional letter of support. Any student may enroll in individual classes if space is available, except the observational learning course. However, they will not receive the certificate without applying for and completing the entire certificate program with required grades. As a certificate program, financial aid and student loans will be available to students, including post-baccalaureate.

Program Curriculum

The courses comprising the Pre-Health Scholars Certificate do not duplicate existing courses at UNM.

This unique certificate lays the groundwork for professional studies and health careers with courses on meanings and cultural understanding, communication, motivational interviewing, critical thinking, and psychology. The observational learning course will provide learning through shadowing and community engagement in field trips. The community field trips will allow students to hear the stories of community members and healthcare workers while being immersed within a community context. Throughout the certificate program, students will hear professional testimonials regarding personal experiences of social and academic adversity stressing the common and temporary nature of these feelings. Research indicates these testimonials can have long-term positive outcomes academically and professionally.

The five courses of the certificate:

- Meanings and Culture in Health and Illness HSCI400
- Integrating Psychology and Medicine HSCI401
- Critical Thinking, Learning, and Problem Solving for Health Professions
- Communication in Action for Health Professions
- Pre-Health Observational Learning

In addition, students will be required to complete an 8-hour Mental Health First Aid training.

Technical and Professional Communication Graduate Certificate Proposal, English Department Form D

Julianne Newmark, Ph.D.
newmark@unm.edu



Rationale for the Program

- The TPC 15-credit graduate certificate aims to provide students with a microcredential -- either sought as a standalone certificate or attached to an existing graduate degree -- that will boost a student's hireability post-graduation, as skills in Technical and Professional Communication are prized in workplaces.
- For graduate students from English and other UNM departments, this microcredential will offer post-graduation access to communication-heavy career fields, from non-profits to governmental organizations to private companies, that many MA and Ph.D. programs alone do not directly facilitate.
- The program will focus on writing/communication/information design but will distinguish itself from other programs in the region through its focus on social justice issues; this focus will put us at the forefront for addressing technical communication in real-world situations that are relevant for the digital age, particularly in our region.

Ability to Teach the Program Effectively

- Current Rhetoric and Writing program staffing volume can accommodate this course release and still manage current RW course offerings.
- Faculty slated to teach the program's courses have extensive publication records in TPC and in the specific target areas on the certificate's core, required courses.
- Faculty designing the certificate's new courses are nationally recognized experts in online course design, usability, and multimodality.

Budget

- We are not asking for budget/resources in general right now, but if and when the program develops, we may require additional faculty to support it.
- Because it is already in the English Department hiring plan to bring on a new TPC faculty member within 3-5 years, we feel that at present, we have the staff and resources to launch the program and will assess future staffing needs as (and if) they emerge.



Needs served by the program

- This program supports UNM’s larger mission to “to contribute to the state and national economies”; specifically, by equipping Certificate-holders with ethically attuned communication skills, these individuals will be prepared to serve directly our “City and State,” in “health care, social services, policy studies” contexts, to produce the documentation that accompanies “commercialization of inventions,” and in seeking funding for “cultural events” and the governmental and non-profit organizations that seek funding for them.
- This certificate will serve national needs for a TPC skillset. Rosselot-Merritt (2020) explains that “The U.S. Bureau of Labor Statistics projects that the demand for technical writing will grow 11% between 2016, when 52,400 technical writers were working in industry, and 2026, when 58,100 are projected to be working in the United States.” Further, in their analysis of 142,000 job advertisements, Rios et al. (2020) indicate that “oral and written communication, collaboration, and problem-solving skills are in high demand by employers, with particular emphasis on the pairing of oral and written communication,” the paired skills that are the foundation of the TPC graduate certificate.
- A survey of existing MA and Ph.D. students in ENGL indicates the interest of current UNM graduate students in “adding in” a certificate along their way to their degree. Anecdotal evidence from correspondence with the TPC Coordinator from employed-in-industry community members also made interest evident.



thank
you

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

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

Date: 18 October 2021

Julianne Newmark, Ph.D.
(Name of individual initiating Graduate Degree or Graduate Certificate)

Principal Lecturer, Coordinator of Technical and Professional Communication Program, 5
(Title, position, telephone number)

newmark@unm.edu
(Email address)

English
(Department/Division/Program)

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

Attach the following required documents:

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

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

Proposed date to admit new students: Term Fall Year 2022

Required Signatures:

Department Chair	<u>Dr. Anita Obermeier</u>	Digitally signed by Dr. Anita Obermeier Date: 2021.10.27 09:53:56 -06'00'	Date <u>10.27.2021</u>
College Curricula Committee	<u>Mary Domski</u>	Digitally signed by Mary Domski Date: 2021.10.27 10:21:56 -06'00'	Date <u>10.27.2021</u>
College or School Dean	<u>Mary Domski</u>	Digitally signed by Mary Domski Date: 2021.10.27 10:22:06 -06'00'	Date <u>10.27.2021</u>
Dean of Library Services	<u>L St</u>	Digitally signed by Laura Soito Date: 2021.10.28 17:46:44 -06'00'	Date <u>10.28.2021</u>
Office of the Registrar—Catalog	<u>Michael Raine</u>	Digitally signed by Michael Raine Date: 2021.10.29 07:35:25 -06'00'	Date <u>10.29.2021</u>
FS Graduate Committee	<u>Nikki Jennings</u>		Date <u>12-02-2021</u>
Dean of Graduate Studies	<u>Julie Conrad</u>		Date <u>12/02/2021</u>
FS Curricula Committee	<u>Christine Delucas</u>		Date <u>12-10-2021</u>
Office of the Provost	<u>Pamela Cheek</u>		Date <u>12-10-2021</u>
Faculty Senate	<u>Nancy D. Middlebrock</u>		Date <u>01-25-22</u>
Board of Regents			Date _____

Additional Approvals for Degrees:

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

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

October 28, 2021

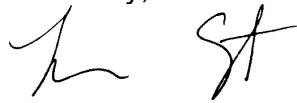
Dr. Julianne Newmark
Technical and Professional Communication Program
Department of English

Dear Dr. Newmark,

The University Libraries has reviewed the Form D for the Graduate Certificate in Technical and Professional Communication. Since the UL is already supporting the teaching and research needs of the faculty and students of the established courses that comprises this certificate program, we should not need to add any new resources to continue to support these classes.

If any new courses are added to the curriculum or new faculty is added to support this certificate program, it is possible that new or additional library resources will be needed to support the teaching and research needs of students and faculty. Since the UL operates with limited resources, we may have to cancel some existing resources in support of the Technical and Professional Communication Program to meet any future needs for new information resources.

Sincerely,



Laura Soito
Associate Professor
Director of Collections
College of University Libraries & Learning Sciences
lsoito@unm.edu
505-277-4760

cc:

Leo Lo, Dean, College of University Libraries & Learning Sciences



OFFICE OF ACADEMIC AFFAIRS

To: Dr. Julianne Newmark, Dr. Anita Obermeier, Associate Dean Mary Domski, Ms. Robben Brown, Mr. Michael Raine

From: Dr. Pamela Cheek, Associate Provost for Curriculum and Assessment

A handwritten signature in black ink, appearing to read 'P. Cheek', written over a horizontal line.

Re: Graduate Certificate in Technical and Professional Communication

Date: September 30, 2021

Your initial proposal for a Transcribed Graduate Certificate in Technical and Professional Communication has been reviewed in the Office of the Provost and EVP for Academic Affairs. On behalf of Provost Holloway, I would like to offer our office's support of the initial proposal. The proposal is timely and appropriate to meeting emerging workforce needs. As you develop the proposal fully, consultation with the College of Arts & Sciences about resources and recruitment will be fruitful. Please track the progress of your Form D carefully as it moves forward. Thank you for your work developing this proposal.

Executive Summary

Graduate Certificate in Technical and Professional Communication

The English Department proposes the creation of a graduate certificate in Technical and Professional Communication (TPC), at 15 credit hours (5 three-credit Online Max courses). There will be a Standard track and a Grant and Proposal Writing track (details are explained in our Curriculum document). The intent of the graduate certificate is to provide students with a microcredential -- either sought as a standalone certificate or attached to an existing graduate degree -- that will boost a student's hireability post-graduation, as skills in Technical and Professional Communication are prized in workplaces.

Rosselot-Merritt (2020) explains that "The U.S. Bureau of Labor Statistics projects that the demand for technical writing will grow 11% between 2016, when 52,400 technical writers were working in industry, and 2026, when 58,100 are projected to be working in the United States." Further, in their analysis of 142,000 job advertisements, Rios et al. (2020) indicate that "oral and written communication, collaboration, and problem-solving skills are in high demand by employers, with particular emphasis on the pairing of oral and written communication," the paired skills that are the foundation of the TPC graduate certificate.

With ethics-oriented, targeted training in written, visual, oral, and multimodal communication, the TPC graduate certificate will offer working professionals a credential that will boost salary and offer industry-oriented tools for the critical assessment and effective composition of various communication outputs for specific communities, with specific attention to historically marginalized communities. For graduate students from English and other UNM departments, this microcredential will offer post-graduation access to communication-heavy career fields, from non-profits to governmental organizations to private companies, that many MA and Ph.D. programs alone do not directly facilitate.

UNM's TPC Graduate Certificate will be a unique credential, as compared to other peer institutions' certificates, and the coursework will ensure that those completing it not only have the marketable "hard" skills in effective communication of technical and workplace information to expert and non-expert audiences, across communication modalities, but that these professionals represent UNM's mission and ethos while serving in industry. The certificate program's core values and outcomes reflect global awareness and community-mindedness; this framework is rooted in the certificate's courses' attentiveness to the ethical responsibilities of all TPC practitioners to create just communications for diverse audiences of users. As Walton, Moore, and Jones (2019) suggest in *Technical Communication After the Social Justice Turn: Building Coalitions for Action*, our program will be committed to building an inclusive environment of students and community members, fostering socially just practices and activism that support students as technical communication practitioners in recognizing, revealing, rejecting, and replacing oppressive practices that occur in society through their writing and interactions in the workplace.

Students will develop a range of skills that will encourage them toward just communication practices; a few examples are learning to create diverse testing cohorts, correcting design flaws in online and analog forms that have historically limited response from marginalized populations, and recognizing the historical role the field of TPC has played in propelling normative workplaces discourses that have excluded, harmed, and silenced users of products/communications, communities affected by environmental crises, and workplace members who have not been reflected in corporate communications, to name just a few selected examples.

Our program is well positioned to be a top contender for students seeking technical communication professional development in an online format. Currently, programs such as those at Arizona State, Texas Tech, and New Mexico State (to offer a few regional examples) offer foundational courses such as Editing, Documentation, and other similar courses that focus on the writing/communication/information design aspects of the degree; while our program will also offer such courses, our focus on social justice issues puts us at the forefront for addressing technical communication in real-world situations that are relevant for the digital age, particularly in our region. Our faculty team's research knowledge and applied skills in COVID communication in indigenous communities, universal design for learning in corporate training modules, linguistic justice in industry and government communication contexts, and community-specific accident-reporting documentation (in BIPOC communities) – to name but a few faculty research interests—indicate the kinds of examples and scenarios that will be at the core of our courses.

Further, our curriculum will be shaped by community collaboration and reciprocity. Classes such as Ethics in Technical Communication (ENGL 535) will offer our students the opportunity to collaborate with the community to approach challenges together while fostering digital literacy. We will ask students questions such as, “how does the medium affect a message?” and “how do access challenges persist when such communication is available only in digital mediums—and how do we redress these challenges via effective information and interface design?” Such skills are necessary for success as a technical communicator in the twenty-first century. To foster such learning, we will partner with community entities (such as nonprofits and community-based literacy centers) to work together to understand how we as teachers can best develop and assess our curriculum and develop projects that prompt our students to grow their writing, multimodal communication, and oral presentation skills while simultaneously becoming agents for social change.

To best facilitate our community-based approach, we propose a structure for the organization of the program as such: a Program Director to oversee the certificate and guide incoming and existing students, program faculty to teach online courses for the certificate and collaborate with the Program Director on assessment of efficacy, and an Industry Advisory Team (based on other programs' Corporate Advisory Boards, such as NMT's) to support and provide feedback on the Program's student outputs and program outcomes. IAT members will be invited to the final presentations in each of the program's required courses to offer dialogic input, which will constantly ensure that the program is responsive to the needs of local, national, and global

industry entities. Such collaboration will also ensure that our curriculum remains relevant for our students and our evolving community and society at large.

This certificate unites a suite of new courses with existing courses from the Rhetoric and Writing program, combining to offer a diverse curriculum that will benefit students from across the university and community. Because enough of the courses are offered in fully online mode (Online Max) from the program's inception, with more courses to be created in the coming years in Online Max versions, this Certificate will be available to many more students than current graduate programs in English. Underserved populations-- through geography, family/work demands, military deployment, rurality, age, and race/ethnicity -- will be served by this program's industry connectedness, its accessibility, and its temporal flexibility.

Though we anticipate, based on peer institutions' enrollment numbers, that our initial cohort will be small (likely around 5-10 certificate pursuers per year, over the first two years), we expect our enrollment to grow, especially as social justice continues to be front-of-mind for the industry and the pandemic era has increased many people's comfort with online learning. Our courses will also provide students with a "high engagement" online experience as UNM graduate students, helping to increase retention within this program and potentially link to further enrollment, post-certificate, in MA and Ph.D. programs at UNM. Our commitment to high-engagement practices will be evident via the program requirements of conferencing with the course instructors, collaboration (asynchronous) with class colleagues via a discussion board, and remote group-presentation participation.

We are not asking for budget/resources in general right now, but if and when the program develops, we may require additional faculty to support it. Because it is already in the English Department hiring plan to bring on a new TPC faculty member within 3-5 years, we feel that at present, we have the staff and resources to launch the program and will assess future staffing needs as (and if) they emerge.

This program is supported by English department faculty and the Graduate School; the Provost's and Dean's offices have indicated support. We are excited to educate our colleagues at UNM across disciplines about the promise of this program and its potential to attract new students to UNM, to add an additional layer of credentialing to MA and Ph.D. students' educations, and to help support working professionals' desires for career growth.



University of New Mexico
MSC 03 2180
107 Humanities Building
Albuquerque, NM 87131-1041
Telephone (505) 277-2711
Fax (505) 277-7405

NEW GRADUATE CERTIFICATE PROGRAM APPLICATION

A. General Information

Institution The University of New Mexico

Name and Title of Contact Person Julianne Newmark, Ph.D. Principal Lecturer. Coordinator of Technical and Professional Communication Program, English Department

Email of Contact Person newmark@unm.edu

Name of Proposed Program Graduate Certificate in Technical and Professional Communication

Name of Sponsoring Department, School, and/or College English, College of Arts and Sciences

Level of Proposed Program (*Graduate Certificate or Post-degree Certificate*) Graduate Certificate

Estimated Time to Complete Proposed Program 1 year (5 courses)

Campuses to offer this degree program Main, plus online

All Program Format(s) (*standard, distance education, evening, weekend and/or other*) Face-to-face and online

Anticipated Start Date August 2021

Proposed CIP code 23.1303

B. Program Curriculum

Program Description (*as listed in catalog*)

The Graduate Certificate in Technical and Professional Communication (TPC) prepares certificate-holders to apply enhanced workplace and technical communication skills in their current employment context or in a future context. This 15-credit Certificate can be added in as a part of an existing UNM student's MA or Ph.D. program, effectively as a depth area in TPC (for ENGL graduate students). The Certificate can also be taken as a freestanding credential, ideal for working professionals in science, technology, non-profit administration, engineering, and the military. This Certificate can be completed face-to-face with occasional online courses, or fully

online. The Certificate's foundation in social justice and ethics guides the communication outputs students will create, such as reports, feasibility studies, white papers, usability tests, data visualizations, procedures, and more. Applicants to the Certificate program should already hold a Bachelor's degree. The program requires 15 credit hours of coursework to culminate in a final portfolio (submitted to the Program Director) of the students' best work accompanied by a reflective memorandum that considers selected program outcomes. There is no foreign language requirement for the completion of the Certificate.

Program Curriculum *(as listed in catalog)*

The 15 credit hours of coursework are distributed across core and distribution requirements as follows, in two tracks (Standard track and Grant and Proposal Writing track)

Standard Track

6 credit hours of core requirements:

- Technical and Professional Communication (ENGL 502) and Ethics in Technical and Professional Communication (ENGL 535)

9 credit hours of electives, chosen from the following (with other Rhetoric and Writing and other department courses accepted as substitutions with Program Director's approval)

- User-Centered Design and Usability (ENGL 512); Editing (ENGL 517); Proposal and Grant Writing (ENGL 518); Visual Rhetoric (ENGL 519); Topics in Professional Communication (ENGL 520)

Grant and Proposal Writing Track

15 credit hours of core requirements:

- Technical and Professional Communication (ENGL 502); Proposal and Grant Writing (ENGL 518); Ethics in Technical and Professional Communication (ENGL 535), Research Methods (ENGL 540); Graduate Internship (ENGL 598)

Number of Credits Required 15

Program Learning Outcomes

Upon completion of the Certificate program, students will be able to:

- SLO 1: Ethically **assess diverse audience needs** for appropriately chosen communication outputs and create content to serve these audiences' needs
- SLO 2: **Collaborate** with colleagues and community partners (corporate partners and non-profit partners) to **design and produce responsive communication outputs in various appropriate modalities**
- SLO 3: **Understand and analyze the history of the TPC field** and its role in codifying communication genres that have oppressed those who have not historically been involved in document and information design generation and distribution and who may have been subject to the impacts of such documents.
- SLO 4: Clearly and in well-organized fashion, **create written and rich-media communication outputs** that inform, guide, instruct, protect, and educate audience members
- SLO 5: **Develop and produce** collaborative communication outputs in **remote and local, synchronous and asynchronous**, workplace contexts
- SLO 6: Design technical documents and workplace communications that **further social justice aims**, such as centering voices of communities often marginalized in instructional, operational, environmental, and governmental communications.

Is this certificate designed to be stand-alone or is it intended for students that are also seeking a graduate degree? If so, list how the courses will be shared between the two.

The Certificate will be available to students who seek it as a stand-alone credential and students already enrolled in MA and Ph.D. programs at UNM. For English MA and Ph.D. students, such as those in the 31-credit Rhetoric and Writing (RW) MA, students can fulfill 2 of their distribution courses via the Certificate's course options and can accomplish the remaining 3 courses via their elective allocation.

Is this certificate embedded in a degree program (i.e., do the courses taken articulate to a graduate degree)? If yes, to which degree?

It can be taken stand-alone; it can also be taken as a part of the MA and Ph.D.

C. Assessment

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

Students in this program will create a digital portfolio of their work throughout the program. The portfolio project will include documents created within each class that showcase students' best work. In addition, students will be asked to complete a final reflection discussing their achievement of at least two programmatic outcomes; the Program Director (and team of instructors) will review students' portfolios at the end of each academic year, using both qualitative and quantitative measures based on established best practices in the field of TPC. For example, within traditional portfolio-based assessment, an assessment team of administrators and instructors use a rubric to score students' texts within the portfolio, also using students' own assessment of their work as evidenced in their reflections. Based on the results of the assessment, the administrator and instructors, in consultation with the Industry Advisory Team (the IAT is described further below), can make necessary changes to the program as a whole and to individual classes to ensure continued student success and workplace alignment.

D. Need

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

Evidence of need might include results of employer surveys, current labor market analyses and projections, or long-term need projections prepared by a relevant professional organization.

This new Certificate program serves local, regional, and national needs for advanced skills in effective communication of technical and scientific information, multimodally across professional communication genres, in an ethical and audience-centered way. Further, this program supports UNM's larger mission to "to contribute to the state and national economies"; specifically, by equipping Certificate-holders with ethically attuned communication skills, these individuals will be prepared to serve directly our "City and State," in "health care, social services, policy studies" contexts, to produce the documentation that accompanies "commercialization of inventions," and in seeking funding for "cultural events" and the governmental and non-profit organizations that seek funding for them. This Certificate supports cross-disciplinary communication goals across our university, as articulated by a variety of UNM programs, as evidenced by letters attached to this

application from Electrical and Computer Engineering (Dr. Meeko Oishi) and Communication and Journalism (Dr. David Weiss).

In terms of national need for the TPC skillset the Certificate offers, Rosselot-Merritt (2020) explains that “The U.S. Bureau of Labor Statistics projects that the demand for technical writing will grow 11% between 2016, when 52,400 technical writers were working in industry, and 2026, when 58,100 are projected to be working in the United States.” Further, in their analysis of 142,000 job advertisements, Rios et al. (2020) indicate that “oral and written communication, collaboration, and problem-solving skills are in high demand by employers, with particular emphasis on the pairing of oral and written communication,” the paired skills that are the foundation of the TPC graduate certificate.

In our own informal survey of current UNM English graduate students, many expressed an interest in adding in (as an effective depth area) the TPC Graduate Certificate en route to their accomplishment of a Ph.D. or MA degree. In a week-long survey circulated electronically in October 2021 to all English graduate students (funded and non-funded), 44% of respondents affirmed an interest in “adding in” the Certificate to their plan of study. Another 11% of respondents indicated their interest as a “maybe.” Also, 11% of respondents fell into the category of students graduating who *would have* added in the Certificate had it been available during their years of enrollment.

Certificate-holders will not only serve the broadly described entities named in UNM’s mission but will more precisely be able to support Indigenous- and Latinx-owned businesses as they seek expansion, funding, and the furtherance of cultural, technological, engineering, and government-contract goals. Our Industry Advisory Team’s diversity will have a goal of establishing mutually beneficial relationships with such community partners to ensure reciprocity of information to guide and shape the Certificate and to create pathways into such organizations as employment options for our graduates.

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

Based on ongoing conversation with Engineering faculty, technical writers and scientists at Sandia National labs, medical writers and editors, and non-profit administrators, we are designing this program to equip those who attain the certificate to contribute significantly in such workplace contexts, by bringing ethics-informed, community-attuned technical and professional communication skills to such employment contexts. We will create an Industry Advisory Team (IAT) of representatives from such entities (outreach for this IAT has begun already) and the IAT will meet bi-annually to review students’ communication outputs, the industry attunement of assignments and scenarios, and preparedness of graduates to contribute to the needs of such entities and their stakeholders. In the Grant and Proposal Writing track of the Certificate, a required internship will allow for regular calibration of the curriculum’s preparation of students and a non-profit’s needs, for example. In the design of this Certificate, feedback from existing UNM graduate students, faculty, and the community/industry representatives named here has been collected (via interviews and surveys) and has informed the ultimate curriculum and assessment plan we are proposing here.

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

Year 1	Year 2	Year 3	Year 4	Year 5
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New Students	5	5	10	10	10
Continuing Students	10*	10	10	10	10
Graduates	2-3	8	10	12	12
Annual Retention Rate Target (%)	Target 100% Graduation Rate (%)		Target Job Placement Rate (%)		
90-95%	90-95%		N/A**		

*The "Continuing Students" may continue to be 10 each year, considering how many students enter the Ph.D. and MA programs within the English department and want to take these classes (based on projections from our survey mentioned above). Some of these students may only be taking classes within the program and not completing the entire Certificate, which we have accounted for in the "Graduates" section. It is a challenge to complete this table of projections given that we anticipate a combination of types of students pursuing this Certificate, those in existing ENGL programs, the MA and Ph.D., and those pursuing the Certificate stand-alone. We also have indication from other departments that their students might be interested in a single course or two from the program.

**Many of the students enrolled in this Certificate program as a "stand alone" will be in the workforce already, seeking advancement of skills or promotion; as such, we included "Not Applicable" in response to the "Target Job Placement Rate." Regarding our students pursuing the MA and Ph.D. in ENGL, their hireability will not only be contingent on their completion of the Certificate, but also on their completion of the overall degree they are seeking. However, we are confident that the Certificate will enhance their job prospects beyond academia, which has historically been the target for many of our Ph.D. graduates but is decreasing as an option.

F. Institutional Readiness

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

We are not asking for budget/resources at present. If and when the program grows, we may require additional faculty to support it. Because it is already in the English Department hiring plan to bring on a new TPC faculty member within 3-5 years, we feel that at present, we have the staff and resources to launch the program and will assess future staffing needs as (and if) they emerge. Based on our assessment plan, at least one instructor will most likely need to take on the role of "Program Director" to facilitate assessments at the end of each academic year. The Program Director will not only oversee assessment but will also guide and mentor Certificate students and organize and sustain IAT meetings and relations. Because of these demands, the Program Director role must come with a course release. Current Rhetoric and Writing staffing volume can accommodate this course release and still manage current RW course offerings.

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

None

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

No additional classrooms or office space will be needed for the program.

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

No additional equipment or technological resources (aside from the LMS capabilities offered through UNM Online) will be needed for this program's sustainment.

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

None

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

No external facilities will be used.

G. Projected Budget

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

The only budget item related to the GCERT is a one-course release, in the amount of \$4284.80. A part-time instructor will cover the course for the Program Director. The English department will cover the funds, thus we are not requesting additional funding for the GCERT.

Signature of Chief Academic Officer **Date**

Printed Name of Chief Academic Officer **Date**

Signature of Data (CIP) Coordinator **Date**

Printed Name of Data (CIP) Coordinator **Date**

HED use only

Date Presented to Advisory Committee _____

Approved **Denied** **Request more information**

Cabinet Secretary's Signature **Date**

NEW GRADUATE CERTIFICATE

Graduate Certificate in Technical and Professional Communication

Name and Title of Contact Person

Julianne Newmark, Ph.D. Principal Lecturer. Coordinator of Technical and Professional Communication Program, English Department. newmark@unm.edu

CATALOG DESCRIPTION

The Graduate Certificate in Technical and Professional Communication (TPC) prepares certificate-holders to apply enhanced workplace and technical communication skills in their current employment context or in a future context. This 15-credit Certificate can be added in as a part of an existing UNM student's MA or Ph.D. program, effectively as a depth area in TPC (for ENGL graduate students). The Certificate can also be taken as a freestanding credential, ideal for working professionals in science, technology, non-profit administration, engineering, and the military. This Certificate can be completed face-to-face with occasional online courses, or fully online. The Certificate's foundation in social justice and ethics guides the communication outputs students will create, such as reports, feasibility studies, white papers, usability tests, data visualizations, procedures, and more. Applicants to the Certificate program should already hold a Bachelor's degree. The program requires 15 credit hours of coursework to culminate in a final portfolio (submitted to the Program Director) of the students' best work accompanied by a reflective memorandum that considers selected program outcomes. There is no foreign language requirement for the completion of the Certificate.

Graduate Certificate in Technical and Professional Communication

15 credit hours

Courses with an asterisk are Online Max courses; highlighted courses are new courses.

Standard Path

Course Number	Course Title	Credits
Required Courses		
ENGL 502*	Technical and Professional Communication	3
ENGL 535*	Ethics in Technical and Professional Communication	3
Electives (choose three; other courses may be substituted with Program Director approval)		
ENGL 512*	User-Centered Design and Usability	3
ENGL 517*	Editing	3
ENGL 518*	Proposal and Grant Writing	3
ENGL 519	Visual Rhetoric	3
ENGL 520	Topics in Professional Communication	3

Grant and Proposal Writing Track

Course Number	Course Title	Credits
Required Courses		
ENGL 502*	Technical and Professional Communication	3
ENGL 518*	Proposal and Grant Writing	3
ENGL 535*	Ethics in Technical and Professional Communication	3
ENGL 540	Research Methods	3
ENGL 598	Graduate Internship	3

NEW GRADUATE CERTIFICATE

Graduate Certificate in Technical and Professional Communication

Name and Title of Contact Person

Julianne Newmark, Ph.D. Principal Lecturer. Coordinator of Technical and Professional Communication Program, English Department. newmark@unm.edu

LIBRARY IMPACT STATEMENT

We do not request any support from the library and the program will not impact the library or rely on other academic support resources.

NEW GRADUATE CERTIFICATE

Graduate Certificate in Technical and Professional Communication

Name and Title of Contact Person

Julianne Newmark, Ph.D. Principal Lecturer. Coordinator of Technical and Professional Communication Program, English Department. newmark@unm.edu

GRADUATE PROGRAM PROJECTED COSTS

At this time, there are no costs to the university associated with the launch of this Certificate. We are not asking for budget/resources at present. If and when the program grows, we may require additional faculty to support it. Because it is already in the English Department hiring plan to bring on a new TPC faculty member within 3-5 years, we feel that at present, we have the staff and resources to launch the program and will assess future staffing needs as (and if) they emerge.

Based on our assessment plan, at least one instructor will most likely need to take on the role of "Program Director" to facilitate assessments at the end of each academic year. The Program Director will not only oversee assessment but will also guide and mentor Certificate students and organize and sustain Industry Advisory Team (IAT) meetings and relations. Because of these demands, the Program Director role must come with a course release. Thus, the only budget item related to the GCERT is this one-course release, in the amount of \$4284.80. A part-time instructor will cover the course for the Program Director. The English department will cover the funds, thus we are not requesting additional funding for the GCERT.



OFFICE OF THE CHAIR

October 13, 2021

Julianne Newmark, Ph.D.
Department of English
University of New Mexico

Dear Dr. Newmark,

Thank you for providing me with information about your department's proposed Graduate Certificate in Technical and Professional Communication (TPC).

I am writing to offer my enthusiastic support for the proposed certificate program. I believe that the program will be of great benefit not only to students in the Department of English, to the UNM graduate student body, and to the wider community, but also to many students in my own department's graduate programs.

While most of the students who enroll in C&J's MA program, and just about all who enroll in our PhD program, do so with the intention of pursuing an academic career, quite a few of our MA students each year treat their master's degree as terminal. Typically, members of our MA cohorts are interested in pursuing careers in professional communication-focused fields such as strategic communication, mediation, or human resources. However, for better or worse, our MA program does not offer the sort of skills-focused courses that are the key components of the proposed TPC program.

While I don't think many of our MA students would be able to complete the entire TPC certificate program, I have little doubt that quite a few would be interested in taking selected TPC classes as electives. Indeed, I could easily see our professionally-oriented MA students being very interested in taking at least two such courses: most likely, ENGL 502 or 535 and, depending upon their specific career plans/needs, ENGL 512, 517, and/or 518 as well. To that end, I would be very happy to bring the TPC program directly to the attention of our grad students and encourage them to take its courses.

I wish you the best of luck with your proposal and hope that the certificate program becomes a reality in the very near future. In the meantime, please don't hesitate to contact me if there's any additional information I can provide or if you'd like to discuss ways our departments might work together once the program is up and running.

Yours,

Sincerely yours,

David

David Weiss, Ph.D., Associate Professor,
Chair, Department of Communication & Journalism

davidweiss@unm.edu
direct dial: 505-277-1905



October 13, 2021

To Whom It May Concern:

This letter is written in support of the proposed Graduate Certificate in Technical and Professional Communication.

As a Professor in Electrical and Computer Engineering, I believe such a program has considerable value to graduate students in engineering. Many of our students lack skills for effective communication, and this has a direct impact on our students' research and professional endeavors. For PhD students, technical communication is an integral part of students' research success. It is critical that students have the skills to read technical papers and distill essential ideas, as well as to effectively convey their own research ideas in written and in verbal form. Students' research success depends on their ability to write compelling conference papers and journal articles, to present technical talks at conferences and workshops, and to convey the essentials of their contributions in short and succinct, high level, "elevator pitches." Students often have no option other than to acquire these skills in an ad-hoc fashion, without formal training that could dramatically simplify the process of developing the relevant expertise. Professional communication skills would also be of great use to our MSc students who do not conduct research, as credentialed expertise in technical and professional communication could have considerable impact on their hireability.

Sincerely,

Dr. Meeko Oishi
Professor and Regents' Lecturer
Electrical and Computer Engineering
University of New Mexico
Phone: (505) 277 0299
Web: <http://www.unm.edu/~oishi>

C07 Faculty Misconduct and Progressive Discipline Policy

Approved By: Faculty Senate and Board of Regents

Effective: **Draft 2/1/22**

Responsible Faculty Committees: Academic Freedom and Tenure Committee and Policy Committee

Office Responsible for Administration: Office of the Provost and Office of the Executive Vice President for Health Sciences

Legend: Clean copy for reding ease--No highlighting or strikeouts-only links are shown in **red**.

Revisions to the Policy Rationale, Policy Statement, and Applicability sections of this document must be approved by the Faculty Senate and the Board of Regents.

POLICY RATIONALE

The University of New Mexico (UNM) is committed to the principles of academic freedom, which rely on the intellectual and professional integrity of faculty members mindful of their rights and responsibilities. Essential to sustaining an environment that supports academic freedom is the requirement for an impartial investigation of alleged faculty misconduct, due process, and when necessary, disciplinary action. It is the responsibility of decision-makers when reviewing alleged faculty misconduct to ensure that the decision-making process is not influenced by a violation of academic freedom, improper consideration, or procedural violations per *Faculty Handbook* Policy **B6** "Academic Freedom and Tenure Committee."

When the need for disciplinary action is identified, UNM normally uses progressive discipline to address misconduct. Progressive discipline is intended to be corrective, not punitive in nature, and is designed to provide faculty with notice and an opportunity to take corrective action. However, some misconduct, may be of such a serious nature that suspension without pay or dismissal may be appropriate pursuant to all *Faculty Handbook* policies, including but not limited to Section B.

POLICY STATEMENT

Any member of the UNM faculty assigned to any site or component of UNM, including any faculty member serving as an academic administrator, accused of misconduct will be subject to this Policy. Faculty are still subject to disciplinary, performance management, and rules applicable to their assigned work site or component. If after an inquiry or investigation the faculty member is found to have engaged in misconduct, the faculty member may be subject to a warning, censure, disciplinary probation, suspension without pay, or dismissal in accordance with this Policy. Teaching and research assistants in their faculty capacity are considered faculty members for purposes of this Policy.

Any individual(s) bringing an allegation of faculty misconduct is protected by, and subject to, UNM's policy on reporting misconduct. If the complainant feels the concerns raised were not adequately addressed in accordance with this Policy, the complainant may file a complaint in accordance with [UAP Policy 2200](#) "Reporting Suspected Misconduct and Whistleblower Protection from Retaliation." In accordance with [UAP Policy 2200](#), any member of the UNM community who knowingly gives false or materially inaccurate information; knowingly makes a false report of suspected misconduct or a subsequent false report of retaliation; or who knowingly provides false answers or information in response to an ongoing investigation may be subject to administrative action by UNM including disciplinary action. Any community member who acts with reckless disregard for the truth is subject to disciplinary action.

Care must be exercised at all times to ensure confidentiality to the extent legally permissible to protect the privacy of persons involved in a misconduct inquiry or investigation. The privacy of those who report misconduct in good faith will also be protected to the extent possible. Files involved in an inquiry or investigation shall be kept secure, and applicable state and federal law shall be followed regarding confidentiality of personnel records. Refer to Policy [C70](#) "Confidentiality of Faculty Records." If at any step in this Policy it is determined that no misconduct occurred, the administration will work with the faculty member to the extent possible and appropriate to fully protect, restore, or maintain the reputation of the faculty member.

APPLICABILITY

All UNM academic faculty working at all UNM sites, including administrators who are also faculty, and teaching and research assistants when acting in their faculty capacity. Notwithstanding the foregoing, the terms, conditions, and processes set forth in this Policy shall not apply to allegations, corrective action processes, fair hearings, determinations, or decisions arising under or covered by the Medical Staff Bylaws (including any medical staff rules and regulations and policies and procedures) duly adopted by any hospital to which UNM faculty in their role as clinical personnel may be assigned, including, but not limited to, UNM Hospital, UNM Sandoval Regional Medical Center, Inc., and/or the UNM Dental Surgery Ambulatory Surgery Center. In addition, the terms, conditions, and processes set forth in this Policy shall not apply to the internal processes of any corporation formed by UNM under the University Research Park and Economic Development Act in respect of any assignment of UNM faculty to such corporations. Notwithstanding this, if there is no formal appeals process in effect at these other sites then C07 will take precedence.

Revisions to the remaining sections of this document may be amended with the approval of the Faculty Senate Policy and Operations Committees and the Academic Freedom and Tenure Committee.

DEFINITIONS

Allegation is any report or evidence of misconduct reported to a UNM administrator.

Chair. References to the Department Chair in this Policy also includes the program director or associate or vice dean in a non-departmentalized school or college. If allegations are made against a department chair or other administrator or a department chair recuses themselves, the next higher academic authority shall perform the functions assigned in this Policy to the chair and the provisions shall be modified as appropriate.

Credible. For the purposes of this Policy, the term credible means offering reasonable grounds for being believed by the department chair responsible for the faculty member whose actions are in question or other individuals authorized to investigate the alleged misconduct.

Faculty member. For the purposes of this Policy, the term faculty member refers to the faculty member whose conduct or actions are in question. Faculty members include teaching and research assistants when acting in their faculty capacity.

Faculty Misconduct Review Committee (FMRC) is a standing committee appointed by the Academic Freedom and Tenure Committee charged with conducting faculty peer hearings specifically for proposed disciplinary actions of either: 1) suspension without pay of any faculty member or 2) dismissal of any faculty member without tenure. AF&T retains authority to conduct all other hearings within its jurisdiction to include violations of academic freedom, improper consideration, or procedural violations per *Faculty Handbook Policy B6* "Academic Freedom and Tenure Committee."

Misconduct means conduct or actions that are a substantive violation of laws, regulations, UNM policies, or ethical or professional standards. Examples of misconduct may include, but are not limited to:

- Act(s) of retaliation
- Bullying or threats of violence
- Creating a hostile education or work environment
- Criminal activity such as assault, battery, fraud, theft, or embezzlement
- Discrimination, including sexual harassment
- Failure to disclose conflicts of interest
- Falsification of information
- Illegal use of drugs or alcohol
- Inappropriate disclosure of confidential information
- Misappropriation of UNM funds, property, or resources
- Possession and distribution of obscene or pornographic material unrelated to UNM's academic or research mission
- Research misconduct
- Violation of standards of integrity in the conduct of scholarly and scientific research and communication

Personnel Files. Faculty personnel files as described in Policy [C70](#) "Confidentiality of Faculty Records."

Progressive Discipline is designed to provide an opportunity for a faculty member to take corrective action by imposing more moderate discipline to the first offense than to subsequent

offenses, unless the misconduct is of such a serious nature that a higher level of immediate discipline is required such as suspension without pay or dismissal.

Warning means an oral reprimand that is not documented in the personnel file.

Censure means a written reprimand, which shall include an explanation of the nature of the misconduct, specific action(s) to be taken by the faculty member and/or department chair to correct the problem, and a statement that further disciplinary action, up to and including dismissal, could occur should the problem persist.

Disciplinary probation involves specific disciplinary action taken for a designated period of time designed to assist the faculty member in correcting misconduct. Examples of disciplinary actions that may be part of the disciplinary probation include, but are not limited to:

- Denial of merit-based salary increase
- Reassignment within UNM
- Fines or restitution
- Mandatory counseling

Suspension without pay means disciplinary suspension without regular salary for a stated period of time.

Dismissal means discharge or termination of employment initiated by UNM.

Working Days refer to UNM traditional workdays defined by UNM Human Resources as five (5) workdays Monday through Friday ending at 5:00 PM. Working days do not include official UNM holidays listed in [UAP Policy 3405](#) "Holidays."

WHO SHOULD READ THIS POLICY

- Board of Regents
- Administrators
- Faculty
- Academic staff
- Academic deans and other executives, department chairs, directors, and managers
- Faculty and staff who supervise students serving in a faculty role.

RELATED DOCUMENTS

Board of Regents Policy Manual:

[Policy 5.10](#) "Conflicts of Interest in Research"

[Policy 5.13](#) "Research Fraud"

[Policy 6.4](#) "Employee Code of Conduct and Conflicts of Interest Policy"

Faculty Handbook:

[Policy A53.1](#) "Policies Applicable to Faculty"

[Section B](#) "Policy on Academic Freedom and Tenure"

Policy A52.3 “Faculty Misconduct Review Committee” PROPOSED POLICY

Policy C09 “Respectful Campus”

Policy C70 “Confidentiality of Faculty Records”

Policy C290 “Ombuds/Dispute Resolution Services for Faculty”

Policy E40 “Research Misconduct”

Policy E110 “Conflicts of Interest in Research”

University Administrative Policies and Procedures Manual:

Policy 2140 “Use and Possession of Alcohol on University Property”

Policy 2200 “Reporting Suspected Misconduct and Whistleblower Protection from Retaliation”

Policy 2210 “Campus Violence.”

Policy 2215 “Consensual Relationships and Conflicts of Interest”

Policy 2220 “Freedom of Expression and Dissent”

Policy 2240 “Respectful Campus”

Policy 2500 “Acceptable Computer Use”

Policy 2720 “Prohibited Discrimination and Equal Opportunity”

Policy 2740 “Sexual Harassment Including Sexual Assault”

Policy 3270 “Suspected Employee Impairment at Work”

Policy 3720 “Employee Code of Conduct and Conflicts of Interest Policy”

Policy 7205 “Dishonest or Fraudulent Activities”

Pathfinder:

“Visitor Code of Conduct”

“Student Code of Conduct”

CONTACTS

Direct any questions about this Policy to the Office of the Provost or the Office of the Executive Vice President for Health Sciences.

PROCEDURES

Any report of alleged misconduct shall be treated in a confidential manner to the extent legally permissible and brought to the attention of the department chair responsible for the faculty member whose actions are in question. The department chair should determine if they can impartially review the allegation; if not, they should recuse themselves. If a department chair decides to recuse, the report should be forwarded to the next higher academic authority who shall perform the functions assigned in this Policy to the chair and the provisions shall be modified as appropriate. The department chair or dean, if chair has recused, should also review the department’s processes and procedures for reviewing the specific type of complaint. If allegations are made against a department chair or other administrator, the next higher academic authority shall perform the functions assigned in this Policy to the chair and the provisions shall be modified as appropriate.

1. Misconduct Subject to Investigation Procedures in Another Specific UNM Policy

The department chair will review the alleged misconduct to determine if the investigation process falls under the jurisdiction of another specific UNM Policy with defined investigation procedures. If the alleged misconduct is within the scope of another specific UNM policy that has its own procedures for investigation, the department chair shall forward such allegations to the appropriate person(s) or department(s) for handling pursuant to the applicable policy and provide notice to the faculty member to the extent legally permissible. These policies include, but are not limited to, allegations of research misconduct ([FH E40](#)), violation of respectful campus ([FH C09](#)), unethical behavior ([FH A61.8](#)), discrimination ([UAP 2720](#)), or sexual misconduct ([UAP 2740](#)). Depending on the nature of the alleged misconduct, investigations may involve bifurcated processes and result in actions in addition to faculty discipline as described in this Policy.

If the department chair has questions as to whether an allegation is within the scope of another policy, the department chair should consult with the Office of the Provost or Executive Vice President for Health Sciences (EVPHS). After the investigation is completed per the applicable policy, the results will be given to the department chair, who is responsible for determining what, if any, disciplinary action may result.

If an investigation conducted in accordance with another specific UNM policy finds no misconduct, the department chair will inform the faculty member of the determination and document the determination in the faculty member's personnel file(s) in accordance with *Faculty Handbook* Policy [C70](#) "Confidentiality of Faculty Records."

If an investigation conducted in accordance with another specific UNM policy results in a determination that misconduct has occurred, the department chair shall meet with the faculty member to provide the written report of the investigation. Within five (5) working days after meeting with the faculty member, the department chair shall make a decision on what level of disciplinary action, if any, will result. For Title IX cases, the department chair or designee must discuss the disciplinary action with the Title IX Coordinator prior to finalizing the discipline and send a copy of the disciplinary action to the Title IX Coordinator. If the disciplinary action involves a warning, censure, or disciplinary probation, the procedures in **Section 5** herein shall be followed; or if the disciplinary action involves suspension without pay or dismissal the procedures in **Section 6** herein shall be followed.

2. Academic Freedom and Tenure (AF&T) Jurisdiction

If the department chair determines the allegations might pertain to decision-making processes influenced by 1) violation of academic freedom, 2) improper consideration in which a decision on substantive issues was not based upon impartial professional academic judgment and resulted in prejudice to the faculty member, or 3) procedural violations of *Faculty Handbook* policy [B6](#) "Academic Freedom and Tenure Committee" that resulted in prejudice to the faculty member, the department chair should consult with the Chair of the Academic Freedom and Tenure Committee (AF&T).

3. Preliminary Assessment

If there are no AF&T concerns and the investigation of the alleged misconduct does not fall within the jurisdiction of another specific UNM Policy, the department chair will complete a preliminary assessment within five (5) working days after the matter is brought to department chair's attention. The purpose of the preliminary assessment is to determine whether the allegation is sufficiently credible and specific. The department chair can consult with the dean for assistance with these determinations.

The preliminary assessment is not intended to be an investigation which is covered under **Section 4** herein, and consequently the department chair does not necessarily need to interview individuals or gather data beyond any that may have been submitted with the allegation. After completing the preliminary assessment, the department chair will determine the appropriate action as set forth below. The department chair will meet with the faculty member to explain the nature of the alleged violation.

3.1. Allegation(s) Not Sufficiently Credible and Specific

If the department chair determines the allegations are not sufficiently credible and specific, the department chair will inform the faculty member in writing of the determination and ask the faculty member if they wish the determination be documented in the faculty member's personnel file(s). The department chair will notify the complainant in writing that the report was not found to be specific and credible and therefore no further action will be taken.

3.2. Conciliation

Conciliation is voluntary and may be undertaken if both parties agree. The department chair or the faculty member may initiate conciliation proceedings at any time prior to a disciplinary decision by the department chair. The Ombuds/Dispute Resolution Services for Faculty Office can provide assistance (refer to Policy [C290](#) "Ombuds/Dispute Resolution Services for Faculty)."

3.3. Allegation(s) Pertain to Performance Issues and Not Misconduct

If the department chair determines the allegations are credible and specific but pertain to performance issues and not misconduct, the department chair should address the issue promptly and directly with the faculty member using the regular performance review processes as described in Policy [B4](#) "Faculty Reviews." This should not wait until the scheduled performance review.

3.4. Alleged Misconduct is NOT within the Scope of Another Specific UNM Policy

If the department chair determines the allegations are credible and specific and the alleged misconduct does not fall within the scope of another specific UNM policy as discussed in **Section 1** herein, the department chair will meet with the faculty member to discuss the alleged misconduct within five (5) working days after completion of the preliminary assessment. At the meeting, the department chair will provide a written report to the faculty

member that describes the specific alleged misconduct, including a summary of any documentation.

- If the faculty member acknowledges the misconduct, the department chair and the faculty member will discuss possible disciplinary action. If the disciplinary action involves a warning, censure, or disciplinary probation, the procedures in **Section 5** herein shall be followed; or if the discipline involves suspension without pay or dismissal the procedures in **Section 6** herein shall be followed.
- If the faculty member does not agree that misconduct occurred, the department chair shall initiate an investigation in accordance with **Section 4** herein to determine if the allegations meet the definition of misconduct and are credible. The department chair will begin the investigation within five (5) working days after meeting with the faculty member.

4. Investigation of Misconduct NOT Subject to Investigation Procedures in Another Specific UNM Policy

The purpose of the investigation is to explore the allegations in detail, examine the evidence in depth, and determine specifically whether the faculty member engaged in misconduct. The investigation should be conducted in a confidential manner, to the extent legally permissible, and should be completed within fifteen (15) working days after completion of the preliminary assessment. If more time is needed, the chair should discuss the timeline with their respective dean and get the dean's approval for an extension.

At a minimum the investigation should include a meeting with the faculty member. The faculty member may be accompanied by one (1) person in meeting with the department chair. The faculty member shall notify the department chair at least two (2) working days prior to the scheduled meeting who, if anyone, will be accompanying them at the meeting. Before, during or after the meeting, the department chair may ask the faculty member to respond in writing to the allegations and present any relevant written material within a reasonable time specified by the department chair. The faculty member shall be free to submit any materials the faculty member believes to be relevant no later than five (5) working days after meeting with the department chair unless the department chair grants additional time in writing. The department chair should also meet with other individuals who might have information regarding aspects of the allegations.

Within five (5) working days after completion of the investigation, the department chair shall meet with the faculty member and provide a written report that will include a summary of the evidence reviewed and discussions with the faculty member and all individuals interviewed. No disciplinary action shall take place without providing said written report to the faculty member. A signed copy of the report shall be placed in the faculty member's personnel file(s). Signatures may consist of electronic verifications and files may be in electronic form.

4.1. Determination of Disciplinary Action

Within five (5) working days after meeting with the faculty member, the department chair shall make a decision on what level of disciplinary action, if any, will result. If disciplinary action involves a bargaining unit member, the disciplinary procedures listed in the applicable bargaining unit agreement will be followed. For faculty members not in a bargaining unit, if the disciplinary action involves a warning, censure, or disciplinary probation, the procedures in **Section 5** herein shall be followed; or if the disciplinary action involves suspension without pay or dismissal the procedures in **Section 6** herein shall be followed.

5. Warning, Censure, Disciplinary Probation Proposed

If the department chair, after meeting with the faculty member and considering all materials submitted pursuant to **Sections 1** through **4** of this Policy, proposes a warning, censure, or disciplinary probation, the department chair shall meet with the dean within five (5) working days of the meeting with the faculty member to review the matter to determine if the proposed discipline is justified and consistent with discipline within the college. If conciliation has not been attempted previously, the dean may suggest such action. Conciliation is voluntary and may be undertaken if both parties agree. If the proposed discipline is supported by the dean, the department chair may proceed with the discipline by providing the faculty member with a written discipline notice, except for any disciplinary action resulting from an OEO investigation, in which case all appeals must have been resolved prior to taking disciplinary action.

5.1. Appeals

If the faculty member does not agree with the results of the investigation and/or the disciplinary action, the faculty member may appeal a warning, censure, or disciplinary probation in accordance with the following sections; however, the disciplinary action will not be delayed pending appeal.

5.1.1. Appeal to Provost or Executive Vice President for Health Sciences (EVPHS)

The faculty member may submit a written appeal to the Provost or EVPHS within ten (10) working days of receipt of the written discipline notice from the department chair. The Provost/EVPHS will decide the matter based on the investigation's written report as discussed in **sections 1** and **4** herein, unless the Provost/ EVPHS determines that it would be helpful to meet with the parties, together or separately. Within ten (10) working days after receipt of the request for review from the faculty member, the Provost/ EVPHS shall uphold, modify, or reverse the disciplinary decision by written notice to the parties; or if the Provost/ EVPHS determines the investigation was not complete, the Provost/EVPHS may remand the matter back to the department chair for further action.

5.1.2 Academic Freedom and Tenure Committee

The Academic Freedom and Tenure Committee (AF&T) has the authority to review an appeal request brought by a faculty member who believes the matter is within the jurisdiction of AF&T per Policy **B6** (see **Section 2**. Above). AF&T will determine whether the matter is within its

jurisdiction and, if so, shall handle the matter under the Policy on Academic Freedom and Tenure with further appeals determined by the AF&T process per Policy [B6](#). Normally, the AF&T Committee will not review an appeal request until after a written decision is issued by the Provost/EVPHS.

5.1.3. Appeal to the President

If the faculty member does not agree with the decision of the Provost/EVPHS and/or AF&T determines the matter does not fall in its jurisdiction, the faculty member may request a review by the President. The President has discretion to determine whether the appeal will be considered. The request shall be made in writing, and must include the alleged facts, what happened in the proceedings to date, and the reasons justifying extraordinary review. Such requests must be filed in the President's Office within ten (10) working days of the date of the written decision from the Provost/EVPHS or AF&T if a review was requested by the faculty member.

5.1.4. Appeal to the Board of Regents

A faculty member may appeal the decision to the Board of Regents In accordance with [Regent Policy 1.5](#) "Appeals to the Board of Regents,"

6. Suspension Without Pay or Dismissal Proposed

If the department chair, after meeting with the faculty member and considering all materials submitted pursuant to **Sections 1 and 4** of this Policy, proposes to suspend the faculty member without pay or dismiss the faculty member, the department chair shall meet with the dean to review the matter to determine if the suspension without pay or dismissal is justified and consistent with discipline within the college. The dean shall meet with the faculty member to discuss the matter and the proposed discipline within five (5) working days after meeting with the department chair. If the proposal to suspend the faculty member without pay or dismiss the faculty member is supported by the dean after meeting with the department chair and the faculty member, the dean shall consult with the Provost or EVPHS within five (5) working days after meeting with the faculty member. The Provost or EVPHS will review the case on the record and issue a decision within five (5) working days after consulting with the dean. If the Provost or EVPHS supports the suspension without pay or dismissal of the faculty member, the decision will be sent to the faculty member within five (5) working days and include notification of the faculty member's appeal rights including the right to request a faculty peer hearing in accordance with **section 6.2.1** herein.

If a lesser disciplinary action is imposed in place of the proposed suspension without pay or dismissal, the faculty member may request a review by AF&T in accordance with **section 5.1.2** or discretionary review by the President or the Board of Regents in accordance with **sections 5.1.3 and 5.1.4** herein.

6.1. Academic Freedom and Tenure Committee

The Academic Freedom and Tenure Committee (AF&T) has the authority to review an appeal request brought by a faculty member who believes the matter is within the jurisdiction of AF&T per Policy **B6**. AF&T will determine whether the matter is within its jurisdiction and, if so, shall handle the matter under the Policy on Academic Freedom and Tenure. Normally, the AF&T Committee will not review an appeal request until after a written decision is issued by the Provost/EVPHS.

6.2. Suspension Without Pay for any Faculty Member and Dismissal of Faculty Member Without Tenure

6.2.1. Peer Hearing

If the proposed discipline is suspension without pay of any faculty member or dismissal of a faculty member without tenure, the faculty member may send a request for a peer hearing to the Chair of AF&T. The AF&T Chair will refer the request for a hearing to the Chair of the UNM Faculty Misconduct Review Committee (FMRC) within ten (10) working days of receipt of the Provost's or EVPHS's decision for suspension without pay or dismissal.

The Chair of the FMRC will arrange for a peer hearing and appoint a hearing panel composed of five (5) members of the FMRC. The hearing will be held as soon as reasonably possible and shall be conducted according to the Model Hearing Procedures. The Office of the University Secretary shall make arrangements for the hearing and shall provide support for the hearing panel. The hearing shall be recorded and shall be private unless both parties agree that the hearing be open. The hearing panel shall be chaired by one of the faculty members assigned to the hearing panel. The proceedings and the preparation of the decision shall be controlled by the peer hearing panel members.

If the investigative procedure involved a hearing before a faculty committee, any factual determination will not be subject to reconsideration by faculty peer review under this Policy. The hearing panel's role is to review the discipline action and **not** to reconsider the finding of misconduct. The hearing panel may uphold or reverse the proposed disciplinary action and submit their recommendation to the FMRC for a final decision. Decisions from the FMRC will be submitted to AF&T for confirmation. If the FMRC's decision is to reverse the proposal, the FMRC may direct the department chair and dean to impose a lesser disciplinary measure. The FMRC's decision may be reviewed on the record by the Provost/EVPHS, but the FMRC's decision shall not be reversed or modified except in the case of clear error. If the Provost/EVPHS reverses or modifies the FMRC decision, the justification shall be detailed in writing by the Provost/EVPHS. The decision of the FMRC and/or Provost/EVPHS is subject to discretionary review by the President or the Board of Regents if requested by the faculty member.

6.2.2. Appeal to the President

If the faculty member does not agree with the decision of the FMRC, the faculty member may request a review by the President. The President has discretion to determine whether the appeal will be considered. The request shall be made in writing, and must include the alleged

facts, what happened in the proceedings to date, and the reasons justifying extraordinary review. Such requests must be filed in the President's Office within ten (10) working days of the date of the written decision from the FMRC, unless the President allows for additional time.

6.2.3. Appeal to the Board of Regents

A faculty member may appeal the decision to the Board of Regents In accordance with [Regent Policy 1.5](#) "Appeals to the Board of Regents,"

6.3. Dismissal of Tenured Faculty Member Proposed

If the proposed discipline is dismissal of a tenured faculty member, refer to *Faculty Handbook* Policy [B6](#) for applicable policies and procedures.

HISTORY

October 26, 2021 – Approved by Faculty Senate

December 13, 2011 – Approved by Board of Regents

March 22, 2011 – Approved by Faculty Senate

INFORMATION ITEMS



RESEARCH

Priorities and
Initiatives

Student Success,
Teaching, and
Research Committee

Ellen R. Fisher, Ph.D.
Vice President for Research

March 3, 2022



Research is Education: *Top Priorities (next 2-3 years)*



Optimize

Research Administration

- Research infrastructure
- Reduce barriers
- Processes/policies
- Staff empowerment
- Roles & responsibilities
- Priorities

Grow

Research Enterprise

- Research expenditures
- Number of faculty active in sponsored projects
- Competitiveness for large opportunities (e.g., STC, ERC, MRI, etc.)
- Student/postdoc research
- Graduate degrees

Create

Culture of research excellence

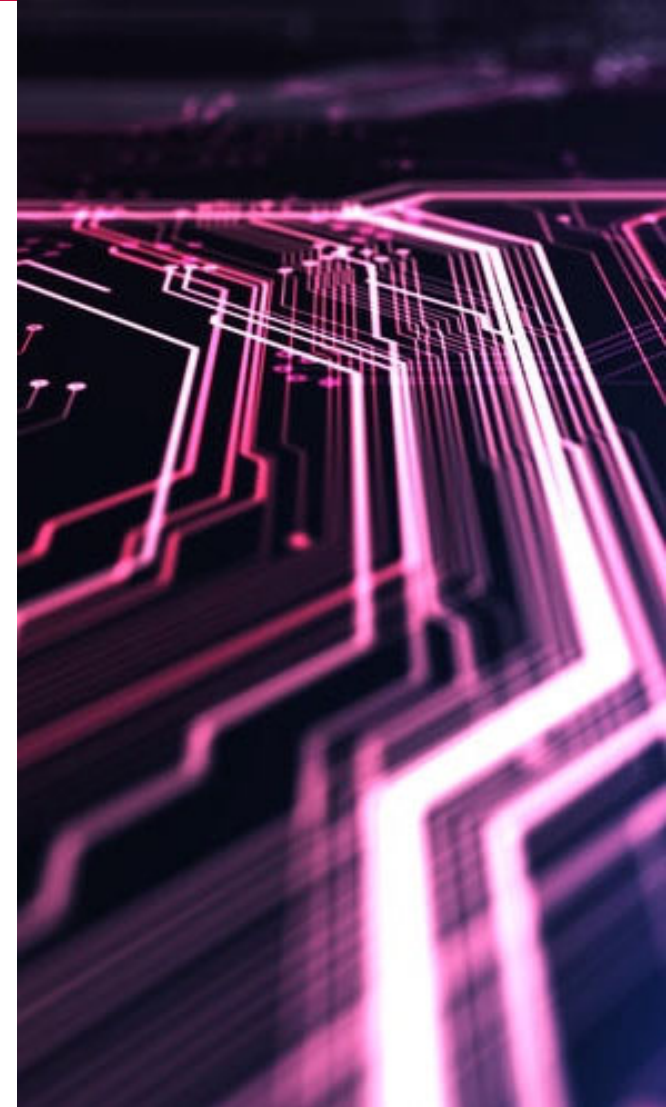
- Team Research
- Engagement and productivity
- Enhanced partnerships
- Increased visibility
- Research integrity
- Culture of safety
- Regulatory compliance



Optimize: Building Research Infrastructure

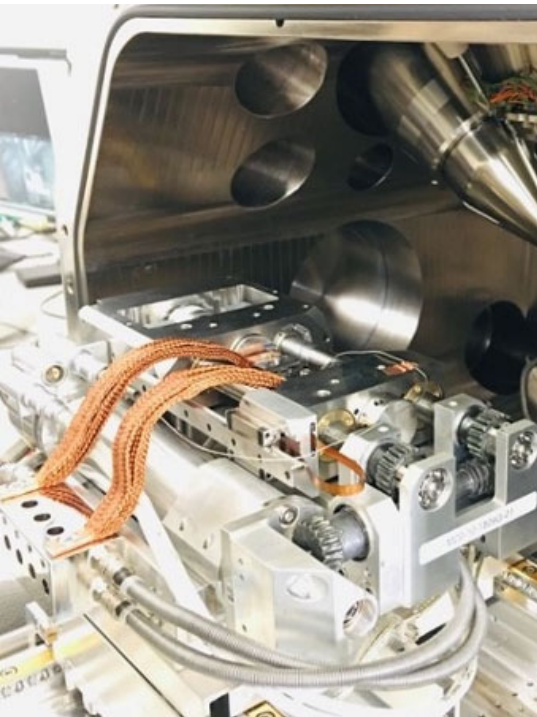
Technology Upgrades: Electronic Research Systems

- **InfoReady Review:** Internal/limited competitions
 - Streamlines every aspect of the process
 - Widely adopted beyond research enterprise
 - Faculty Senate; Schools & Colleges; Provost's office
- **Electronic Research Administration (eRA) system**
 - Multifunctional approach (compliance, proposal management)
 - Collaboration across multiple units (OVPR, IT, Finance)
- **Qualtrics:** Advanced survey platform
 - University-wide site license
 - Widely adopted beyond research enterprise
 - Classrooms, Provost's office, student affairs, athletics, libraries, etc.





Faculty Success Program



Program for Enhancing Research Capacity (PERC)

- **Purpose:**
 - Add or augment research capacity through acquisition or upgrading of shared instrumentation
- **Funding available**
 - Up to \$400K/cycle
 - 2 cycles in FY22, annually thereafter
- **Current Outcomes**
 - 1st cycle: fall 2021
 - 20 proposals received
 - Total requests: ~\$1.215M
 - Funded 7 proposals (~\$390K)
 - 2nd cycle: proposals due March 2022



Investments in Faculty Research Development Office (FRDO)

- **Enhancing Staffing**
 - New Director – Dr. Hannah Torres
 - Expertise in team science, proposal development, environmental science & climate change
 - New faculty research support officers
 - Expertise in humanities/fine arts
 - Expertise in faculty development programs
 - Embedded support for high productivity units
- **Developing strategic plan**
 - Potential to adopt alternate support structures
 - Training/education specialist
 - Create staff and faculty training across OVPR units
 - Collaborative faculty development programs

Reducing Barriers: Summer Research Funding (SuRF)

- Summer 2021: Focused on alleviating impact of COVID-19
 - Junior faculty & those with major research interruptions
 - 87 faculty funded
 - ~\$280K awarded
- Faculty impact statements
 - Small funds can have major impact
 - Support for students
 - Recharge of scholarly activities
- Summer 2022 program under discussion
 - Improve process, implement suggestions
 - Focus on specific activities (?)



Faculty Success Program

Reducing Barriers: Faculty Scholarship Time (FaST)

- Focused on alleviating impact of COVID-19
 - Requires short proposal on scholarly activities
 - Junior faculty and/or major research interruptions
 - One semester course release or graduate assistant
 - Program spans 3 semesters (~\$100K/semester)
- Current status
 - Spring 2022: 20 faculty received awards
 - Fall 2022: 24 faculty will receive awards
 - Spring 2023: call for proposals May 2022
- Opportunity to identify other areas of need



Faculty Success Program



Cross-Campus Alignment

- Clarify and streamline compliance matters
 - Institutional Review Board (IRB) activities
 - Research misconduct processes
- Developing joint policies/guidelines
 - Example: Authorship disputes
- Addressing barriers to collaboration
 - Example: IT structures

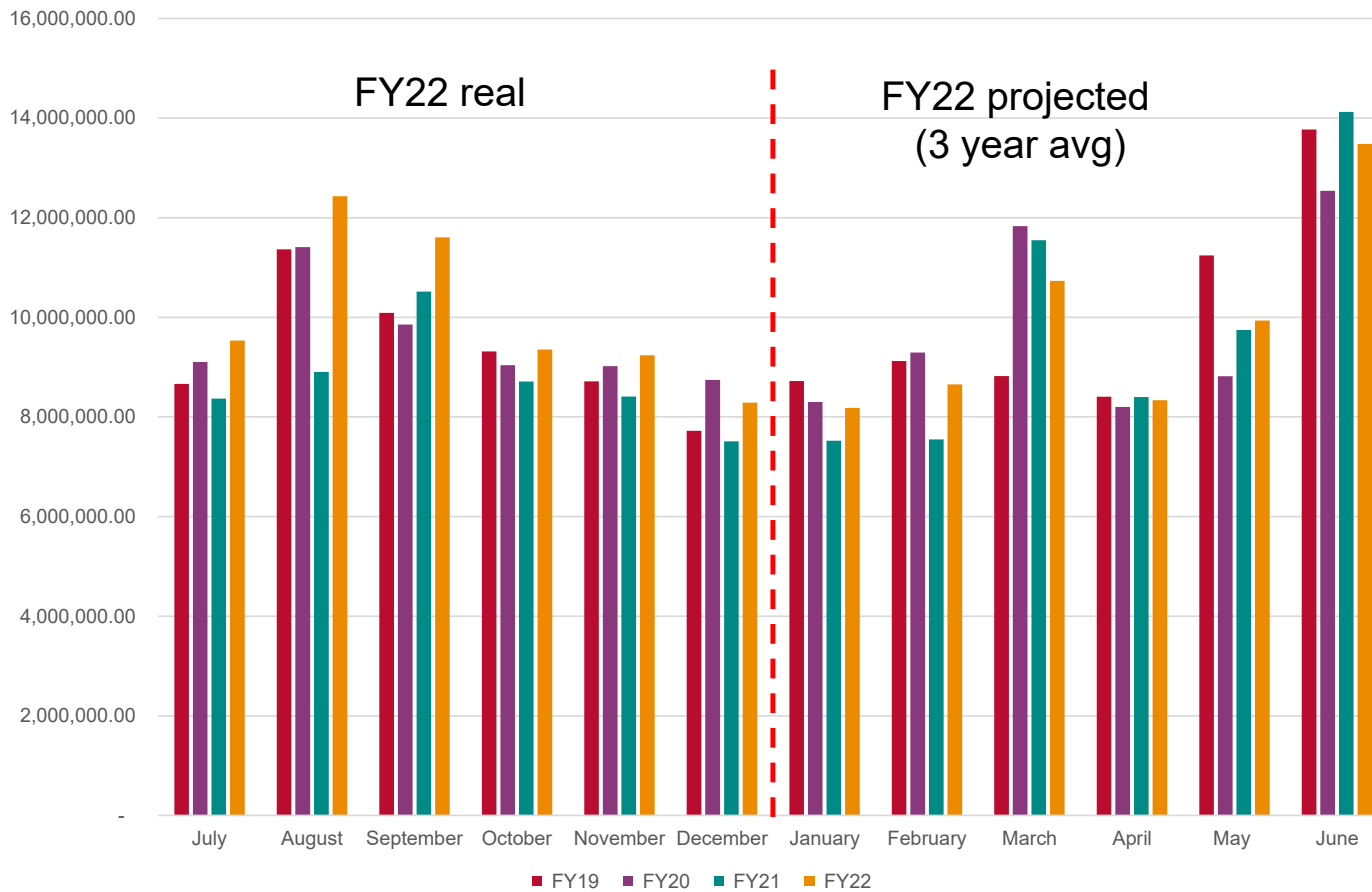




Grow: Strategically Enhancing the Research Enterprise

Research Metrics FY22 (2 quarters)

Main Campus F&A Expenditures per Month



Overall % Increase

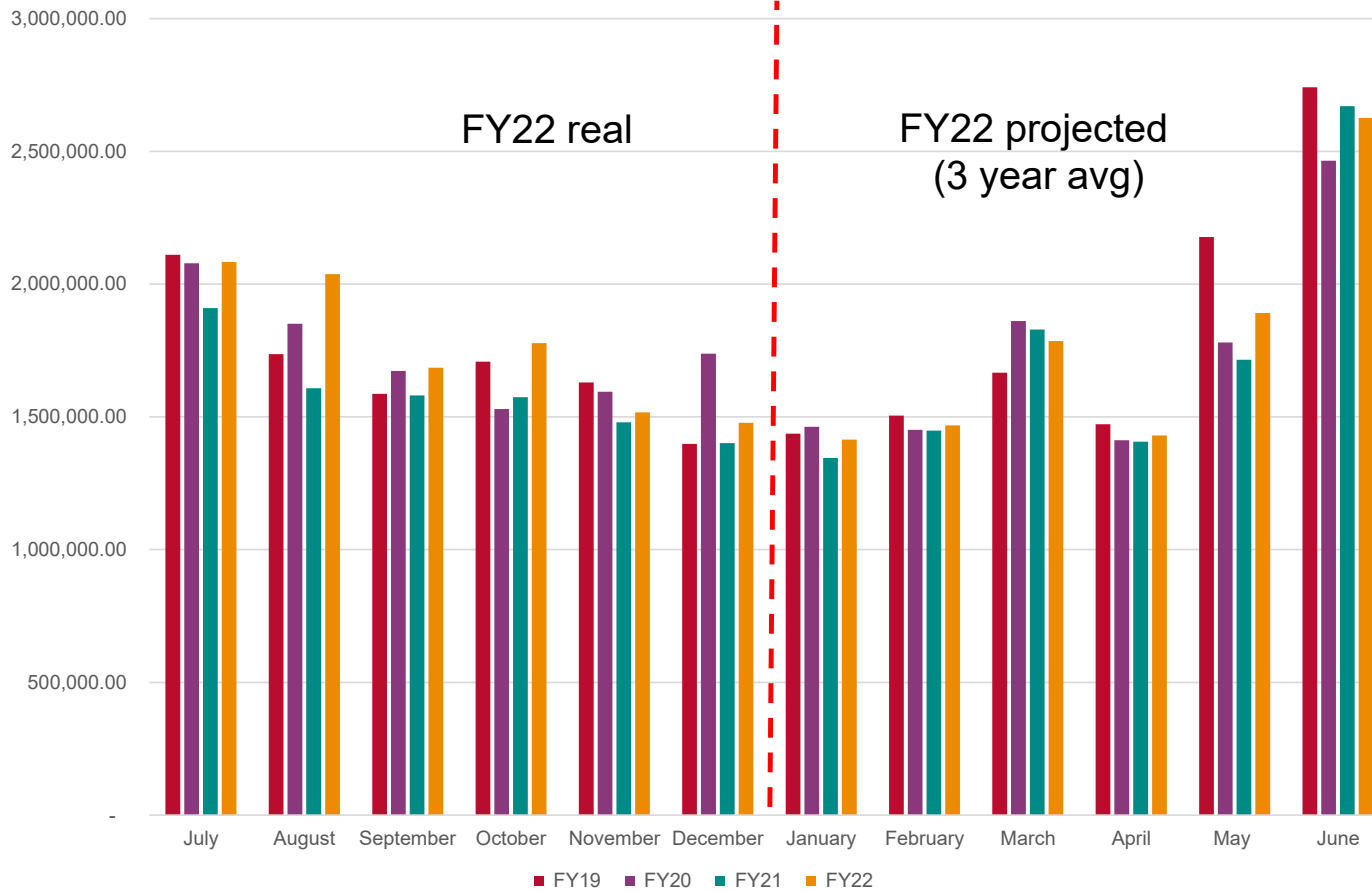
FY22 vs FY21: **15.33%**

FY22 vs FY20: **5.73%**

FY22 vs FY19: **8.19%**

Research Metrics FY22 (2 quarters)

Main Campus F&A Recovery per Month



Overall % Increase
 FY22 vs FY21: **10.73%**
 FY22 vs FY20: **1.09%**
 FY22 vs FY19: **4.01%**

Research Metrics – Proposal Submissions

Research Proposal Submission Statistics FY19 - FY22				
	FY19	FY20	FY21	FY22
	Actuals	Actuals	Actuals	Actuals through Q2
Number of Proposals Submitted - MC	1,026	1,096	977	460
Dollar Amount for Proposals Submitted - MC	\$ 413,423,122	\$ 442,756,784	\$ 639,450,011	\$ 265,885,429
Number of Proposals Submitted - HSC	1,280	1,262	1,268	635
Dollar Amount for Proposals Submitted - HSC	\$ 827,777,595	\$ 793,558,045	\$ 1,037,651,017	\$ 326,574,090
Combined Number of Proposals Submitted	2,306	2,358	2,245	1,095
Combined Dollar Amounts for Proposals Submitted	\$ 1,241,200,717	\$ 1,236,314,829	\$ 1,677,101,028	\$ 592,459,519

Pilot Program: Fostering Research Expansion in the Social Sciences and Humanities (FRESSH)

- Establish a cohort of Social Sciences & Humanities faculty
 - Collaborative project with College of Arts & Sciences (others welcome)
- Develop research concepts & proposals
 - Federal agencies & foundations (NSF, NEH)
 - Mentoring, small group, and peer review activities
- Focus on:
 - Awareness/utilization of internal resources
 - Targeted training for opportunity scoping
 - Concept and proposal development
 - Building community for Social Sciences/Humanities research



Faculty Success Program

50 faculty at info sessions
24 faculty applied for pilot



Successful
Aging



Substance
Use
Disorders



Sustainable
Water
Resources

NM Grand Challenges

Re-imagining Our Future





Motivation & Inspiration

- **Reinvigorate the GC program**
 - Build and expand upon extant brand and success
 - Continue to build capacity for discovery & innovation
 - Further develop and capitalize on “great ideas”
- **Engage more faculty and students across the entire institution**
 - Leverage efforts to address impacts of pandemic
 - Incentivize participation from social sciences, humanities, arts, branch campuses, etc.
- **Develop culture of collaboration/team research**
 - Shift culture across all UNM campuses (and beyond)
 - Effectively compete for new possibilities from recent legislative actions
- **Provide structured support and training for participating teams**
 - Provide the necessary tools for success
 - Create new pathways for diverse investments

Re-imagined GC Conceptual Framework

Creates 3-phase program

- Phase 1:** Creation of Concept Teams
- Phase 2:** Selection of new GC teams
- Phase 3:** Next Steps/Leveling up

Phase 1: Starts spring 2022

Phase 3: Translation



Phase 2: Implementation



Phase 1: Development & Conceptualization

Expanding Partnerships: Northern Rio Grande Corridor Consortium (NRGCC)

Partnering Universities and Institutions

- University of New Mexico (UNM)
- New Mexico State University (NMSU)
- New Mexico Tech (NMT)
- University of Texas at El Paso (UTEP)
- Los Alamos National Laboratory (LANL)
- Sandia National Labs (SNL)

- *Navajo Technical University (NTU)*
- *Eastern New Mexico University (ENMU)*
- *New Mexico Energy Minerals & Resources Department (EMNRD)*
- *Southwestern Indian Polytechnic Institute (SIPI)*

Focus Areas

- Clean Energy
- Climate Science
- Water
- Carbon Management
- Geology
- Environmental Science

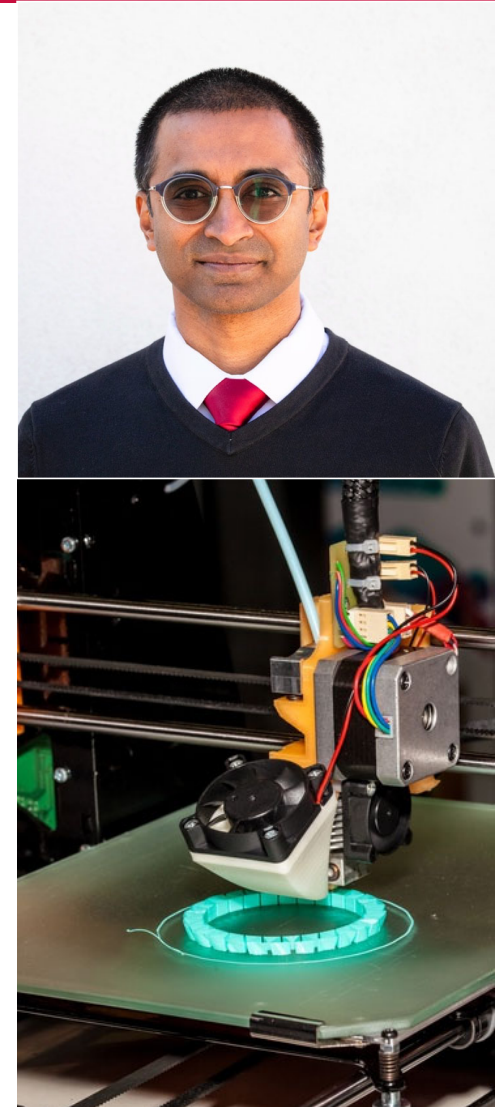
- *Underserved populations*
- *Workforce development*

Recent Workshops

- Drylands (hosted by UNM)
- H₂ Hub (hosted by NMSU)

Expanding Partnerships: EPSCoR Update *Advanced Additive Manufacturing (AAM)*

- **New Mexico Established Program to Stimulate Competitive Research (NM EPSCoR)**
 - NSF funded
 - State-wide collaboration: NM institutions & National Labs
 - New Director, Dr. Ganesh (Gunny) Balakrishnan
- **“Track 1” proposals \$24M (\$20M + \$4M)**
 - Current: Smart Grids
 - 2022 renewal focused on Advanced Additive Manufacturing
 - Additional instrumentation investments at UNM
- **Diversifying EPSCoR portfolio**





Strategic Focus Areas for Growth

- **Create strategic focus areas**
 - Identify areas that need “bows”
 - Build on and coordinate efforts internally across UNM
 - Create a whole greater than the sum of the parts
 - Develop leadership capabilities/resources
- **Research is education**
 - Opportunities for integrated approach
 - High impact practices
 - Internships/experiential learning
 - Cutting edge technologies; 21st century workforce
- **Nascent efforts**
 - Exploratory stages for 3 identified areas

Strategic Focus Areas: Arid Climates

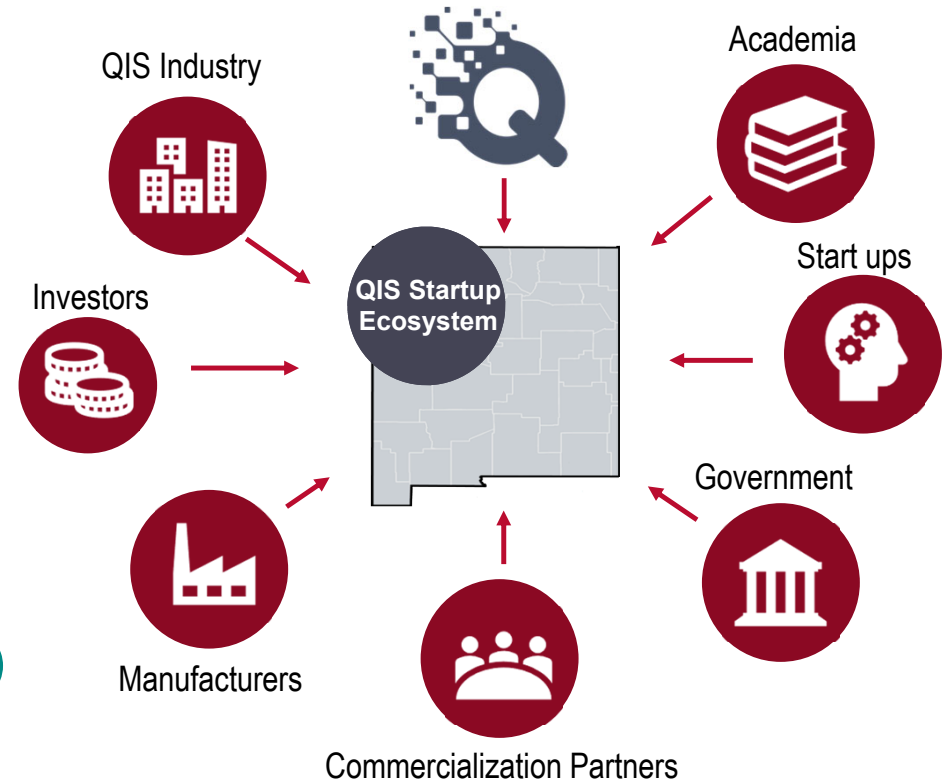
- **UNM has unique, multi-disciplinary assets**
 - Sustainable Water Resources (current GC team)
 - Center for Water & the Environment
 - Resilience Institute
 - Utton Center (Law School)
 - Water Resources Program
 - Reforestation efforts (cross-institution effort)
 - Drylands Ecosystems (part of NRGCC effort)
 - NSF Long Term Ecological Research at Sevilleta
 - Population health: NM health/environment
 - Art & Ecology
 - And more!

- **Exploring UNM's potential leadership**
 - Creating new "institute"
 - Elevating/organizing current internal assets
 - Initial discussions have begun



Strategic Focus Areas: Quantum Science

- **Center for Quantum Information & Control (CQuIC)**
 - Recent \$3M NSF Award
 - IBM Quantum Hub
 - National Quantum Initiative Centers
- **Center for High Technology Materials (CHTM)**
 - Instrumentation & expertise in quantum materials
- **Roadmap exercise with Sandia (QNM)**
 - Joint institute
 - Strategic benefits for partners
 - Opportunities assessment
 - Gap analysis



Quantum Symposium at UNM: March 31-April 1

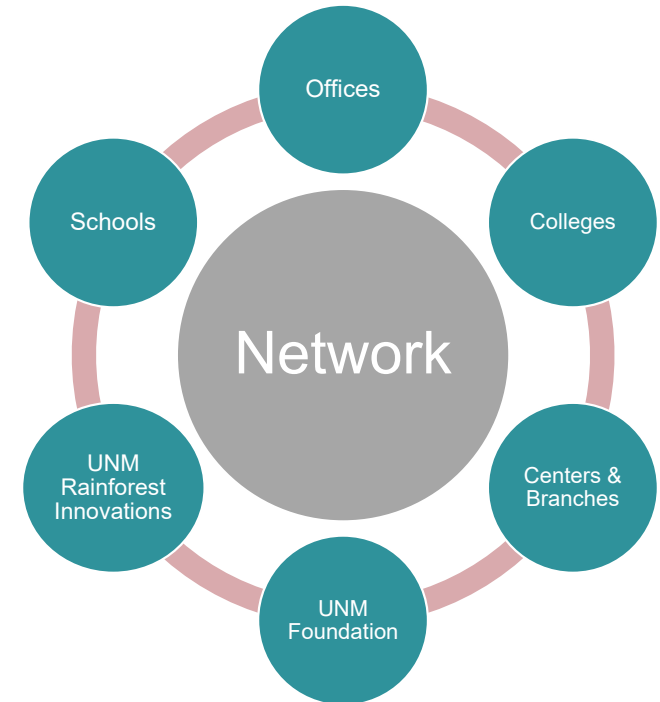


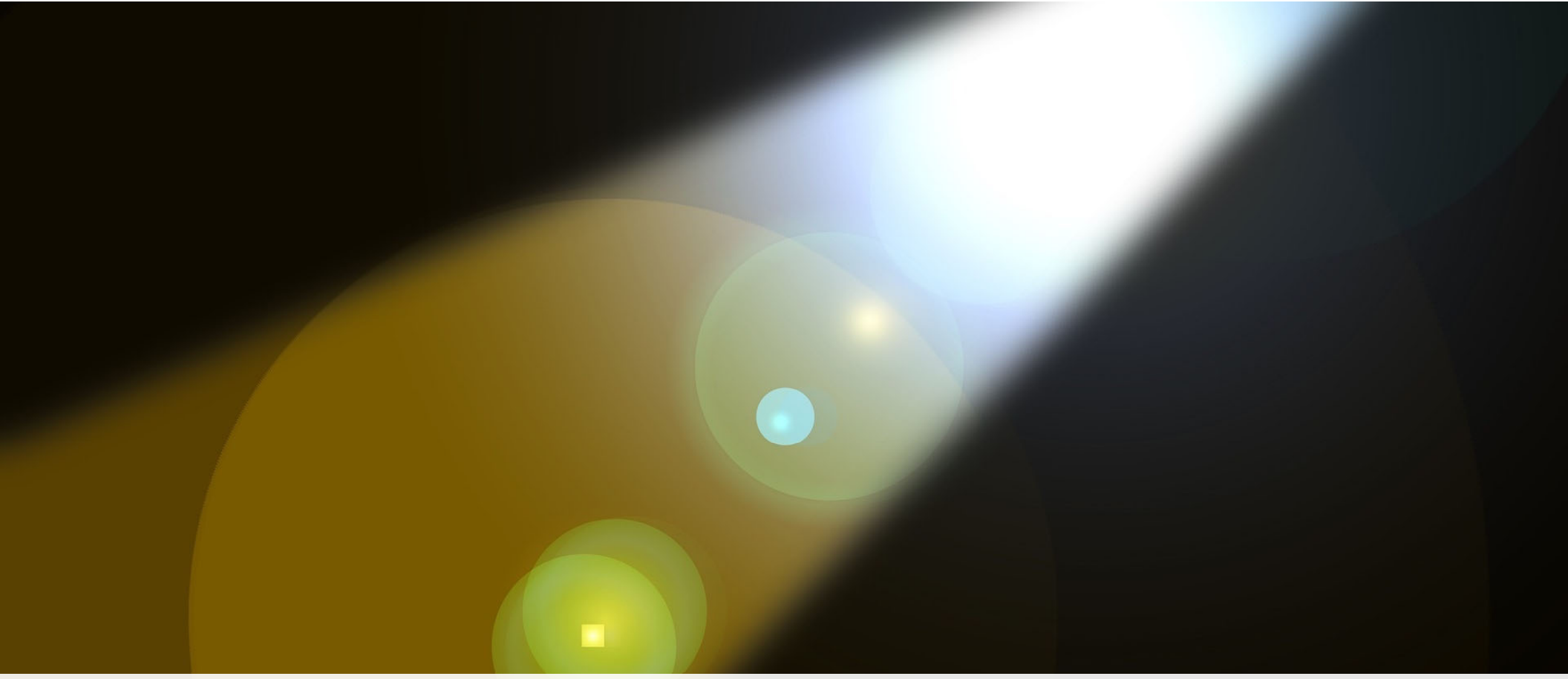
Strategic Focus Areas: Information/Data Institute

- **UNM has unique, multi-disciplinary assets**
 - Quantum information and quantum computing
 - Artificial Intelligence and Machine Learning
 - Data Science
 - Ethics, Privacy, and Bias in Data
 - Application areas (e.g., drug discovery, secure communications and cybersecurity)
 - Biostatistics
 - And more!
- **Needs infrastructure, coordination**
 - Center for Advanced Research Computing
 - CTSC Informatics Core
- **Initial discussions underway**

Building Partnerships: Corporate Engagement Network

- Nascent efforts on organizing efforts for corporate engagement
 - Network across the institution
 - Kickoff in January
- UNM-RI, OVPR, UNM Foundation, & Anderson School of Management team
 - Systematically collect data on UNM faculty touch points with industry partners, large and small
 - Develop mechanisms for sharing data
 - Initial activities with large partners focus on new internship programs in quantum related science





Create Research Excellence: Raising Visibility & Recognition

Recognizing & Supporting Postdoctoral Scholars



- Partnership across campuses
 - Joint steering committee, funding
 - University membership in National Postdoctoral Association
- Postdoc Appreciation Week (September)
 - National event
 - Inaugural year at UNM (2021)
- Developing postdoc association at UNM
 - Community building and networking opportunities
 - Build collaborations across campuses
- Address specific needs of postdocs
 - Professional development
 - HR resources/structures

Zancada Graduate Student Fellowship Program

- **Purpose:** to support the next generation of leaders, innovators, explorers and thinkers
 - Vital to UNM's mission to improve our world through enlightened citizenship
 - Raise visibility and celebrate UNM's intellectual capital
 - Engage broad participation
- **Year-long program**
 - Supports graduate research excellence
 - Promotes interdisciplinary collaboration
 - Emphasizes the importance of communicating across sectors (public, legislators, etc.)
- **First cohort fall 2022**
 - Call for nominations spring 2022

Globally-Engaged Research Award

- Joint effort: OVPR and Global Education Office (GEO)
- Highlights UNM's dynamic international research
 - Promotes incorporation of cross-cultural perspectives & international relevance
 - Emphasizes UNM's commitment to intentional international partnerships to solve global issues
 - Prepares students for interconnected & rapidly evolving world
- Inaugural award in 2022 focused on faculty
 - Graduate and undergraduate student awards to be developed

Research & Discovery Week: Planning Stages

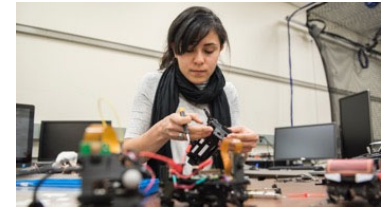
- **Fall 2022 (Week of November 8)**
 - Raise visibility and celebrate UNM's intellectual capital
 - Engaging broad participation
- **Emphasis on research & scholarly activities**
 - Curated list of activities
 - High profile colloquia
 - Hands-on activities
 - Scavenger hunt – resources and opportunities
 - Museums and libraries
 - Social media, et al.
- **And more!**



THANK YOU!
erfisher21@unm.edu



OFFICE OF THE
VICE PRESIDENT
FOR RESEARCH



Research and Creative Works
Leadership Awards



University of New Mexico Board of Regents
Academic / Student Affairs / Research Committee
February 3, 2022

Academic Affairs Course Fee Review

Policies

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

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

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

Procedures

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

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

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

Review

Per policy (UAP 8210.3.2.8), each college/school are to review their course fee collections and expenditures at least every two years, in order "to ensure that expenses are allowable, allocable, reasonable, and timely." This year we reviewed fiscal years 2020 and 2021 for College of Arts and Sciences, College of Fine Arts, 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 at <https://schedule.unm.edu/> and linked to every appropriate class, so that when students enroll they get a real-time calculation of the cost of their course of study. Students may request a specific accounting of the fees they've been charged for any course or curriculum (UAP 8210.3.2.7).

Scope

Class and curricular fees are important parts of the funding streams for most colleges and schools. UNM's main campus units collected \$5,774,292 in class and curricular fees in FY21. Proportionally, that represents 2.5% of their total Instruction and General (I&G) budget. Course fees are a relatively small portion of the average student bill. According to data from the Bursar's Office, the average class and curriculum fees paid per student this fall semester was \$95.80, about 2.5% 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/EVP of Health Sciences
Office of the Provost and EVP for Academic Affairs/EVP 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

THE UNIVERSITY OF NEW MEXICO – COURSE FEE APPROVAL FORM

Appendix C

INSTRUCTIONS:

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

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

Deadlines for receipt of requests:	
Spring	First week of September
Summer	Last week of February
Fall	Last week of February

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

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

Sample course fee budget per student
Art Studio 100

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

Sample course fee budget per section
Biology 100

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

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

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

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

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



Appendix D

**Review of Course Fees
Fiscal Year 2021 and Fiscal Year 2020**

- Main Campus Schools/Colleges:**
 College of Arts and Sciences
 College of Fine Arts
 School of Law
 Anderson School of Management
 University College
 Honors College
 Provost Units

	FY21- Actuals	FY20 - Actuals
REVENUE		
OA2 - Student Fees	\$ 2,715,371	\$ 3,002,133
OA4 - Grants Contracts	61,164	-
OA5 - Sales & Services	12,111	11,422
OA6 - Other Operating Revenue	2,304	242
OP5 - Other Non Operating Revenue	-	-
OS1 - Transfers		
1160 - Transfer to Soc. Cultural	(2,000)	(2,030)
11E0 - Transfer to Public Service	-	(590)
11F0 - Transfer From Public Service	-	1,500
11H0 - Transfer To Internal Services	(28,984)	(28,984)
11N0 - Transfer From Student Aid	-	1,800
1240 - Transfer To Plant Fund Minor	(31,508)	(219,000)
12C0 - Transfer To Renewal Replacement	-	(20,000)
OV1 - Allocations	(223,990)	(326,696)
OZ1 - Reserves	1,004,813	716,899
TOTAL REVENUE	\$ 3,509,281	\$ 3,136,696
EXPENSES		
OF1 - Salaries	\$ 765,263	\$ 715,489
OG1 - Payroll Benefits	184,062	134,909
OJ1 - Supplies	638,825	761,245
OJ2 - Travel	7,503	40,472
OJ3 - Student Costs	119,597	123,159
OJ4 - Research Costs	-	-
OJ6 - Communication Charges	6,667	4,845
OJ7 - Services	188,093	202,576
OJ8 - Plant Maintenance	83,502	92,482
OJ9 - Utilities	-	-
OJA - Other Expense	22,756	23,490
OM1 - Capital Expenditures	10,870	33,216
TOTAL EXPENSE	\$ 2,027,137	\$ 2,131,882
RESERVES	\$ 1,482,144	\$ 1,004,813


**OFFICE OF
ACADEMIC AFFAIRS**
**Review of Course Fees
Fiscal Year 2021 and Fiscal Year 2020**
School/College/Branch:
College of Arts & Sciences

	FY21- Actuals	FY20 - Actuals
REVENUE		
OA2 - Student Fees	\$ 827,612	\$ 968,431
OA5 - Sales & Services	-	25
OA6 - Other Operating Revenue	9	202
OP5 - Other Non Operating Revenue	-	-
OS1 - Transfers		
1160 - Transfer to Soc. Cultural	-	(30)
11F0 - Transfer From Public Service	-	500
1240 - Transfer To Plant Fund Minor	(31,508)	-
1260 - Transfer from Plant Fund Minor	-	-
OV1 - Allocations	-	6,275
OZ1 - Reserves	380,131	155,372
TOTAL REVENUE	\$ 1,176,244	\$ 1,130,776
EXPENSES		
OF1 - Salaries	\$ 184,434	\$ 190,519
OG1 - Payroll Benefits	63,510	72,328
OJ1 - Supplies	219,730	311,118
OJ2 - Travel	6,707	22,211
OJ3 - Student Costs	113	3,651
OJ6 - Communication Charges	872	1,290
OJ7 - Services	64,854	80,803
OJ8 - Plant Maintenance	33,820	26,865
OJ9 - Utilities	-	-
OJA - Other Expense	6,196	8,644
OM1 - Capital Expenditures	8,850	33,216
TOTAL EXPENSE	\$ 589,084	\$ 750,645
RESERVES	\$ 587,161	\$ 380,131

Comments:

Course fees for A&S are used to fund lab equipment, computers, audio/video equipment, etc. Purchases of this nature are not annual expenses and often occur over a longer period. Computers/audio/video equipment is replaced over a period of 3-7 years depending upon the technology needed and the rate at which the equipment becomes obsolete for supporting the student's education. In addition to regular replacement of lab equipment, software, and audiovisual equipment, the departments must have balances sufficient to respond to any unexpected repair/replacement that may arise during the year.


**OFFICE OF
ACADEMIC AFFAIRS**
**Review of Course Fees
Fiscal Year 2021 and Fiscal Year 2020**
School/College/Branch:
College of Fine Arts

	FY21- Actuals		FY20 - Actuals	
REVENUE				
OA2 - Student Fees	\$	1,229,851	\$	1,358,858
OA4 - Grants Contracts		60,746		-
OA5 - Sales & Services		12,111		11,396
OA6 - Other Operating Revenue		2,295		40
OS1 - Transfers				
1160 - Transfer to Soc. Cultural		(2,000)		(2,000)
11E0 - Transfer to Public Service		-		(590)
11F0 - Transfer From Public Service		-		1,000
11H0 - Transfer To Internal Services		(28,984)		(28,984)
11N0 - Transfer From Student Aid		-		1,800
1240 - Transfer To Plant Fund Minor		-		(7,000)
12C0 - Transfer to Renewal Replacement		-		(20,000)
OV1 - Allocations		(223,990)		(315,372)
OZ1 - Reserves		484,570		362,551
TOTAL REVENUE	\$	1,534,598	\$	1,361,698
EXPENSES				
OF1 - Salaries	\$	326,999	\$	258,658
OG1 - Payroll Benefits		79,212		29,889
OJ1 - Supplies		225,929		353,806
OJ2 - Travel		667		14,429
OJ3 - Student Costs		102,456		95,357
OJ6 - Communication Charges		2,515		2,235
OJ7 - Services		89,190		87,244
OJ8 - Plant Maintenance		23,778		25,081
OJ9 - Utilities		-		-
OJA - Other Expense		10,955		10,431
OM1 - Capital Expenditures		2,020		-
TOTAL EXPENSE	\$	863,721	\$	877,129
RESERVES	\$	670,878	\$	484,570

Comments:

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



**Review of Course Fees
Fiscal Year 2021 and Fiscal Year 2020**

School/College/Branch:	School of Law	
	FY21- Actuals	FY20 - Actuals
REVENUE		
OA2 - Student Fees	\$ 152,288	\$ 162,903
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers		
11A0 - Transfer to Research Gen	-	-
11E0 - Transfer to Public Service	-	-
11H0 - Transfer To Internal Services	-	-
1240 - Transfer To Plant Fund Minor	-	-
OV1 - Allocations	-	(27,500)
OZ1 - Reserves	21,387	35,798
TOTAL REVENUE	\$ 173,675	\$ 171,200
EXPENSES		
OF1 - Salaries	\$ -	\$ 15,659
OG1 - Payroll Benefits	-	13,077
OJ1 - Supplies	17,662	47,902
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	28,629	30,559
OJ8 - Plant Maintenance	25,705	40,536
OJ9 - Utilities	-	-
OJA - Other Expense	1,080	2,081
OM1 - Capital Expenditures	-	-
TOTAL EXPENSE	\$ 73,076	\$ 149,813
RESERVES	\$ 100,599	\$ 21,387

Comments:

Course fees for the School of Law are used for equipment renewals and replacements in order to maintain modernized technology in multiple classrooms, as well as licensing fees for electronic databases. There were planned upgrades to classrooms for 2020/21. These plans were put on hold due to the pandemic. Once equipment is available for purchase balances will be used for these purchases.


**OFFICE OF
ACADEMIC AFFAIRS**
**Review of Course Fees
Fiscal Year 2021 and Fiscal Year 2020**

School/College/Branch:	Anderson School of Management	
	FY21- Actuals	FY20 - Actuals
REVENUE		
OA2 - Student Fees	\$ 496,110	\$ 500,477
OA4 - Grants Contracts	418	-
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	(212,000)
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	103,290	151,939
TOTAL REVENUE	\$ 599,818	\$ 440,416
EXPENSES		
OF1 - Salaries	\$ 253,830	\$ 250,654
OG1 - Payroll Benefits	41,339	19,616
OJ1 - Supplies	165,931	34,317
OJ2 - Travel	-	1,017
OJ3 - Student Costs	17,028	24,151
OJ6 - Communication Charges	3,280	1,320
OJ7 - Services	4,920	3,971
OJ8 - Plant Maintenance	199	-
OJ9 - Utilities	-	-
OJA - Other Expense	4,373	2,081
OM1 - Capital Expenditures	-	-
TOTAL EXPENSE	\$ 490,900	\$ 337,126
RESERVES	\$ 108,918	\$ 103,290

Comments:

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



**Review of Course Fees
Fiscal Year 2021 and Fiscal Year 2020**

School/College:

University College

	FY21 - Actuals	FY20- Actuals
REVENUE		
OA2 - Student Fees	\$ -	\$ -
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers (please list all transfers)		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	-	-
TOTAL REVENUE	\$ -	\$ -
EXPENSES		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	-	-
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ4 - Research Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	-	-
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	-	-
OM1 - Capital Expenditures	-	-
TOTAL EXPENSE	\$ -	\$ -
RESERVES	\$ -	\$ -

Comments:

University College does not collect course fees.



**Review of Course Fees
Fiscal Year 2021 and Fiscal Year 2020**

School/College:	Honors College	
	FY21- Actuals	FY20 - Actuals
REVENUE		
OA2 - Student Fees	\$ 3,500	\$ 5,255
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers (please list all transfers)		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	-	9,901
OZ1 - Reserves	11,633	767
TOTAL REVENUE	\$ 15,133	\$ 15,923
EXPENSES		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	2,411	1,871
OJ2 - Travel	129	2,355
OJ3 - Student Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	-	-
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	38	63
OM1 - Capital Expenditures	-	-
TOTAL EXPENSE	\$ 2,578	\$ 4,290
RESERVES	\$ 12,554	\$ 11,633

Comments:

Honors' course fees are class specific and would include items such as materials and supplies. Balances increased from FY20 to FY21 slightly due to the pandemic, which resulted in less spending since many courses were offered remotely. Balances will continued to be used to support the materials and supplies need to deliver the Honors' curriculum.


**OFFICE OF
ACADEMIC AFFAIRS**
**Review of Course Fees
Fiscal Year 2021 and Fiscal Year 2020**

School/College/Branch:	Provost Units	
	FY21- Actuals	FY20 - Actuals
REVENUE		
OA2 - Student Fees	\$ 6,010	\$ 6,210
OA5 - Sales & Services	-	-
OA6 - Other Operating Revenue	-	-
OS1 - Transfers		
11C0 - Transfer from Research Gen	-	-
11F0 - Transfer From Public Service	-	-
OV1 - Allocations	-	-
OZ1 - Reserves	3,803	10,472
TOTAL REVENUE	\$ 9,813	\$ 16,682
EXPENSES		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	7,164	12,230
OJ2 - Travel	-	459
OJ3 - Student Costs	-	-
OJ4 - Research Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	500	-
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	115	190
OM1 - Capital Expenditures	-	-
TOTAL EXPENSE	\$ 7,779	\$ 12,879
RESERVES	\$ 2,034	\$ 3,803

Comments:

The reserve balances for the NSMSE program have been spent down over the last two fiscal years on materials and supplies for each course offering. Balances will be used on equipment and supplies renewals and replacements.



**Review of Course Fees
Fiscal Year 2020 and Fiscal Year 2021**

School/College/Branch:

	Gallup	
	FY21 - Actuals	FY20- Actuals
REVENUE		
OA2 - Student Fees	\$ 55,197	\$ 63,341
OA5 - Sales & Services	-	300
OA6 - Other Operating Revenue	-	-
OS1 - Transfers		
11E0 - Transfer to Public Service	-	-
11F0 - Transfer From Public Service	-	-
1240 - Transfer To Plant Fund Minor	-	-
1280 - Transfer to Plant Fund Major	-	-
OV1 - Allocations	6,067	-
OZ1 - Reserves	103,268	60,863
TOTAL REVENUE	\$ 164,532	\$ 124,504
EXPENSES		
OF1 - Salaries	\$ -	\$ -
OG1 - Payroll Benefits	-	-
OJ1 - Supplies	24,058	21,236
OJ2 - Travel	-	-
OJ3 - Student Costs	-	-
OJ6 - Communication Charges	-	-
OJ7 - Services	-	-
OJ8 - Plant Maintenance	-	-
OJ9 - Utilities	-	-
OJA - Other Expense	-	-
OM1 - Capital Expenditures	-	-
TOTAL EXPENSE	\$ 24,058	\$ 21,236
RESERVES	\$ 140,474	\$ 103,268

Comments:

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



**Review of Course Fees
Fiscal Year 2020 and Fiscal Year 2021**

School/College/Branch:

Taos Branch Campus

	FY21 - Actuals		FY20- Actuals	
REVENUE				
OA2 - Student Fees	\$	181,665	\$	186,575
OA5 - Sales & Services		129,680		76,517
OA6 - Other Operating Revenue		-		-
OS1 - Transfers				
11E0 - Transfer to Public Service		-		-
11F0 - Transfer From Public Service		-		-
1240 - Transfer To Plant Fund Minor		-		-
1280 - Transfer to Plant Fund Major		-		-
OV1 - Allocations		-		-
OZ1 - Reserves		-		-
TOTAL REVENUE	\$	311,345	\$	263,092

EXPENSES

OF1 - Salaries	\$	44,870	\$	45,077
OG1 - Payroll Benefits		7,796		12,445
OJ1 - Supplies		118,614		75,042
OJ2 - Travel		13,955		7,949
OJ3 - Student Costs		4,682		3,463
OJ6 - Communication Charges		8,620		7,015
OJ7 - Services		15,326		39,301
OJ8 - Plant Maintenance		46,910		24,074
OJ9 - Utilities		-		-
OJA - Other Expense		2,034		1,551
OM1 - Capital Expenditures		-		-
TOTAL EXPENSE	\$	262,807	\$	215,917

RESERVES	\$	48,538	\$	47,175
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Comments:

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