AGENDA

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

II. Approval of Summarized Minutes from Previous Meeting TAB A

III. Reports/Comments:
    Provost’s Administrative Report
    i. James Holloway, Provost & EVP for Academic Affairs
    Member Comments
    Advisor Comments

IV. Action Items:

A. ASUNM Constitutional Amendment Approval TAB B
   Adam Biederwolf, ASUNM President

B. Spring 2020 Degree Candidates TAB C
   Finnie Coleman, Faculty Senate President

C. Posthumous Degree for Nahje Flowers TAB D
   Lisa Lindquist, Director, LoboRESPECT Advocacy Center

D. Posthumous Degree for Kiana Caalim TAB E
   Lisa Lindquist, Director, LoboRESPECT Advocacy Center

E. CERT "Structured Education Requirements CT"
   TAB F
   Rebecca Blankley, Director, Radiologic Sciences

F. CERT "Structured Education Requirements MRI"
   TAB G
   Rebecca Blankley, Director, Radiologic Sciences

G. University Seal TAB H
   Assata Zerai, Vice President for Equity and Inclusion

V. Information Items:

A. Enrollment Update TAB I
   Dan Garcia, Vice Provost for Enrollment Management

VI. Public Comment

VII. Adjournment
Meeting Summary

Committee members present: Regent Doug Brown (via phone), Regent Kim Sanchez Rael (via phone), Student Regent Melissa Henry, Provost & EVP for Academic Affairs James Holloway, Faculty Senate President Finnie Coleman, Staff Council President Ryan Gregg, GPSA President Muhammad Hussain, ASUNM President Adam Biederwolf

I. Call to Order @ 1:00pm

II. Approval of Summarized Minutes from Previous Meeting TAB A
Motion to Approve: Provost Holloway
Second: Regent Sanchez Rael
Motion: Approved

III. Reports/Comments:
Provost’s Administrative Report
James Holloway, Provost & EVP for Academic Affairs
  • Leadership Updates:
    Four dean searches underway:
    ◦ Anderson School of Management
    ◦ College of Education
    ◦ School of Architecture & Planning
    ◦ College of Fine Arts
    ◦ Chairing the Chancellor for Health Sciences Center search advisory committee
  • Dr. William Stanley named Associate Provost for Faculty Success.
  • Pamela Cheek’s title changed to Associate Provost for Student Success.
  • FY21 Budget Development
    Revenue Assumptions
    ◦ State Funding Formula increase of 2.5%
    ◦ State Funding for a 4% compensation increase (I&G only funded at approx. 85%)
    ◦ Tuition Revenues
    ◦ Proposal including a inflationary increase and changes to current block tuition discount, increases projected tuition revenue by approx. $8M
    ◦ Tuition revenue decrease of ($8.7M) due to current enrollment decline of 3.5% and a forecasted 6% enrollment hedge
    ◦ Mandatory Student Fees
    ◦ Student Fee Review Board has a student fee proposal, which includes a 7.7% fee increase to offset current enrollment declines and the forecasted 6% enrollment hedge
    Expense Assumptions
    ◦ Propose a 4% compensation increase for faculty, staff and students
    ◦ Decrease in I&G allocated budgets by 3.7%, decrease of ($10.2M)
    ◦ Increase funding of $5.7M to must-fund initiatives, which include health insurance increases, property and liability insurance increases, other fringe benefits increases, faculty promotions, GA/TA waivers increases, student aid, university-wide initiatives, and minimum wage increases
    ◦ Propose to fund $2.2M in new recurring funding request, including:
      ◦ Academic Affairs $991K - new dean start-ups and other Provost initiatives
      ◦ President’s Units $150K - Division for Equity and Inclusion operations and initiatives
      ◦ Campus-wide initiatives $1.1M
      ◦ Enrollment Management and University Marketing efforts
      ◦ Police Department
      ◦ Mental Health and Counseling Support
      ◦ Compliance and the Office of Equal Opportunity
• Working with advocates for both Capital and Research & Public Service Projects to generate support letters to the Governor.

• Branch Camus Updates
  o Los Alamos new workforce certificate programs with N3B continue with the successful completion of the first Radiation Control Technology (RCT) cohort group, and the implementation of the first Waste Operator cohort.
  o UNM School of Engineering and UNM-LA continue to work with LANL on plans to offer upper division courses in Mechanical Engineering in Los Alamos beginning in the Fall.
  o Los Alamos in discussions with the College of Nursing to serve as a remote site for a Bachelor’s degree in nursing.
  o Two UNM-Los Alamos students were selected for the Danny Nichols Memorial Scholarship, sponsored by N3B. In addition to the scholarship, the students will attend various sessions at the conference.
  o Phi Theta Kappa students Teresa Funke, Sarah Flynn and Johnny Leyba were honored at the All-State Academic Team Ceremony at the State Capitol. The students are three nominees from 11 different colleges competing to win national scholarships and All-American honors.
  o Last Fall, nine students participated in independent research projects as part of the Undergraduate Research Program at UNM-Valencia. In March, seven of these students will be presenting their research at the National Conference on Undergraduate Research at Montana State University.
  o Three students from the Valencia Branch were selected to participate in a 10-week, full-time paid internship at the Facebook Data Center in Los Lunas. Currently, the students are spending an all-expenses paid week at Facebook Headquarters in California.

• Census 2020 Update.

• Facility Updates
  o Aquifer Center
  o Predock Center for Design & Research
  o Chemistry Renovation Phase II
  o Economics Building Energy Savings Project

Member Comments: None.
Advisor Comments: None.

IV. Action Items:

A. Division of Ophthalmology
   Bob Avery, M.D., Ph.D., Professor and Division Chief of Ophthalmology
   Department of Surgery
   Motion to Approve: Faculty Senate President Coleman
   Second: Provost Holloway
   Motion: Approved

B. BS Athletic Training (delete)
   Sara Nottingham, Director, Athletic Training Program
   Motion to Approve: Provost Holloway
   Second: Faculty Senate President Coleman
   Motion: Approved

C. MS Athletic Training
   Sara Nottingham, Director, Athletic Training Program
   Motion to Approve: Provost Holloway
   Second: Faculty Senate President Coleman
   Motion: Approved
D. MS Project Management  
  Steve Walsh, Professor of Management of Technology and Entrepreneurship  
  Florencio Olguin, Director, Student Services  
  Motion to Approve: Provost Holloway  
  Second: Faculty Senate President Coleman  
  Motion: Approved

E. Sustainable Building (VA) (delete)  
  Pamela Cheek, Associate Provost for Student Success  
  Motion to Approve: Provost Holloway  
  Second: Faculty Senate President Coleman  
  Motion: Approved

F. CERT Structural Integration (TA) (NEW)  
  Kirstie Segarra, Director of the Integrative and Medical Massage Program, Taos Branch  
  Motion to Approve: Provost Holloway  
  Second: Regent Brown  
  Motion: Approved

G. College of Education Name Change  
  Deborah Rifenburg, Dean, College of Education  
  Motion to Approve: Provost Holloway  
  Second: Staff Council President Greg  
  Motion: Approved

V. Information Items:

A. UNM Seal Recommendation  
  Assata Zerai, Vice President for Equity and Inclusion  
  • Vice President Zerai provided an update on the UNM Seal design finalists. The committee did not make a recommendation on a specific design.

B. Annual Course Fee Review  
  Nicole Dopson, Director, Financial Operations for Academic Affairs  
  Pamela Cheek, Associate Provost for Student Success  
  • Associate Provost Cheek reported on Course Fees.

C. KUNM Radio Report  
  Richard Towne, KUNM General Manager  
  • Dr. Towne reported on the work of the Radio Board for the 2018 and 2019 calendar years.

D. Recruiting and Enrollment Strategy and Key Performance Indicators  
  Dan Garcia, Vice Provost for Enrollment Management  
  • Vice Provost Garcia reported on key performance indicators and enrollment strategies.

VI. Public Comment

VII. Adjournment  
  Motion to Approve: Provost Holloway  
  Second: Regent Brown  
  Motion: Approved
DATE: Thursday, September 26, 2019

TO: Katherine Miefert, Associate University Counsel

FROM: Madelyn Lucas, ASUNM Vice President

RE: ASUNM Constitution or Law Book Revision

CC: Ryan Lindquist, Director, Student Activities Center

**Constitution or Law Book**

*Bill No: 3F*  
*Code:*

*Article: 7  Section: 4  Item: Senate Vacancies*

Rationale for the above referenced bill:

*The purpose of Bill 3F is to clarify the procedure for appointing (a) new senator(s) in the event that there are no official candidates to fill Senate vacancies.*

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**FOR UNM LEGAL COUNSEL USE ONLY**

In accordance with UNM Regents Policy Manual Section 4.1, I have reviewed the above-mentioned legislation and I offer the following comments.

1. [ ] The above-mentioned legislation is proper as to form and is consistent with applicable law and regulations. Accordingly, the University Counsel Office approves this amendment to the ASUNM Constitution/Law Book.

2. [ ] The above mentioned legislation cannot be approved by the University Counsel Office in its current form for the following reasons:

3. [X] The above-mentioned legislation is proper as to form and is consistent with applicable law and regulations. Accordingly, the University Counsel Office approves this amendment to the ASUNM Constitution/Law Book. I do, however, have concerns about the following issue(s) and bring them to your attention for consideration before including this legislation in the ASUNM Constitution/Law Book.  

   ________________________________________________
   Katherine Miefert, Associate University Counsel

   *Must be approved by Regents.*
BILL #3F  
2019 FALL SESSION

Legislative Action:
Introduced by: Senator A. Varela (A) (S) (E), Senator E. Hotz (A) (S) (E), Senator A. Aldrich (A) (S) (E), Senator R. Regalado (A) (S) (E), Senator N. McKim (A) (S) (E)

1st Reading: 9-18-19  
2nd Reading: 9-25-19  
3rd Reading: ________________  

Referred To: Steering & Rules  
Committee Action: 5-0-0  
Senate Action: 18-0-0-2

Executive Action:
☑ Approved  ☐ Vetoed

Signed: ____________________________ 9/26/19  
ASUNM President  Date

Unsigned by the President on this ______ day of ________ 2019. Bill automatically becomes law.

Legislative Response:
Veto override vote taken: ________________  
Senate Action: ________________

Be it enacted by the Associated Students of the University of New Mexico that the following be amended in (Election Procedures, Article VII Section 4) of the ASUNM (Constitution):

Article VII: ELECTION PROCEDURES

Section 4. - Senate Vacancies

In the event of a vacancy vacancies in the Senate, the official candidates receiving the next highest number of votes from the most recent general election shall fill those vacancies. Senatorial duties shall be assumed upon confirmation by the Elections Commission and upon being sworn in by a Student Court Justice. In the event that the position is refused or in the event that the Vice President, after reasonable attempts, is unable to contact the official candidate, the official candidate with the next highest number of votes from the most recent general election will be appointed. This shall continue until all vacancies are filled or until there are no remaining official candidates to fill the vacancies. In the event that there are no remaining official candidates to fill the vacancies, the Vice President of the Senate shall accept applications and appoint replacements for vacancies within ten (10) days. Upon interview of by the full Senate, confirmation of the appointment will occur with the approval of two-thirds three-fourths of the Seated Senate. No Vice Presidential appointed Senator shall be allowed to assume responsibilities, duties, or voting privileges of a Senator until confirmed by the Senate and upon


being sworn in. An appointed Senator’s term shall not exceed the semester in which they are appointed. (6-8-93), (5-16-97), (11-12-97), (5-11-01), (5-16-03)
April 28, 2020

TO: Board of Regents Academic Student Affairs and Research Committee

FROM: Rick Holmes, Office of the University Secretary

SUBJECT: Spring 2020 Degree Candidates

The Faculty Senate approved the Spring 2020 Degree Candidates at their April 28, 2020 Faculty Senate meeting.

Included is the list of the Spring 2020 Degree Candidates. Please do not publish the candidates that are on the privacy flag list.

<table>
<thead>
<tr>
<th>Pending Degrees - Spring 2020</th>
<th>By Campus and Award Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Campus</td>
</tr>
<tr>
<td>1) ABQ</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>2) ABQ</td>
<td>Doctoral</td>
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<tr>
<td>3) ABQ</td>
<td>First-Professional Degree (Medicine)</td>
</tr>
<tr>
<td>4) ABQ</td>
<td>Masters Degree</td>
</tr>
<tr>
<td>5) ABQ</td>
<td>Post Second. Cert/Dipl &gt;1 &lt; 2 (Ugrad)</td>
</tr>
<tr>
<td>6) ABQ</td>
<td>Post-Masters Cert</td>
</tr>
<tr>
<td>7) GA</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>8) GA</td>
<td>Post Second. Cert/Dipl &gt;1 &lt; 2</td>
</tr>
<tr>
<td>9) LA</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>10) LA</td>
<td>Post Second. Cert/Dipl &lt;1 yr.</td>
</tr>
<tr>
<td>11) LA</td>
<td>Post Second. Cert/Dipl &gt;1 &lt; 2</td>
</tr>
<tr>
<td>12) TA</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>13) TA</td>
<td>Post Second. Cert/Dipl &lt;1 yr.</td>
</tr>
<tr>
<td>14) VA</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>15) VA</td>
<td>Post Second. Cert/Dipl &lt;1 yr.</td>
</tr>
<tr>
<td>16) VA</td>
<td>Post Second. Cert/Dipl &gt;1 &lt; 2</td>
</tr>
</tbody>
</table>

Total: 4204*
*Final number of conferred degrees will be slightly lower due to changes in student degree status that occur until the end of the semester.*

Please place this item on the next Board of Regents ASAR Committee meeting agenda for consideration.

Thank you.

Attachments
Posthumous Degree Request Form

Request Initiator: Andrea Pierson  
Contact: piersona@unm.edu

Relationship to student or UNM: Student Eligibility Specialist - UNM Lobo Center for Student-Athlete Success

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

Dean of Students Notification: Andrea is in contact with the family

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Nahje Flowers</th>
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<tbody>
<tr>
<td>Student ID:</td>
<td>1017546866</td>
</tr>
<tr>
<td>College:</td>
<td>Arts &amp; Sciences</td>
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<tr>
<td>Degree:</td>
<td>B.S.</td>
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<tr>
<td>Major(s):</td>
<td>Signed Language Interpreting</td>
</tr>
<tr>
<td>Concentration(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>Minor(s):</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

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

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

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

1. The student must be in degree status and either currently enrolled or enrolled in the academic year previous to his/her death;

2. The student must have completed a minimum of half of the credits required for the degree;

3. Requests for posthumous degrees may be initiated by the student's family, the faculty of the department and/or college, or a UNM administrator;

4. The department, the college and the Faculty Senate must approve requests for posthumous degrees. The Senate Graduate Committee must also review and provide recommendation on requests for graduate level posthumous degrees;

5. The degree will be noted as "posthumous" on both the diploma and the transcript.

<table>
<thead>
<tr>
<th>Approvals</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Linguistics</td>
<td></td>
<td>02/24/2020</td>
</tr>
<tr>
<td>College:</td>
<td>Arts &amp; Sciences</td>
<td></td>
<td>2/25/2020</td>
</tr>
<tr>
<td>Grad. Committee</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Senate</td>
<td></td>
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</tr>
</tbody>
</table>

Updated: 9/02/2016
February 18, 2020

To Whom It May Concern:

I am writing this letter on behalf of the late Nahje Flowers in support of him being awarded his posthumous degree from the University of New Mexico. At the time of his death, he was in a different degree-seeking program due to additional requirements he was required to meet as a student-athlete competing in an NCAA sponsored sport. He was not able to be in pre-major status because of these additional requirements but was working towards meeting the admission requirements to be moved into the program after the Spring 2020 semester. Though he was not yet listed as a BS in Signed Language Interpreting major, it is my request that his degree be awarded in the Signed Language Interpreting program and allow him to reach his goal and honor him in the way he deserves.

When Nahje discovered the Signed Language Interpreting program in the Spring 2018 semester, it was like a new light was found in his life. Nahje endured an immense amount of adversity in his short life which made it difficult for him to prioritize his academics at times. However, when Nahje talked about leaving the University of New Mexico with his Bachelor of Science in Signed Language Interpreting, it was almost as if there was a new person standing in front of me who could finally see the potential in himself that so many of us around him had seen since the first moment he walked into our lives.

In order to paint a better picture of what this degree will mean to his loved ones and greatest supporters, I have also included his letter of intent and letters of recommendation that he had compiled for the Signed Language Interpreting program, along with a letter of support from one of the lecturers from the program that he worked with closely. Through these different perspectives, it is more obvious to see the large and lasting impact that Nahje left on all of those around him – the same impact that he would have been able to achieve after earning his Bachelor of Science from the University of New Mexico.

Thank you for your time and consideration. Please feel free to contact me regarding any further questions.

Sincerely,

Andrea Pierson
Student Eligibility Specialist
Football, Softball
Lobo Center for Student-Athlete Success
University of New Mexico
piersona@unm.edu
(505) 277-8963
February 10, 2020

To Whom It May Concern:

Nahje Flowers was a student in my Fingerspelling course in the Spring of 2019. Although he didn’t have the chance to apply to the Signed Language Interpreting Program before his death, he expressed to me on two different occasions that he planned to finish the pre-requisite courses so that he could apply to the program. He told me that he hadn’t found much that he was interested in for a career until he took our Introduction to Signed Language course. I know from several conversations with him that our courses inspired him and offered him hope. He told me he wanted to major in signed language interpreting because he wanted to do meaningful work after graduation. He also mentioned that he wished that football didn’t consume so much of his time, so that he could get more involved in the Deaf community instead, but he also expressed that football was his only way to get an education. He wanted to pursue interpreting full-time in the future and seek opportunities to interpret for Deaf People of Color and in athletic settings.

Nahje had the opportunity to meet some Deaf students and teachers from the New Mexico School for the Deaf and had an immediate connection with the students who looked up to him as a starting linebacker for the UNM Football team. Nahje invited those students to one of his football games and was nice enough to give a tour of the locker room facilities in American Sign Language (ASL) after the game. He even signed to them from the field between plays during the game to help them feel included as fans in the stands. This exemplified his commitment to the Deaf community and his understanding of how important it is for Deaf people to have access to information through their language, ASL. Although he was a beginner and only started learning ASL the year before, he was not shy about using what he knew. I was told by Deaf community members who knew Nahje that he never let communication barriers get in the way of him connecting to them. He was also skilled at instinctually improvising in Deaf friendly ways to figure out how to communicate and be understood by native ASL users.

Although Nahje struggled academically in some of his classes, he was highly intelligent and had a natural way of interacting with members of the Deaf community. He showed care, compassion, and respect that cannot be taught in the classroom and because of this, I believe he would have offered unique skill sets making him a great candidate for the Signed Language Interpreting Program. With these factors in mind, I
write this letter in support of the University of New Mexico granting a posthumous degree and listing Nahje Flowers as an intended Signed Language Interpreting major. Although he had not been formally accepted into our program before his death, I am confident his intention was to apply this Spring and as a faculty member, I would have advocated for his acceptance.

Thank you for your consideration,

Amanda Luján
University of New Mexico,
Signed Language Interpreting Program,
Lecturer II
amandalujan@unm.edu
May 1, 2019

To Whom It May Concern:

I am writing to you to express my interest in the Signed Language Interpreting program. I am a junior here at the University of New Mexico and play on the football team. My first couple of years here I have had a lot of trouble trying to figure out what I wanted to get my degree in or what I wanted to do in my future.

In spring 2018, I took SIGN 201 as an elective class and that was when I felt like I had finally found what I wanted to do with my life. It wasn’t easy, but I felt like it was something I was finally interested in and wanted to go to class for. I have always enjoyed working with kids and helping others that I didn’t think had the same chances and opportunities that I did. By pursuing a degree in Signed Language Interpreting, I felt like I could do that.

Being a young African American male athlete, I think that I am different than a lot of other people in the Interpreting field. After I finish my degree, I want to be able to work with young kids that are interested in sports. I think that I will be able to make a difference in the athletic deaf community as a coach with my experiences as a student-athlete. I know I still have a lot to learn but I am ready to continue on in the program and help to make a difference in the world in a field that I am passionate about.

Please let me know if you have any further questions or need anything else.

Thanks,

Nahjet

Nahje Flowers
April 30, 2019

To Whom It May Concern:

I am writing this letter on behalf of Nahje Flowers, a student I have tutored and worked with during my time as a Learning Strategist and Student Success Specialist at the Lobo Center for Student-Athlete Success at the University of New Mexico. I have been working with Nahje for the past two years, helping him work through class work and discussing life plans with him as he navigates UNM and all of the challenges that have arisen during his time here. It is my pleasure to fully recommend Nahje for acceptance into the Signed Language Interpreting Program at the University of New Mexico.

Nahje is one of the most dynamic young people I have ever met, and his compassion for humanity is unmatched by the other young people I know. His maturity level when it comes to various topics such as the patriarchy, people with disabilities and in general being a good human being are parts of his character that are hard to quantify, so I am glad I have the privilege to write this letter to highlight some of the amazing things he has done that do not show up on a transcript or a piece of paper.

For instance, during Nahje’s first semester taking sign language classes, his teacher put him in contact with a few students who played on the football team at the School for the Deaf in Santa Fe. He corresponded with both the students and parents, showing them that it was possible for these young kids to find role models in something that normally is off limits to people who primarily use ASL to communicate. The whole experience cumulated with the students coming to one of Nahje’s football games where he signed to them from the field and came up to the parents and kids during half time to sign with them.

That experience alone will change the trajectory of those student’s lives forever, but for Nahje, it was second nature. When we talked about it during one of our tutoring sessions, he almost forgot to mention it happened to me. As I kept questioning, he told me more and more and I was so moved by his compassion for these kids and how easy it was to take a little bit of time out of his life to impact someone so profoundly. The parents were so moved by what Nahje did, and I still think he does not quite understand how impactful his interaction with those kids was, but this is just a small example of the compassion he feels for all humans.

This was not an isolated occurrence, on a final for one of Nahje’s business classes, he had to create a business plan about a company he would want to start. We talked for many hours trying to pinpoint what he would be most passionate about and it always came back to helping people. The company he created was a camp for kids with disabilities where they were able to come and do a sports camp while also having any accommodations they might need. While this is just a project, his desire to constantly think about how to help others is never far from the surface of his conscious and at any opportunity he gets, he tries to figure out how to incorporate that passion into whatever he is doing.

It is rare that a young person today understands their place in the world so profoundly, but Nahje realizes his public image and ability to impact the community of Albuquerque, and specifically the Deaf community of the state of New Mexico and this is something that not a lot of people in his position have. His passion for learning ASL is unmatched and his ability to memorize signs and in turn interact with someone using ASL shows his innate ability to progress quickly.

Nahje will be a unique and important addition to the 2019 cohort for the Sign Language Interpreting Program because not only will be bring his talent as a signer and his knowledge of ASL, but he also brings an attitude that this profession needs, an attitude of compassion and empathy that not everyone is born with. His desire to help and impact people is what makes Nahje so special and what would make him such a valuable addition to your program.
I could not recommend a better person to be a part of a cohort like this and I want as many people in this world to be impacted by him. This program puts him one step closer to being able to live those goals he has and better many lives in a way that will change the course of life for countless individuals.

Please feel free to contact me regarding any further questions.

Thank you,

Joe DeBonis  
Student Success Specialist  
Lobo Center for Student-Athlete Success  
University of New Mexico  
(505) 277-6538
To Whom It May Concern;

Nahje Flowers asked us if we could write a letter of recommendation.

We have met him only twice, both at different settings. Our first meet was when we were asked to attend a fingerspelling class and present in front of a class. Nahje was one of the 20 students in this class. During our presentation, we were playing a specific game where we had to fingerspell several words. Nahje was one of the few students who stood out. He took the time to initiate a conversation with us. In addition, it is obvious that American Sign Language is not his native language, however we could see the burning desire inside of him, wanting to improve his signing skills. This left an impression on us.

Our second meet was when we were invited by Nahje to attend to one of his football game. After the game, we were able to meet up with him. He took the time to give us a tour of the locker room. There were times when he was explaining to us the features of the locker room, he was hoping the interpreter would interpret but the interpreter would not. Knowing how exhausted he was after a game, he did not give up and gave us a nice brief tour and he tried his best to communicate though ASL. Although he has not mastered ASL but again, we saw the same desire that encouraged him to carry on our conversation in ASL. We could not be any happier with his effort.

With this said, we can see Nahje wants to continue to hone his signing skills and hopefully he will be given the opportunity to pursue into this so he can be an interpreter in the future. We hope you will take this into consideration and allow Nahje build his confidence and become perhaps one of New Mexico’s top notch interpreter through this program.

If you wish to discuss this further with us, feel free to send us an email at khand16@gmail.com.

Thank you,

Kimberly Hand                Gary Hand                Dustin Hand
April 28, 2019

To Whom It May Concern:

I am writing this letter on behalf of Nahje Flowers, one of the students I have advised during my time at the Lobo Center for Student-Athlete Success at the University of New Mexico. I have been working with Nahje for the past two years, helping guide him through his undergraduate career here at UNM. Without hesitation, I fully recommend that Nahje be considered for acceptance into the Signed Language Interpreting Program.

In my role as an academic advisor in athletics, I hold a unique position that allows me to spend a lot of time with my students. From the first day I met Nahje, I knew he was different from the rest of my students. He has overcome extreme adversity in his life to get to where he is today — but he would never let the challenges he is facing keep him from smiling, laughing, and being one of the most charismatic people in the room.

During my first semester working with Nahje, he didn’t perform to the level he was capable of academically. When working with Nahje, I was able to tell how intelligent he was — but something wasn’t clicking for him on the academic side. There seemed to be some sort of disconnect. Because of how he performed academically, he got himself into a place where he had to meet some extra requirements to be academically eligible for the next football season. Though it was a rough situation to go through, that is when everything finally clicked.

In order to be eligible, Nahje had to find a semester’s worth of classes that there was a guarantee he would pass. At this point in his undergraduate career, Nahje had already fulfilled his Second Language requirement for his core curriculum — but after looking through all of the options of classes, Nahje was adamant about attempting SIGN 201. It was the first time I had seen a glimpse of passion about academics, so I encouraged him to pursue it — and to this day, I think it has been one of the most incredible transformations I have seen in my time working with students.

Nahje turns into a different person when he is talking about the Signed Language Interpreting program. As an academic advisor, it is the most amazing thing to see. In my role, I hope to be able to help guide and direct students to find the path that is going to make them excited about their education and future — and that is what we have found with Nahje. He came in every day after class attempting to teach me different things he had learned in class and was constantly helping other students enrolled in SIGN 201 study for tests. It was like there had been some piece of the puzzle missing for Nahje and he had finally found it.

When looking at Nahje’s academic transcript, you don’t get the full picture of what he is capable of — or how I truly believe he will perform in your program. Nahje’s story has not been picture perfect. He has had so much adversity in his life in the two years that I have known him that have made it hard for him to truly show what he is capable of. I believe that his admission into the Signed Language Interpreting Program is the turning point that he is waiting for. He has finally found his place in education and a passion that is going to take him far in life.

It is without reservation that I recommend Nahje for acceptance into your Signed Language Interpreting program. He has all of the qualities that will allow him to succeed in the program: passionate, determined, and resilient. I believe that his story and his unique perspective on life will be an asset to your program. I am excited to see him continue to grow and finally thrive in his undergraduate journey.

Please feel free to contact me regarding any further questions.

Thank you,

[Signature]

Andrea Pierson
Student Success Specialist
Lobo Center for Student-Athlete Success
University of New Mexico
(505) 277-8963

Department of Athletics - Lobo Center for Student-Athlete Success
MSC11 6340, 1 University of New Mexico, Albuquerque, NM, 87131-0001
Phone: 505-277-2303 Fax: 505-272-7122
www.GOLobos.com
Posthumous Degree Request Form

Request Initiator: Liana Landquist  Contact: 505-272-7838
Relationship to student or UNM: None - on behalf of family
Would you like the Dean of Students to contact the family regarding this request?  Yes  No
Dean of Students Notification: 12/18/19

<table>
<thead>
<tr>
<th>Student Name: Kiana Coanin</th>
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</thead>
<tbody>
<tr>
<td>Student ID: 101647692</td>
</tr>
<tr>
<td>College: Education</td>
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<tr>
<td>Degree: B.S.</td>
</tr>
<tr>
<td>Major(s): Community Health Education</td>
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<tr>
<td>Concentration(s):</td>
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<tr>
<td>Minor(s):</td>
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The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but also significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

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

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

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

<table>
<thead>
<tr>
<th>Approvals</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<td>Department:</td>
<td>Christensen</td>
<td>Christensen</td>
<td>2/19/20</td>
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<tr>
<td>College:</td>
<td>Degosia Ripensky</td>
<td>Degosia Ripensky</td>
<td>2/19/20</td>
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<td>Grad. Committee (if necessary):</td>
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<td>Faculty Senate:</td>
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</table>
To: Faculty Senate Operations Committee
From: The Center for Student Success, College of Education
Date: April 2, 2020
Re: Request to award posthumous degree for Kiana Caalim, 101667192

I am writing this memo of support for student Kiana Caalim, 101667192.

The College of Education and its faculty are requesting that the UNM Faculty Senate award a posthumous Bachelor of Science degree in Community Health Education.

Upon her absence from UNM the remaining course she had left to complete was BIOL 239L (4) with all other program coursework for her degree complete. Miss Caalim was in good standing with a 3.21 cumulative GPA.

We hope this memo provides support in that Miss Caalim was a good student and continued to work towards her degree until the Fall 2019 semester.

Please contact me if you have any additional questions.

Dr. Deborah Rifenbary
College of Education Interim Dean
To: UNM Curriculum Committee

November 13, 2019

Executive Summary for SERS CT Certificate

Department: UNM Radiologic Sciences Program

BACKGROUND

UNM is now offering a structured educational course plan that includes Computed Tomography (CT) course work with no clinical element. The Structured Educational Requirement Student (SERS) completes (6) required academic courses. The program does not include clinical rotation classes.

This is a response to a requirement set forth by American Registry of Radiologic Technologists (ARRT). Starting in 2017, the ARRT requires students to demonstrate academic proficiency in specific content areas to be eligible to take the post primary registry exam for CT. Graduated Radiologic Technologists who have gained employment in the field (CT or MRI), are required to complete registry verification within one year. UNM offers the verification coursework that fulfills the requirement. UNM’s instructional didactic courses fulfills the following content areas: Patient Care, Safety, Image Production and Procedures. The course work has been reviewed and approved by the ARRT.

The UNM didactic courses being offered are part of the current CT program offering, and are modified to exclude the clinical courses.

UNM Radiologic Sciences Program is offering the structured education in three consecutive semesters. Courses are offered on-line.

Note: Students are required to hold an ARRT or American Registry of Diagnostic Medical Sonography ARDMS license to complete SERS didactic courses.

SERS CT CERTIFICATE COURSES

RADS 406 Community Engagement and Service Learning. (3)

RADS 410 Physics of Computed Tomography I. (3)

RADS 411 Physics of Computed Tomography II. (3)

RADS 412 Computed Tomography Physics Review. (1)

RADS *480 Human Cross Sectional Anatomy. (3, may be repeated once Δ)

RADS 481 Human Cross Sectional Pathology (3)
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<th>Summer</th>
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<td>RADS 480 Human Cross-Sectional Anatomy (3 Cr Hr)</td>
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<td>RADS 406 Community Engagement and Service Learning (3 Cr Hr)</td>
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<td>16 Total Credit Hours</td>
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**IMPACT on LONG-RANGE PLANNING**

Local community hospitals have increased hiring opportunities for CT and MRI technologists in recent months and are in need of highly qualified individuals that hold dual certifications in either RT (R) (CT), RT (R) (MRI), ARDMS (MR), and or RT (N) (CT). Community hospitals reached out to our program and asked if we would train these individuals with academic course work to prepare them for successful completion of the ARRT CT/ MRI boards. Local and state hospitals will provide the clinical internship to qualified employees. The recent implementation of the ARRT requirement has resulted in increased employment opportunities for Radiologic Technologists. We believe the pathway is growing in popularity and we are responding to community requests in providing adjusted academic programs.

**DETAILED BUDGET ANALYSIS**

Currently, we do not see a need to hire additional faculty to teach the proposed certificate program. The department requested additional funds to assist in moving academic course content to a different Learning Management System (LMS) and was granted approval. The expectation is the part time hire will be a temporary hire.

**FACULTY WORKLOAD IMPLICATIONS**

The Radiology department has approved a part time as a temporary hire to complete the project. Current faculty will be teach additional certificate coursework starting Fall 2020.

Please contact the program director if additional information is needed.

Signature

Amy Levi, PhD, CNM, WHNP
Vice Chancellor for Academic Affairs, HSC Academic Affairs
Director, UNM HSC Office of Interprofessional Education
UNM Radiologic Sciences Program
NEW: Certificate in Structured Educational RequirementComputed Tomography (SERS)

Admission Requirements

Individuals who have completed an associate's degree or higher in a medical imaging primary pathway (radiography, nuclear medicine, sonography, radiation therapy, or magnetic resonance imaging) and hold primary certification may apply for admission to the SERS Computed Tomography or SERS Magnetic Resonance Imaging Certificate program. The UNM Radiologic Sciences Program will grant 54 equivalency RADS credits added as transfer work to the transcript of UNM Students.

Application submission is required directly to the Radiologic Sciences program to include: references and transcripts from all prior colleges attended. The application deadline for admittance into the Certificate programs are posted on the Radiologic Sciences program Web site. Interviews are not required for the SERS programs.

To count towards graduation credit hours, the minimum grade point average must be 2.50 and each course must be completed with a grade of “C” or better (does not include “C-”). Courses may be taken in a different order with approval from the student’s advisor.

SERS CT CERTIFICATE COURSE REQUIREMENTS

UNM is offering a structured educational course plan that includes Computed Tomography (CT) course work with no clinical element. The Structured Educational Requirement Student (SERS) completes (6) required academic courses. The program does not include the clinical rotation portion.

This is a response to a requirement set forth by the American Registry of Radiologic Technologists (ARRT). The ARRT now requires students to demonstrate content proficiency in specific content areas to be eligible to take the post primary registry exam for CT. Graduated Radiologic Technologists who have gained employment in the field (CT or MRI), are required to complete registry verification within one year. UNM offers the verification coursework that fulfills the requirement. UNM’s instructional content fulfills the following content areas: Patient Care, Safety, Image Production Procedures.

UNM Radiologic Sciences Program is offering the structured education in three consecutive semesters. Courses are offered on-line.

Note: Students are required to hold a current ARRT or American Registry of Diagnostic Medical Sonography ARDMS license to complete SERS courses.

SERS CT CERTIFICATE COURSE DESCRIPTIONS

RADS 406 Community Engagement and Service Learning, (3)
The course offers students the opportunity to engage in community service and field experience. Students are exposed to the theories and practices of community service, information literacy, patient care, team building and leadership activities.

**RADS 410 Physics of Computed Tomography. (3)**

Course provides instruction in physics and instrumentation related to computed tomography including the history of the development of computed tomography, system operation and components, image formation and reconstruction, characteristics of image quality, and artifact recognition/reduction.

**RADS 411 Physics of Computed Tomography II. (3)**

A continuation of RADS 410 further providing advance instruction in physics and instrumentation related to computed tomography, including the history of the development of computed tomography, system operation and components, image formation and reconstruction.

**RADS *480 Human Cross Sectional Anatomy. (3, may be repeated once Δ)**

Course examines three-dimensional relationships of skull, brain, CNS, thorax, abdomen and pelvis correlating this information with imaging modalities (CT, MRI, Nuclear Medicine).

**RADS 481 (3) Human Cross Sectional Pathology (3)**

Course examines a basic understanding of the principles of pathology relating to imaging science and the radiographic appearance of specific diseases and processes within the body systems.

**RADS 412 Computed Tomography Physics Review. (1)**

Comprehensive examinations and topic review will take place throughout the semester. The registry review examinations will encompass the listed topics for students to demonstrate a basic knowledge of computed tomography and physics.

<table>
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<tr>
<th>SERS CT CERTIFICATE COURSES (Credit Hours 16)</th>
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</table>
To: UNM Curriculum Committee

November 13, 2019

Executive Summary for SERS MRI Certificate

Department: UNM Radiologic Sciences Program

BACKGROUND

UNM is now offering a structured educational course plan that includes Magnetic Resonance Imaging (MRI) course work with no clinical element. The Structured Educational Requirement Student (SERS) completes (6) required academic courses. The program does not include the clinical rotation courses.

This is a response to a requirement set forth by American Registry of Radiologic Technologists (ARRT). Starting in 2017, the ARRT requires students to demonstrate academic proficiency in specific content areas to be eligible to take the post primary registry exam for MRI. Graduated Radiologic Technologists who have gained employment in the field (CT or MRI), are required to complete registry verification within one year. UNM offers the verification coursework that fulfills the requirement. UNM’s instructional didactic courses fulfills the following content areas: Patient Care, Safety, Image Production and Procedures. The course work has been reviewed and approved by the ARRT.

The UNM didactic courses being offered are part of the current MRI program offering, and are modified to exclude the clinical courses.

UNM Radiologic Sciences Program is offering the structured education in two consecutive semesters, plus one additional optional review course. Courses are offered on-line.

Note: Students are required to hold an ARRT or American Registry of Diagnostic Medical Sonography ARDMS license to complete SERS didactic courses.

SERS MRI CERTIFICATE COURSE DESCRIPTIONS

**RADS 406 Community Engagement and Service Learning.** (3)

**RADS 450 Physics of Magnetic Resonance Imaging I.** (3)

**RADS 451 Physics of Magnetic Resonance Imaging II.** (3)

**RADS 452 MRI Physics Review.** (1)

**RADS *480 Human Cross Sectional Anatomy.** (3, may be repeated once Δ)

**RADS 481.001 (3) Human Cross Sectional Pathology** (3)
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<td>RADS 452 MRI Physics Review (1 Cr Hr)</td>
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**DETAILED BUDGET ANALYSIS**

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**FACULTY WORKLOAD IMPLICATIONS**

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Please contact the program director if additional information is needed.

Amy Levi, PhD, CNM, WHNP  
Vice Chancellor for Academic Affairs, HSC Academic Affairs  
Director, UNM HSC Office of Interprofessional Education
UNM Radiologic Sciences Program

Admission Requirements

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SERS MRI CERTIFICATE COURSE REQUIREMENTS

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UNM Radiologic Sciences Program is offering the structured education in two consecutive semesters, plus one additional optional review course. Courses are offered on-line.

Note: Students are required to hold a current ARRT or American Registry of Diagnostic Medical Sonography ARDMS license to complete SERS courses.

SERS MRI CERTIFICATE COURSE DESCRIPTIONS

RADS 406 Community Engagement and Service Learning, (3)
The course offers students the opportunity to engage in community service and field experience. Students are exposed to the theories and practices of community service, information literacy, patient care, team building and leadership activities.

**RADS 450 Physics of Magnetic Resonance Imaging I. (3)**

Course provides additional instruction in physics and instrumentation related to magnetic resonance imaging including the history of the development of magnetic resonance imaging, system operation and components, image formation and reconstruction, characteristics of image quality, and artifact recognition/reduction.

**RADS 452 MRI Physics Review. (1)**

Comprehensive examinations and topic review will take place throughout the semester. The registry review examinations will encompass the listed topics for students to demonstrate a basic knowledge of Magnetic Resonance Imaging and physics.

**RADS *480 Human Cross Sectional Anatomy. (3, may be repeated once Δ)**

Course examines three-dimensional relationships of skull, brain, CNS, thorax, abdomen and pelvis correlating this information with imaging modalities (CT, MRI, and Nuclear Medicine).

**RADS 481 (3) Human Cross Sectional Pathology (3)**

Course examines a basic understanding of the principles of pathology relating to imaging science and the radiographic appearance of specific diseases and processes within the body systems

**RADS 452 Magnetic Resonance Imaging Physics Review. (1)** Comprehensive examinations and topic review will take place throughout the semester. The registry review examinations will encompass the listed topics for students to demonstrate a basic knowledge of Magnetic Resonance Imaging and physics

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16: Total Credit Hours
SEAL COMMITTEE UPDATE AND RECOMMENDATIONS: PRESENTATION TO ASAR

April 30, 2020
https://sealdesign.unm.edu/

PURPOSE OF THE UNIVERSITY SEAL

- The use of the seal is specifically defined in Regent Policy 2.7
- For use “only on diplomas, academic transcripts, enrollment certifications or other official university documents…”
- Therefore, it is not a logo; it is not a design for marketing purposes (apparel, insignia products, website, etc.)
- Please refer to the UNM Policy Office’s University Seal Chronology
HISTORY OF THE SEAL COMMITTEE: 2015-2019

- Responding to concerns raised by the Kiva Club, Red Nation and other stakeholders, in 2015-16 former President Frank and former Provost Abdallah directed that forums be held to gain input on recommendations to change or keep the seal.
- November 3, 2016: on the basis of feedback gathered through a number of forums and requests for feedback by email, former VPEI Jozi De Leon recommended the following.
  - Change the seal by either removing the existing figures and replacing with something more inclusive, aspirational, honoring diversity and/or defining UNM as an institution of higher education
  - Determine the appropriate mechanism for redesigning the new seal by appointing an inclusive committee
  - Engage in a comprehensive cost analysis that determines the phased-out plan for eliminating the seal and replacing it
- ASAR voted to approve these recommendations. The same were presented to the BOR November 15, 2016.
- November 15, 2016: the Board of Regents unanimously approved the following: “determine an appropriate mechanism for redesigning the new seal, under direction of the Provost, by appointing an inclusive committee, and engage in a comprehensive cost analysis that determines the phased-out plan for eliminating the seal and replacing it.”
- March 6, 2017: Acting President Abdallah “requested that UNM offices immediately begin substituting the commercial (logo) for the current seal…while we pursue the process directed by the regents to create a new seal and phase-out the old one” (President’s Weekly Perspective 3/6/17).
- December 3, 2018: President Stokes reconvened the seal committee and requested recommendations by April 2019.
- August 1, 2019: VPEI Zerai began to chair the UNM seal committee and established a timeline for making recommendations.

CHARGE (AND INTENTIONS) OF THE SEAL COMMITTEE

- Change the seal by … replacing (it) with something more inclusive, aspirational, honoring diversity and/or defining UNM as an institution of higher education
- Determine the appropriate mechanism for redesigning the new seal by appointing an inclusive committee
- Engage in a comprehensive cost analysis that determines the phased-out plan for eliminating the seal and replacing it
UNM SEAL PROCESS 2019-20

- 50 Submissions received by the November 15, 2019 deadline
- A few artists submitted multiple renderings
- Seal committee members rated all 50 submissions; rubric included creativity, originality, quality & execution, and adherence to theme
- The 42-member seal committee met November 25th and selected 4 finalists
- The seal committee recommended that consideration of the university commercial logo as a 5th image
- Campus/Community input Jan 17-Feb 7, 2020
  - Multimedia blitz & online display of finalists
  - President's State of the University
  - SUB Atrium, Zimmerman library, Ethnic Centers, all UNM Colleges/Schools & Branches
  - National Hispanic Cultural Center, Indian Pueblo Cultural Center, Office of African American Affairs
  - Public libraries & high schools throughout the state
  - Alumni office invited alumni feedback
- Preferences form: participants ranked the submissions and provided open ended feedback

THE UNIVERSITY OF NEW MEXICO’S SEAL DESIGN FINALISTS

Design A  Design B  Design C
Design D  Design E

We are gathering community input to help choose a new seal design. Please rank your favorites at sealdesign.unm.edu
Total Submissions (N=8,089) as of 2/14/20
Design A was first choice for 3,029 participants

Online Rankings (n=6,486)

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<th></th>
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<th>Design C</th>
<th>Design D</th>
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<td>2297</td>
</tr>
<tr>
<td>5th choice</td>
<td>1066</td>
<td>1154</td>
<td>1198</td>
<td>1374</td>
<td>1694</td>
</tr>
</tbody>
</table>

Card Rankings (n=1,603)

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

HOW RANKINGS VARY BY LOCATION

<table>
<thead>
<tr>
<th>Locations</th>
<th>Design A</th>
<th>Design B</th>
<th>Design C</th>
<th>Design D</th>
<th>Design E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other States</td>
<td>128</td>
<td>93</td>
<td>84</td>
<td>29</td>
<td>177</td>
</tr>
<tr>
<td>Albuquerque</td>
<td>2509</td>
<td>1232</td>
<td>1247</td>
<td>199</td>
<td>199</td>
</tr>
<tr>
<td>New Mexico</td>
<td>361</td>
<td>261</td>
<td>257</td>
<td>359</td>
<td>763</td>
</tr>
<tr>
<td>NM American Indian Communities</td>
<td>26</td>
<td>16</td>
<td>35</td>
<td>16</td>
<td>64</td>
</tr>
</tbody>
</table>
OPEN ENDED RESPONSES PROVIDED BY 2,223 PARTICIPANTS

<table>
<thead>
<tr>
<th></th>
<th>Design A</th>
<th>Design B</th>
<th>Design C</th>
<th>Design D</th>
<th>Design E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>605</td>
<td>443</td>
<td>335</td>
<td>165</td>
<td>356</td>
</tr>
<tr>
<td>Cards</td>
<td>141</td>
<td>63</td>
<td>60</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>746</td>
<td>506</td>
<td>395</td>
<td>189</td>
<td>387</td>
</tr>
</tbody>
</table>

DESIGN A: OPEN ENDED RESPONSES FROM 746 PARTICIPANTS

Positive Responses to Design A
- “I love Design A!” “Cool!” “Love it! OMG!” or some variation=hundreds of responses
- “Needs to represent NM, not just letters.”
- “Details are very pretty.”
- Positive references to lobo image=approx. 66
- “I prefer the artwork in design A, it reminds me of when I first came to NM” and similar responses=approx. 92
- “All of these are beautiful and would be great representations for our school.”
- “I think this seal tells the most story of any of the choices”=approx. 76 responses
- “As an alumni, Design A gives me a real sense of pride.”

Constructive and Negative Responses to Design A
- “Design A looks like a coloring page, so no.”
- “I wish UNM was more active in actually protecting its mascot in the wild”
- “Lobo is a derogatory term in Spanish”
- A vote for Design A, but with the following comments
  - “Too many buildings in design A.”
  - “I like design A best but the wolf/lobo looks a little wonky. Maybe work on the wolf a bit.”
- Concerns raised that it is “too busy”
DESIGN B: OPEN ENDED RESPONSES FROM 506 PARTICIPANTS

Positive Responses to Design B

- I ranked B first because of its boldness, I think it stands out well, and is easier to "read."
- Looks professional and will show up well when reduced down or enlarged. Also has an official feel to it.
- A & B were awfully close. But - I finally went with "B" - a cleaner look with the thick black and white contrast.
- As an art historian, I find Design B the most successful in terms of content, composition, and meaning. The Book is central as it should be given that UNM is a center for learning & the flagship institution of the state.
- The Sun, Sandias, the Rio Grande and the open book are the strongest of symbols for the Seal submitted here.

Constructive and Negative Responses to Design B

- "I like Design B except that I see a bible instead of an academic book. I have no idea how to make the book look more academic and less like a bible, I am not an artist. I really want to "see" an academic book.
- B: I like it, but I think it is too dark/heavy to appear clearly on diplomas etc. (2nd choice)
- B is my least favorite because it's visually heavy and gives off a community college vibe.
- B looks like it would be for a school in Arizona (looks like the Arizona state flag). = 47 like comments, e.g.: … reminiscent of the Arizona state flag, which is why I ranked it the lowest.
- Design B is too dark and looks a bit like clip-art. The sun rays remind me of the Arizona flag, which I really don't like.

DESIGN C: OPEN ENDED RESPONSES FROM 395 PARTICIPANTS

Positive Responses to Design C

- Design C displays the UNM emblem clearly and is still legible from a distance. The seal is also professional and I would love to see this on my diploma.
- A is cool, but it's a little much. I am a simple man, C is simple enough and still makes an impression.
- C draws more attention and is easy to look at. Something that would be understood by everyone, and which immediately shows UNM's letters.
- …I really like Design C. I have it ranked as my most favorite because it incorporates the now UNM logo with the feel of New Mexico by incorporating patterns that are native to the state. It has a look of the past seal but modernized and … a real sense of pride.

Constructive and Negative Responses to Design C

- While I like the look of Designs A and B, they are very "Albuquerque" centric.
- Design C includes our motto, which is sexist. We move away from a racist seal, but keep a sexist motto?
- Design C is very collegiate and classic, but a bit generic. Also, the tiny font in the banners is difficult to read, even at a fairly large scale.
- C is ‘aight. It reminds me of Christmas more than southwest vibes. It's not bad though!
- Design C and E are very very boring. Please don't pick those. = 39 responses
DESIGN D: OPEN ENDED RESPONSES FROM 189 PARTICIPANTS

Positive Responses to Design D

- Design D (is) unorthodox, but it stands out as the one design suitable for the 21st century, and in that sense actually better than the former seal; it incorporates cultural symbols unique to New Mexico in a subtle, abstract fashion reminiscent of the wonderful Japanese university seals.

- The two patterns that are used are well balanced and not overwhelming. This is my favorite design because it reminds me of all the different patterns that are seen around New Mexico and around Campus at UNM. This design is easily visible and is recognizable.

- I like the pottery design with subtle “NM” motif in design D = 18 similar responses.

- D is clearly the best; (it) contains modern elements that look uniquely New Mexican = 47 responses.

Constructive and Negative Responses to Design D

- I REALLY like the concept of D, but I do wish there were a slightly different treatment of the “1889” in the middle.

- D is cute, but too trendy to be taken seriously.

- Design D is unique but somehow the lines make the eyes and brain a little unsettled.

- In Design D the writing disappears altogether beneath the onslaught of assertive zigzags.

- D looks like a poker chip.

- D and C are better but are still over the top and muddy.

- Design D is too “futuristic” and doesn’t represent our history in New Mexico.

DESIGN E: OPEN ENDED RESPONSES FROM 387 PARTICIPANTS

Positive Responses to Design E

- Design E is nicely clean; type-font is legible and elegant.

- As alumni I would like the seal to be recognizable to what I know and remember.

- Design E is already recognizable as a UNM seal and is the most elegant and collegiate design. The others are beautiful in their own rights and have amazing iconography as well as symbolism, however if applied and scaled down they could appear congested and too busy as an official UNM seal.

- As a current UNM student, I’m happy that the university has heard the concerns of people, especially Native Americans, and are taking action to change the design of the seal to be more inclusive.

Constructive and Negative Responses to Design E

- I feel like the UNM logo erred on the side of blandness, reducing the University iconography to the same boring block letters used by dozens of other schools. So I’d like the seal at least to retain the unique cultural flavor of the University.

- Design E is kind of boring and is the most expected. It’s not bad, but it also doesn’t evoke any emotional response.

- I prefer the more abstract designs. But E is just boring.

- E looks like a poor attempt to replicate our logo. Thin, weak, boring, old fashioned, unimaginative.

- Designs C and E are generic and could have any University stamped on them. They’re boring and corporate = approx. 39 responses.
Input to the University for New Mexico: Zip Code Responses

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

NEW MEXICO AND BEYOND: REPRESENTATION BY ZIP CODE

- In addition to over 200 zip codes represented in our responses from participants residing in the State of New Mexico, pueblos and American Indian nations, we received responses from 39 additional states (and Washington, DC) throughout the US including:

<table>
<thead>
<tr>
<th>Alabama</th>
<th>Georgia</th>
<th>Louisiana</th>
<th>North Carolina</th>
<th>Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>Hawaii</td>
<td>Michigan</td>
<td>Ohio</td>
<td>Utah</td>
</tr>
<tr>
<td>Arizona</td>
<td>Idaho</td>
<td>Minnesota</td>
<td>Oklahoma</td>
<td>Virginia</td>
</tr>
<tr>
<td>Arkansas</td>
<td>Illinois</td>
<td>Missouri</td>
<td>Oregon</td>
<td>Washington</td>
</tr>
<tr>
<td>California</td>
<td>Indiana</td>
<td>Montana</td>
<td>Pennsylvania</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Colorado</td>
<td>Iowa</td>
<td>Nebraska</td>
<td>South Carolina</td>
<td>Wisconsin</td>
</tr>
<tr>
<td>Delaware</td>
<td>Kansas</td>
<td>Nevada</td>
<td>South Dakota</td>
<td>Wyoming</td>
</tr>
<tr>
<td>Florida</td>
<td>Kentucky</td>
<td>New York</td>
<td>Tennessee</td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDATIONS

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

TIMELINE: LEADING UP TO THE UNIVERSITY SEAL AS ACTION ITEM DURING ASAR 30 APRIL 2020 AND BOR 12 MAY 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Milestone</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/2/2019</td>
<td>Notify Semifinalists</td>
<td>Yes</td>
</tr>
<tr>
<td>1/13/2020</td>
<td>Deadline for Semifinalists to submit camera-ready artwork</td>
<td>Yes</td>
</tr>
<tr>
<td>1/17/20-2/7/20</td>
<td>Display artwork for public comments on-line, various venues around campus and in communities throughout the state</td>
<td>Yes</td>
</tr>
<tr>
<td>2/7/2020</td>
<td>Deadline for public comment</td>
<td>Yes</td>
</tr>
<tr>
<td>2/13/2020</td>
<td>Seal Committee meets to summarize public comment</td>
<td>Yes</td>
</tr>
<tr>
<td>2/13/2020</td>
<td>Recommendation to President Stokes</td>
<td>Yes</td>
</tr>
<tr>
<td>2/27/2020</td>
<td>Present Recommendation to ASAR</td>
<td>Yes</td>
</tr>
<tr>
<td>3/9/2020</td>
<td>Recommendation to Board of Regents</td>
<td>Yes</td>
</tr>
</tbody>
</table>
THANK YOU!!!!!! TO ALL ACTIVE SEAL COMMITTEE MEMBERS:

* Denotes past and current DEI Staff

UNM Seal Committee
Pam Agayo, American Indian Student Services
Rosa telia Cervantes, El Centro de la Raza
Charles Becknell, Africana Studies
Finnie Coleman, Faculty Senate
Cinnamon Black, UCAM
Francie Corstova, CEO
Lorena Blanco-Silva, DEI
Megan Bloock, HSC Office of Diversity
Rodney Bowe, DEI
Frankie Flores, LGBTQ Resource Center*
Amy Brandzel, Women’s Studies
Jennifer Gomez-Chavez, American and Women’s Studies
Anita Bingas, UNM Taos
Joan Green, Accessibility Resource Center
Regina Cartwin, Fine Arts
Ryan Gregg, Staff Council
Scott Haskle, DEI
Glendah Martinez, LSS
Kenned Hubbard, University Secretary
Lorena Martinez, University Counsel
Katharine Meffert, University Counsel
Elizabeth Hutchison, History, FRI
Valerie Romero-Leggott, HSC Office of Diversity
Tracy Lastifer, UNM-Skylight
Lawrence Roybal, HSC Office of Diversity*
John Lovelle, UNM School of Law
Ethan Rusk, UCAM
Jon Sanchez, UCAM
Julio Es, UNM Valencia
Brandi Stone, African American Student Services
Michael Trujillo, Chicano/o Studies
Nicole Tami, Global Education Office
Kathryn Vigil, UNM Los Alamos
Asaata Zerai, Division for Equity and Inclusion*
Pieces to the Puzzle

- Key indicators. *What we know now regarding student behaviors.*
- External data. *What national surveys are indicating.*
- Other internal indicators/data [coming soon]. *What we will know—or believe we will know—soon.*
- Yield efforts. *What can make the difference regarding student behaviors.*
- The unknown. *How will student choice be different, change over the next few months? When will the state and nation “open”?*
1. Key Indicators

- Offers of admission.
- Scholarship acceptance numbers and rates.
- New Student Orientation (NSO) registrations.
- Housing contracts/deposits.
- Admitted and applicant student surveys (planned).
- Cancellations of applications/offers of admission.
Offers of admission.

We’ve made more offers of admission, but not to the percentage we have in previous years. Challenge is that most those are OOS (we’re a little ahead in admitted NM numbers +200). Yields are lower on OOS (about 19%) and higher for NM residents 38-40%.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>11,165</td>
<td>10,583</td>
<td>11,792</td>
<td>11,290</td>
<td>13,188</td>
<td>+ 16.8%</td>
</tr>
<tr>
<td>Admit</td>
<td>7,474</td>
<td>7,366</td>
<td>7,813</td>
<td>7,018</td>
<td>8,113</td>
<td>+ 15.6%</td>
</tr>
<tr>
<td>Admit Rate</td>
<td>66.9%</td>
<td>69.6%</td>
<td>66.3%</td>
<td>53.9%</td>
<td>61.5%</td>
<td>+ 7.6%</td>
</tr>
<tr>
<td>Enroll</td>
<td>3,219</td>
<td>2,653</td>
<td>2,594</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Yield Rate</td>
<td>43.1%</td>
<td>36.0%</td>
<td>33.2%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
# Scholarship Acceptances

<table>
<thead>
<tr>
<th>Scholarship Category</th>
<th>2019</th>
<th>2020</th>
<th>Percent</th>
<th>2019</th>
<th>2020</th>
<th>Percent</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amigo (pay NM resident tuition)</td>
<td>855</td>
<td>194</td>
<td>22.69%</td>
<td>1474</td>
<td>425</td>
<td>28.83%</td>
<td>231</td>
</tr>
<tr>
<td>Amigo Transfer (pay NM resident tuition)</td>
<td>173</td>
<td>13</td>
<td>7.51%</td>
<td>76</td>
<td>31</td>
<td>40.79%</td>
<td>18</td>
</tr>
<tr>
<td>Bridge ($1,500 - $2,200)</td>
<td>706</td>
<td>232</td>
<td>32.86%</td>
<td>1592</td>
<td>381</td>
<td>23.93%</td>
<td>149</td>
</tr>
<tr>
<td>CO Reciprocal (pay NM resident tuition)</td>
<td>111</td>
<td>16</td>
<td>14.41%</td>
<td>114</td>
<td>39</td>
<td>34.21%</td>
<td>23</td>
</tr>
<tr>
<td>CO Reciprocal Transfer (full tuition waiver)</td>
<td>30</td>
<td>8</td>
<td>26.67%</td>
<td>13</td>
<td>6</td>
<td>46.15%</td>
<td>-2</td>
</tr>
<tr>
<td>LUE (waiver to 150% of NM tuition)</td>
<td>148</td>
<td>23</td>
<td>15.54%</td>
<td>68</td>
<td>16</td>
<td>23.53%</td>
<td>-7</td>
</tr>
<tr>
<td>LUE Plus (pay NM resident tuition)</td>
<td>171</td>
<td>41</td>
<td>23.98%</td>
<td>367</td>
<td>103</td>
<td>28.07%</td>
<td>62</td>
</tr>
<tr>
<td>LUE Transfer (waiver to 150% of NM tuition)</td>
<td>56</td>
<td>3</td>
<td>5.36%</td>
<td>17</td>
<td>10</td>
<td>58.82%</td>
<td>7</td>
</tr>
<tr>
<td>Presidential ($9,800)</td>
<td>208</td>
<td>79</td>
<td>37.98%</td>
<td>190</td>
<td>95</td>
<td>50.00%</td>
<td>16</td>
</tr>
<tr>
<td>Regents ($19,800)</td>
<td>31</td>
<td>9</td>
<td>29.03%</td>
<td>31</td>
<td>19</td>
<td>61.29%</td>
<td>10</td>
</tr>
<tr>
<td>UNM Scholars ($8,100)</td>
<td>489</td>
<td>160</td>
<td>32.72%</td>
<td>378</td>
<td>142</td>
<td>37.57%</td>
<td>-18</td>
</tr>
<tr>
<td>Woodward ($8,900)</td>
<td>267</td>
<td>41</td>
<td>15.36%</td>
<td>314</td>
<td>76</td>
<td>24.20%</td>
<td>35</td>
</tr>
<tr>
<td>WUE (waiver to 150% of NM tuition)</td>
<td>165</td>
<td>16</td>
<td>9.70%</td>
<td>163</td>
<td>30</td>
<td>18.40%</td>
<td>14</td>
</tr>
<tr>
<td>WUE Plus (pay NM resident tuition)</td>
<td>215</td>
<td>44</td>
<td>20.47%</td>
<td>463</td>
<td>105</td>
<td>22.68%</td>
<td>61</td>
</tr>
<tr>
<td>WUE Transfer (waiver to 150% of NM tuition)</td>
<td>61</td>
<td>3</td>
<td>4.92%</td>
<td>22</td>
<td>5</td>
<td>22.73%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3686</td>
<td>882</td>
<td>5282</td>
<td>1483</td>
<td>601</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As of 4/16/2020
New Housing Deposits/Contracts.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNM Housing - New Leases</td>
<td>602</td>
<td>660</td>
<td>50</td>
</tr>
<tr>
<td>ACC Housing - New Leases</td>
<td>372</td>
<td>364</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>974</strong></td>
<td><strong>1024</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

*Includes some transfer students and late renewals, but largely new freshmen.*
New Student Orientation Registrations.

Year-to-year Comparison: Freshman Orientation (NSO)

<table>
<thead>
<tr>
<th>Reservation System Opened*</th>
<th>Comparison Date</th>
<th>Number of Reservations</th>
<th>Prior Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>02.03.2020</td>
<td>04.17.2020</td>
<td>1,038</td>
<td>-25.48%</td>
</tr>
<tr>
<td>02.01.2019</td>
<td>04.17.2019</td>
<td>1,393</td>
<td>-2.25%</td>
</tr>
<tr>
<td>02.19.2018</td>
<td>04.17.2018</td>
<td>1,425</td>
<td>-16.27%</td>
</tr>
<tr>
<td>02.22.2017</td>
<td>04.17.2017</td>
<td>1,702</td>
<td>+7.86%</td>
</tr>
<tr>
<td>04.05.2016</td>
<td>04.17.2016</td>
<td>1,578</td>
<td>-</td>
</tr>
</tbody>
</table>

Could be the current concerns about travel, etc. Online orientations will be announced about a week ago and we’ll see how these pick up over the next couple weeks.
2. External Data – National Surveys

- Ruffalo Noel Levitz (*March survey*)
  - 42% stated COVID-19 will impact where they enroll this fall
  - 44% having second thoughts about the school they are likely to attend in the Fall
  - 24% considering *deferring enrollment* to their preferred school
  - 86% say cost will be even more important after COVID-19
2. External Data – National Surveys

- **Niche (March 20 to April 13 – 23,000 seniors)**
  - 37% of seniors have **not yet** made their final decision on where to enroll
  - 40% of seniors are **reconsidering** the schools on their list
  - 36% of seniors plan to choose a college closer to home than they were going to
  - 7% of seniors are considering not enrolling or deferring admission for a year
  - 88% of seniors are more concerned about being able to pay for their education

- **New Mexico Respondents**
  - 77% of seniors have made their final decision on where to enroll (75 respondents)
  - 36% of juniors and seniors now want to choose a college closer to home (128 respondents)
3. Other Indicators/Data we can expect

- New Student Orientation registrations once announced being “online.”
- June 1 scholarship deadline to “accept” and June 7 housing priority date.
- Admitted Student Questionnaire (ASQ)
  - Market research tool to learn how our admitted students perceive and rate UNM in areas that influence their decisions to enroll.
- Applicant and admitted student “short” surveys.
  - About seven questions, including “Is UNM still among your college choices?” and “What is the most important factor in your college choice?”
4. Yield Efforts

- Phone calls, text messages. *Maintaining contact, encouraging “next steps,” promoting opportunities to stay engaged. Personalized video messages to admitted students.*
- Virtual information sessions/tours. *Will be a mix of 2020 and 2021 prospects.*
- Additional scholarship offers to NM residents. *And higher amounts than last year.*
- Financial aid awards notate eligibility of *The Lobo First-Year Promise.*
- Radio, TV, and billboard advertising (to reinforce our presence and identify locally.)
5. Additional Efforts

- Reaching out to Branch Campus students that may be ready for transfer.
- Allowing self reported GPA and test scores.
- Reaching out to Fall 2019 freshmen admits that went out of state.
- Participation in virtual college fairs in next couple weeks (4). One on April 30 will involve a number of live sessions hosted by different office around campus – admissions, financial aid, honors, A&S.