



LOCAL BOARD MEETING

November 20, 2018

Executive Conference Room



Chief Executive Officer

UNM Gallup Local Advisory Board Meeting
Room GH1216 --- 705 Gurley Avenue
November 20, 2018 --- 1:00 PM
Gallup, NM 87301

Agenda

- I Call to Order, Confirmation of a Quorum, Adoption of the Agenda – Local Advisory Board Chair Ralph Richards
- II Vote to Approve of Minutes: October 16, 2018 Regular Meeting – Ralph Richards
 - a. Public Comment Related to Items on the Agenda (limit 3 min. per speaker)
All speakers must sign in with the Recording Secretary
 - b. Comments from Local Advisory Board Members
- III Board Education – Enrollment Management: Prospects to Applicants – Director of Student Affairs Jayme McMahon
- IV Vote to Approve Operating Agreement between the Board of Regents of the University of New Mexico and The Local Board of the Gallup Campus of the University of New Mexico for July 1, 2018 thru June 30, 2022.
- V Vote to Acknowledge November 2, 2018 State of New Mexico County of Santa Fe First Judicial District Court Stipulated Order for 2019 In the Matter Of: Regular Elections for Branch Community Colleges
- VI CEO Report – James Malm
 - a. New Mexico Legislative Finance Committee - Report on Higher Education Governance, Barbara Damron, Secretary, Higher Education Department
 - b. New Mexico Association of Community Colleges Board Meeting Report – FY20 IG Funding Formula & New Mexico Higher Education Department Recommendations
 - c. 2019 New Mexico Legislative Session January 15 – March 16
 - i. Gallup Executive Directors Association (GEDA) *request for a list of names for consideration for nomination to a few but not all key NM Boards & Commissions who will be sensitive to needs of Gallup-McKinley County Residents*
 - ii. UNM Day at the Legislature – Monday, January 28, Capitol Rotunda, Santa Fe
 - iii. Gallup-McKinley County Day – Thursday, February 21, La Fonda Hotel, Santa Fe
- VII Dean of Instruction Report – Dan Primozić
 - a. New Mexico Higher Education Department Research and Public Service Project (RPSP) 2018 SB 1 \$200,000 Work Force Development – Process Technology
- VIII Director Business Operations Report – Robert Griego
 - a. UNM Gallup Annual Clery Report 2018
 - b. McKinley County Industrial Revenue Bond Issuance Notice
 - c. UNM Gallup Campus Summary of Current and Plant Funds Report: 2019 Period 4
 - d. Gallup Campus PPD Facilities Management Building – Procurement Update
 - e. Double-Faced Internally Illuminated Pole Sign w/ EMC – Construction Update
- IX New Business
- X Old Business
- XI Public Comments Not Related to Items on the Agenda (limit 3 min. per speaker)
All speakers must sign in with the Recording Secretary
- XII Vote to Adjourn



Chief Executive Officer

Dates to Remember

November 22-23	Thanksgiving Break - UNMG Closed
December 6	Holiday in New Mexico - Gurley Hall Commons from 5:00 to 8:00 PM
December 15	Fall Commencement - Miyamura High School at 10:00 AM
December 21-January 1	Winter Break - UNMG Closed
January 8	UNMG Local Board Meeting in GH1216 at 1pm
January 20	Martin Luther King Day - UNMG Closed
January 28	UNM Day at the Legislature – Capitol Rotunda, Santa Fe
February 21	Gallup McKinley Day at the Legislature - La Fonda On the Plaza, 100 E. San Francisco St., Santa Fe
March 11-15	UNM & UNMG Spring Break for Faculty and Students
March 19	UNMG Local Board Meeting in GH1216 at 1pm
April 16	UNMG Local Board Meeting in GH1216 at 1pm
May 10	Spring Commencement - Angelo Di Paulo Public School Stadium at 6:00 PM
May 21	UNMG Local Board Meeting in GH1216 at 1pm
May 27	Memorial Day - UNMG Closed
June 18	UNMG Local Board Meeting in GH1216 at 1pm

If you are an individual with a disability who is in need of a reader, amplifier, qualified language interpreter, or any other form of auxiliary aid or service to attend or participate in the meeting, please contact the Chief Executive Office (505-863-7501) as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact the Chief Executive Office if a summary or other type of accessible format is needed.

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UNM GALLUP LOCAL ADVISORY BOARD MINUTES

Tuesday, October 16, 2018
Executive Conference Room 1216

1:00 PM
Gallup, NM 87301

UNM GALLUP LOCAL BOARD

- Teri Garcia P
Olin Kieyoomia..... P
Gerald O'Hara..... P
Ralph Richards P
Priscilla Smith P

UNM-GALLUP STAFF AND GUESTS:

- James Malm, CEO
Marilee Petranovich, Sr. Public Relations Specialist
Brittany Babycos, Sr. Institutional Researcher
Sabrina Ezzell, Director Nursing
Cecilia Stafford, Faculty Assembly President
Leland Benn, Student Senate President
Christy Butler, Executive Assistant

AGENDA ITEM I - Call to Order, Confirmation of Quorum, Adoption of Agenda

Chair, Ralph Richards called the October 16, 2018 regular meeting of the UNM-Gallup Local Advisory Board to order at 1:04 PM with roll call. A quorum was present.

Motion was made by Teri Garcia to approve the UNM Gallup Local Advisory Board Agenda with the following changes: deletion of Item III and addition under New Business UNMG Cleary Act Report. Motion was seconded by Priscilla Smith and approved by unanimous roll call vote at 1:09 PM.

AGENDA ITEM II – Approval of Minutes

Teri Garcia made motion to approve the August 28, 2018, Board Regular meeting minutes as presented. Gerald O'Hara seconded. Minutes were approved by unanimous roll call vote at 1:09 PM.

- a. Public Comment Related to Items on the Agenda (limit 3 min)
• None
b. Comment from Local Board Members
• None

AGENDA ITEM III – Vote to Sign Operating Agreement between the Board of Regents of the University of New Mexico and The Local Board of the Gallup Campus of the University of New Mexico for July 1, 2018 thru June 30, 2022—Agenda item was deleted due to clerical errors in the agreement. The corrected Operation Agreement will be presented at the next meeting.

AGENDA ITEM IV - Chief Executive Officer's Report – James Malm

- a. New Mexico Department of Higher Education 2018 Summer Hearing – Five Year Capital Project Funding Plan and 2016 Center for Career Technologies Education Programing Document Update—The plan is what we take to Santa Fe for capital Projects. GO Bond are even number years, Severance Tax Bond are odd years. 2019 \$200,000 severance to demolish Lions Hall. \$8M to construct the CCTEI building are what we are presenting to HED. The CEO would like to invite GMCS to participate in the programing of the building.
i. Lions Hall 1968 Deed and 2017 Renovation Denial—James Malm and Marilee Petranovich attended the Lions Club Board meeting to present the demolition of Lions Hall and offer to refund their contribution for the renovation of Lions Hall, which will not be happening.
ii. Center for Career and Technology Innovation Programing Document Update—James Malm presented the documentation.

1:40 pm Olin Kieyoomia arrived.

- b. New Mexico Higher Education Department Research and Public Service Project (RPSP) 2018 SB 1 \$200,000 Work Force Development – Process Technology—UNMG will be working with the workforce being brought into the area to train for jobs.
c. UNM Gallup Campus Summary of Current and Plant Funds Report: 2019 Period 3—James Malm gave the Period 3 budget report.
d. Unopposed Petition to Conduct the [2019 February] Local Option Branch Community College 2019 Elections with the 2019 [November] Regular Local Election – Filed by Senator Ivey-Soto in early October 2018 in consultation with the New Mexico Association of Community Colleges.—General Election Act was passed by the electorate to combine elections to get more voters out to vote. A

petition has been presented to the court to re-establish Local option branch community college 2019 elections with the 2019 regular local election. When approved by the court, we will not have our board elections in February. The elections will be held with the general election in November 2019.

AGENDA ITEM X –New Business

Discussion on UNMG Cleary Act Report. The Board requested that the UNMG Police present information, at the next Board meeting, on the Cleary Act.

AGENDA ITEM XI –Old Business

None

AGENDA ITEM XII – Public Comments Not Related to Items on the Agenda (limit 3 min. per speaker

- None

AGENDA ITEM XIII – Adjourn

Olin Kieyoomia made motion to adjourn, seconded by Priscilla Smith and passed by unanimous roll call vote at 3:08 PM.

Ralph Richards, Chair

Christy Butler, Executive Assistant
Board Recording Secretary

Priscilla Smith, Secretary

Placeholder for Board Education

**OPERATING AGREEMENT
BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY OF NEW MEXICO
AND
THE LOCAL BOARD OF THE GALLUP CAMPUS OF THE UNIVERSITY
OF NEW MEXICO**

This agreement between the Board of Regents and the Gallup Advisory Board is founded on the recognition of the need and opportunity for the parties to partner together to provide quality educational services through a cooperative, coordinated effort.

The specific duties and responsibilities of the Advisory Board in relation to the operation of the Gallup Campus include the following:

1. Act as an advisory board to the Board of Regents or their designee in all matters pertaining to the conduct of the Gallup Campus.
2. Approve an annual budget for the Gallup Campus for recommendation to the Board of Regents for final approval.
3. Provide approval and certification for the tax levy, as required by state law, to the Gallup County Commission.
4. Call election for tax Levies for the Gallup Campus, after Approval of the Board of Regents.
5. Call Elections for the Advisory Board positions pursuant to the Branch Community College Act, Section 21-14-2.1, NMSA 1978.

The Board of Regents, or their designee, shall have full authority and responsibility in relation to all matters of the Gallup Campus, although the Advisory Board shall be consulted and will serve in an advisory capacity in such matters. The UNM Main Albuquerque campus (hereinafter referred to as “Albuquerque Campus”) shall provide administrative support to the Gallup Campus in exchange for an administrative services fee, as set forth below in this Agreement.

The Advisory Board and the UNM Board of Regents, or their designee, shall jointly conduct a search for qualified candidates for Chief Executive Officer (CEO). The Board of Regents, or their designee, after consultation with the board, shall then select the CEO for the Branch community college.

Pursuant to the provisions above:

1. The Board of Regents through their designee shall have full authority and responsibility in relation to all matters of the Branch, although the Advisory Board shall be consulted and will serve in an advisory capacity in such matters.
2. The Branch will propose the curricula to be offered, subject to the approval of the UNM Office of the Provost. Course offerings shall be drawn from UNM lower division courses and technical courses to meet local needs.

UNM shall honor credits earned by students at the branch, in accordance with the following regulations:

- a. Credits earned in lower division courses that have been approved by the UNM Faculty Senate and Office of the Provost shall carry residence credit and be applicable to all UNM baccalaureate programs.
 - b. Credits earned in lower division technical courses offered by the Branch that have been approved by the Office of the Provost, may count towards degree programs specific to the branch and may transfer to UNM baccalaureate programs without explicit articulation agreements or exceptions defined in the UNM Faculty Handbook policy F80.
3. Degree and certificate programs at a branch shall be available to other branches subject to any accreditation requirements.
 4. Financial oversight of the Branch shall be the responsibility of the Board of Regents in accordance with its established requirements and procedures.

Funds for the support of the Branch will come principally from the following sources:

- a. State funds appropriated as provided by law;
- b. Local tax supports as provided by law;
- c. Student tuition as recommended by the Advisory Board and set by the Board of Regents;
- d. Fees as recommended by the Advisory Board and set by the Board of Regents;
- e. Grants, gifts, and other funds that may be available.

No funds of the Albuquerque Campus or any other UNM branch shall be allocated for the support of the Gallup Campus, although indirect administrative costs may be borne by UNM. No funds of the Gallup Campus may be reallocated to the Albuquerque Campus or to any other UNM branch, except for the payment of the administrative services fee, defined below.

The branch will remit annually to UNM a fee for the use of all management systems of records as of July 1st, 2018, including those employed for financial services, enrollment services, advisement services, legal services, library services, enterprise systems, data services, research services, learning management systems, grants and contracts, planning and campus development, faculty

contracts and human resources to the extent that no direct transfer of funds is required. Administrative service fees may not be changed for the duration of the agreement, however, new services that may cost more to UNM during the term of this agreement the Branch will be assessed their portion of the cost if they choose to be included in the new services.

The Branch may, at its discretion, contract with UNM administrative divisions for other services. Service Level Agreements are to be negotiated between the relevant administrative division(s) and the Branch. It is understood that the Branch may, at its discretion, contract with non-UNM vendors for any services other than those required for the management systems of record. Should negotiations reach an impasse, the matter will be negotiated by the Branch Advisory Board Chair or his/her designee and the Board of Regents President and his/her designee.

POLICIES:

1. The Board of Regents or their designee will meet with Branch Advisory Boards or their designee at least once a year or more often as needed to foster and sustain communication between the Branch and UNM Albuquerque.
2. All employees of the Branch campus are employees of the University of New Mexico and subject to the policies and procedures thereof, including annual performance reviews. The CEO of the Branch reports to the UNM Provost, who will conduct his or her annual performance review. Input on the CEO's performance will be sought, and the outcomes of the review shared, with the Advisory Board. Authority for contract decisions to remove or retain the CEO rest with the UNM Provost, after consultation with the President and the Advisory Board. Authority for all other contract decisions, including salary, performance improvement plans, or interim appointments in the event of a vacancy in the office of the CEO, rest with the UNM Provost.
3. As part of UNM, the Branch shall have available to it liability insurance under the public liability fund administered by the New Mexico Risk Management Division. The New Mexico Tort Claims Act, Section 41-4-1 et seq., NMSA 1978, will govern any liability of the Branch.
4. The Branch may use facilities other than public school facilities, subject to the approval of the Provost.
5. All rights and responsibilities of the Board of Regents in this Agreement not specifically delegated herein and not requiring Board of Regents approval by statute, regulation, or University policy, are hereby delegated to the Provost of the University, who may re-delegate them as appropriate.
6. This proposed agreement expresses UNM main campus' commitment to better fostering full 4-year and (2 plus 2) degree programs tailored to the specific needs and priorities of

each UNM branch and their communities. At the same time, it strives to protect UNM's interest at the branches and main campus and in keeping a coherent academic mission with healthy enrollments.

Right of First Refusal: In the event a Branch Campus identifies the need for upper division or graduate course(s) or program(s) to meet a 2 plus 2 model or a community need, the request will be made to the Office of the Provost in writing. The Provost or her/his designee will review the request and respond within 30 days of receiving the request. The Provost office will work with the appropriate main campus academic unit and the branch to confirm need and viability of the request. If approval and delivery of the course(s)/programs(s) by main campus is not granted, the Branch has the option to enter into an agreement for a cohort model with another provider under conditions stipulated by Academic Affairs (as the unit holding oversight of the entire University's academic mission). Such stipulations will include the option for UNM main campus to review programs being delivered at any time after two years in the event main campus elects to provide the program.

In order to successfully implement this arrangement and foster thriving 4-year degree and 2 plus 2 offerings at the branches, each branch agrees to collaborate with the Office of the Provost in identifying high-priority degree programs and assessing their enrollment viability.

ADDITIONAL STATUTORY REQUIREMENTS

1. All property acquired for the Branch shall be held in the name of the Board of Regents. In the event the agreement is terminated and a different public college entity evolves from the Branch, all property shall be transferred by the Board of Regents and conveyed to the governing board of the new public college entity.
2. This agreement shall be binding upon both the Board of Regents and the Branch Advisory Board; however, it may be terminated by mutual consent or it may be terminated by either board upon six months' notice. If the branch community college has outstanding general obligation or revenue bonds, neither the Board nor the Board of Regents may terminate the Agreement until the outstanding bonds are retired, except as provided by Section 21-13-24.1 NMSA 1978.

The UNM Board of Regents or their designee and the Branch Advisory Board shall review this Agreement as they deem necessary, but at least biennially per statutory requirement. Any changes must be in writing and have signature approval of both UNM Board of Regents and the Branch Advisory Board. The amount of administrative services fee paid by the Branch to the Board of Regents is set at 3.6% based on actual expenditures from the previous year and will be in force from July 1, 2018 thru June 30, 2020. Subsequent rate amounts will be negotiated with proper advanced notice by the Board of Regents or their designee and the Branch Advisory Board or their designee. Should the two parties to this agreements (BOR and Elected Advisory Boards) come to

an impasse on matters including but not limited to the amount of the administrative fee paid by the Branches to the Albuquerque Campus, the matter will go to a mutually agreed arbitrator who will render a decision binding to both parties. The Branches and the Albuquerque Campus will share arbitrations costs.

This Agreement has been reviewed, accepted, and approved as follows:

For the Board of Regents of
The University of New Mexico

For the Advisory Board of
The Branch Campus

UNM President

Branch Chairperson

Date Signed

Date Signed

STATE OF NEW MEXICO
COUNTY OF SANTA FE
FIRST JUDICIAL DISTRICT COURT

FILED
1st JUDICIAL DISTRICT COURT
Santa Fe County
11/2/2018 10:49 AM
STEPHEN T. PACHECO
CLERK OF THE COURT
Jorge Montes

Case Number: D-101-CV-2018-02951
Assigned Judge: David K. Thomson

In The Matter Of:

**REGULAR ELECTIONS FOR
BRANCH COMMUNITY COLLEGES.**

STIPULATED ORDER FOR 2019

THIS MATTER, having come before the Court upon the stipulation of the Parties, the Court having considered the circumstances, invoking its authority as a court of equity, and being fully informed in the premises, **NOW THEREFORE:**

THE COURT FINDS:

- A. The Court has jurisdiction over the Parties and the Subject Matter herein. Venue is proper before this Court and has been agreed to by the Parties.
- B. Since their inception in 1957, Branch Community College elections has been aligned to the elections in the School District or Districts which are coterminous with the borders of each Branch Community College District.
- C. When the Local Option was created in 1985, the plain language of NMSA 1978, Section 21-14-2.1 evinces a legislative intent that those Branch Community Colleges invoking the Local Option should continue to align their elections with the School District or

Districts which are coterminous with the borders of each Branch Community College District.

- D. The alignment of elections for Branch Community Colleges and local School Districts is made clearly evident by the lack of election procedures and the ceding in the Branch Community College laws that their elections shall be “conducted and canvassed in the same manner as municipal school district elections . . .” NMSA 1978, Section 21-14-2(H)(2) (2005).
- E. The phrase “unless otherwise provided in the branch community college laws” is a reference to the College District Tax Act, NMSA 1978, Sections 21-2A-1 to 21-2A-10 (1995, as amended through 2013), and is not intended to be a restriction upon board member elections.
- F. In 2018 the Local Election Act was passed, which moved school district elections to the new consolidated ballot in November of each odd-numbered year and also repealed the former School Election Law in its entirety.
- G. There are no provisions remaining in statute for a candidate election to be held in February of an odd-numbered year, including 2019.
- H. House Bill 98 in 2018 further mandates that all special elections shall be mail ballot elections, while also limiting the special election to ballot questions.
- I. Section 174 of the Local Election Act serves notice that references in law to the School Election Law shall be deemed to be references to the Local Election Act.
- J. Pursuant to Section 1-22-3(A) (2018) of the Local Election Act, board member elections are to be held on the regular Local Election in November of each odd-numbered year.

K. The parties appearing before this Court – including local and state election officials – agree that for election administration purposes, the preferred solution is for all 2019 Branch Community College elections to be held pursuant to the Local Election Act.

THEREFORE, IT IS ORDERED BY THIS COURT:

1. The 2019 Branch Community College elections for board members and ballot questions shall be held pursuant to the provisions of the Local Election Act of the Election Code, which includes elections for local school boards.
2. The Secretary of State shall include Branch Community Colleges in the Proclamation for the 2019 Regular Local Election.
3. The Parties are directed to seek legislative amendments to the Branch Community College laws to clarify board member and ballot question election procedures for Branch Community Colleges in light of the 2018 amendments to state election laws.
4. This case shall remain open until further notice by the Parties.

IT IS SO ORDERED:



The Hon. David K. Thomson
District Court Judge

APPROVED:

New Mexico Association of Community Colleges obo the affected Branch Community Colleges:

/s/ Anthony J. Trujillo

ANTHONY J. TRUJILLO

/s/ Rikki-Lee G. Chávez

RIKKI-LEE G. CHAVEZ

New Mexico Counties Clerks Affiliate obo the impacted County Clerks:

/s/ Grace Philips
GRACE PHILIPS

/s/ Daniel A. Ivey-Soto
DANIEL A. IVEY-SOTO

The Honorable Maggie Toulouse Oliver, New Mexico Secretary of State:

/s/ Dylan K. Lange
DYLAN K. LANGE



NEW MEXICO
HIGHER EDUCATION DEPARTMENT

The New Mexico Higher Education Governance Report

October 26, 2018

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NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

October 26, 2018

The Honorable Susana Martinez
Governor, State of New Mexico

Members of the New Mexico Legislature

Madame Governor and Legislators:

All 50 states in the United States are grappling with how the public higher education institutions in their states should be funded and governed. These questions come at a critical time when states have reduced higher education spending, postsecondary credentials are necessary in the current economy, student debt is soaring, and technology is transforming the higher education landscape. As the State Higher Education Executive Officer (SHEEO) for the State of New Mexico, I personally and sincerely thank you for your interest and commitment to postsecondary education in our state and the opportunity to study higher education governance in New Mexico.

There is no question that New Mexico's 31 public higher education institutions, the New Mexico Higher Education Department (NMHED), and the legislative and executive branches are dedicated to improving the outcomes of the higher education institutions in our state. A question that frequently arises in association with this desire is, "How many higher education institution governing boards do we need in New Mexico?"

New Mexico's higher education system was developed over many years, beginning when New Mexico was the "New Mexico Territory," long before statehood. Since New Mexico became a state in 1912, constitutional amendments have created 10 higher education institutions with independent governing boards of regents, appointed by the Governor. In contrast, other states, such as Idaho, Nevada, and North Dakota state in their constitutions that there be one governing board to oversee its higher education institutions. Subsequently New Mexico developed technical vocational institutes, independent community colleges, and branch campuses. Today New Mexico's higher education landscape includes constitutionally-created institutions each with their own board of regents, seven independent colleges with independent governing boards elected by the community, and 10 branch community colleges with individual advisory boards. Additionally, the US Congress has established four independent tribal colleges in our state, each with its own governing board.

The proliferation of 31 higher education institutions, with 21 independent governing boards and 10 advisory boards, occurred when New Mexico had fewer than 1 million people spread across its 121,697 square miles. The challenges for citizens in rural communities to gain access to higher education and the ability of a rural community to participate in decision making at the state level are vastly different today; thanks to advancement in technology, our communities are more connected than ever.

The NMHED has steadfastly studied the governing structures of all 50 states. We looked at the governing models of higher education institutions across the country as well as all higher education state agencies. We researched the student outcomes under varying governance structures in other states, and we interviewed and learned from prestigious higher education leaders, including those who had undergone radical change in their state.

We learned that there is no simple answer or even a single answer. In fact, our country is host to 50 experiments in higher education governance, as well as higher education funding. All 50 states struggle to find the best model for their individual higher education contexts and the best structure for the entity responsible for setting statewide policy goals and carrying out oversight functions.

The timing for New Mexico to scrutinize its own higher education governance structure is critical. New Mexico is at a crossroads: we can choose the status quo or we can choose to create a governance structure that has opportunity to increase efficiencies and operates by making decisions that serve the state as a whole; ultimately creating a more prepared workforce, better economy, and success for New Mexicans.

It falls upon the SHEEO and NMHED to look at what is best for the state, and most importantly, for the students. It is in this context that I present to the New Mexico legislative and executive branches the New Mexico Higher Education Governance Report. Our report focuses on two possible paths forward to reorganize the governing boards for New Mexico higher education institutions and two possibilities to restructure the entity responsible for setting statewide policy goals and carrying out oversight functions. All possibilities presented have been shaped by our study of higher education governance in all 50 states.

NMHED appreciates the opportunity to study in depth the governance of public higher education institutions, and higher education state agencies, across the country. May we all continue to work together to focus on what is best for our students, our economic future, and the overall health of our state.

Sincerely,



Barbara Damron, PhD, RN, FAAN
Cabinet Secretary

EXECUTIVE SUMMARY

In 2016, Governor Susana Martinez announced a statewide postsecondary attainment goal, “Route to 66,” which targeted having 66 percent of working-age New Mexicans with a degree or post-high school credential by 2030 through enactment of [Executive Order 2016-037](#) on December 5, 2016. Additionally, the New Mexico Legislature directed the New Mexico Higher Education Department “to study the costs and benefits of different higher education governance systems” in January of 2017 pursuant to Senate Joint Memorial 8.

With one of the country’s most decentralized higher education governance structures and a need for improved student outcomes, there are two recurring questions among both champions and critics of higher education in the state:

1. *Can New Mexico’s current governance structure drive the changes necessary to improve student outcomes?*
2. *Does the current governance structure ensure the state’s significant investment in higher education is used to support those changes?*

In response, NMHED—in conjunction with the Governor and Legislature—convened key higher education stakeholders and conducted extensive research on higher education governance models. The goal was to examine possibilities for redesigning New Mexico higher education governance to propel the state towards improved student outcomes, efficient use of resources, institutional success, and ultimately a more robust economy. To achieve the state’s ambitious postsecondary attainment goal—and the associated economic, civic, and cultural benefits—New Mexico can no longer afford to maintain the status quo in higher education.

The following models—two of which are focused on higher education *institutional* reorganization and two of which are focused on *state agency* changes—are presented for consideration. They are based on examples from states that are leading the nation in student outcomes, enhanced productivity, and the ability to leverage policy for action. While the following reorganization scenarios are presented separately for clarity, higher education institutional governance reorganization and state entity governance reorganization are not mutually exclusive; reorganization of institutional governance may or may not be coupled with state agency governance reorganization.

HIGHER EDUCATION INSTITUTIONAL (HEI) GOVERNANCE REORGANIZATION

There are two higher education institutional governance reorganization (“HEI governance”) scenarios to consider: Scenario A and Scenario B. These scenarios focus only on reorganization of the HEI governance structure.

Scenario A. Three Boards Based on Institutional Type

Scenario A would create three governing boards based on institutional type:

1. Board of Regents that would govern the three research universities;

2. Board of Regents that would govern the four comprehensive institutions;
3. Board of Trustees that would govern all of the community colleges—both independent and current branch community colleges. In addition, each community college would maintain a local advisory board.

Scenario B. Four Boards, Three Systems

Scenario B would create four governing boards that would govern three systems and one independent university:

1. Board of Regents that would govern the University of New Mexico (UNM) system, which would include UNM, the four UNM branch community colleges, New Mexico Highlands University (NMHU) and Northern New Mexico College (NNMC);
2. Board of Regents that would govern the New Mexico State University (NMSU) system, which would include NMSU, the four NMSU branch community colleges, Eastern New Mexico University (ENMU), the two ENMU branch community colleges, and Western New Mexico University (WNMU);
3. Board of Regents that would govern the independent community colleges; and
4. Board of Regents that would govern New Mexico Tech, maintaining its independence.

STATE AGENCY GOVERNANCE REORGANIZATION

There are two state agency governance reorganization scenarios to consider: Scenario C and Scenario D. These scenarios focus only on the state entity responsible for setting statewide policy goals and carrying out oversight functions.

Scenario C. Adapted Oregon Model with Executive Agency

In Scenario C, NMHED would remain a cabinet agency and retain its current authority. The state higher education executive officer (SHEEO) would continue to be appointed by the Governor and confirmed by the Senate. The primary change in Scenario C would be that the Board would receive the higher education appropriation approved by the legislature and allocate the amounts to the higher education institutions based on an established funding formula. This change to the funding model would create a mechanism for the agency to incentivize the achievement of statewide goals.

Scenario D. Adapted Oregon Model with Coordinating Board

Scenario D would establish a coordinating board for higher education. The members of the coordinating board would be appointed by the Governor and the Legislature. The coordinating board would hire the SHEEO and assume the authority and powers of the current NMHED, but be given some additional authority. As with Scenario C, the Board would receive the higher education appropriation approved by the legislature and allocate the amounts to the higher education institutions based on an established funding formula. The Board would be responsible for setting goals, strategic plans, funding incentives, financial aid,

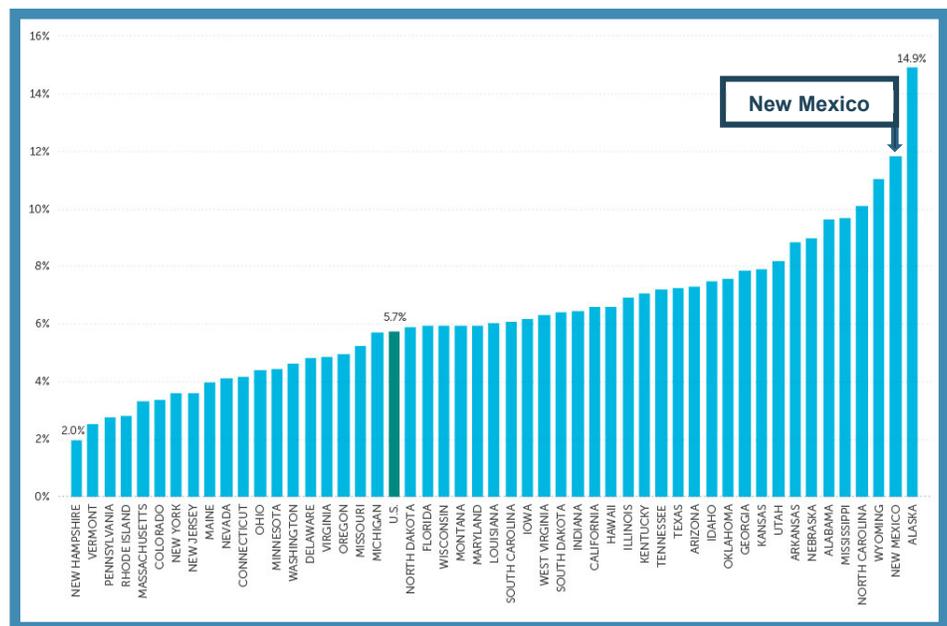
statewide policy initiatives, legislative initiatives, and accountability measures. The HEIs would be responsible for developing initiatives and making day-to-day decisions necessary to achieve the goals set by the coordinating board.

THE CURRENT STATE OF HIGHER EDUCATION IN NEW MEXICO

According to the most recently available data, only 16 percent of degree-seeking students at New Mexico’s public colleges and universities graduate within four years.¹ At two-year institutions, only 9 percent earn an associate’s degree or certificate within two years.² These data mask variation between the institutions and do not include part-time and transfer students. While recent institutional data show that on-time graduation rates are increasing (detailed in Appendix C), the state still has much work to do. While improving graduation rates will contribute to achieving a statewide 66 percent attainment rate, other student outcomes, including completion rates, transfer rates, and workforce preparation, must also improve.

While the two- and four-year graduation rates are discouraging, they are not due to a lack of commitment or investment in higher education by the state or taxpayers. In FY 2015 (the most recent year of data available), New Mexico ranked second in the country for percentage of tax revenues allocated to higher education (Figure 1). New Mexico has consistently ranked among the top states in the nation in this measure for more than a decade,³ while the enrollment at New Mexico’s public colleges and universities has consistently declined since 2013.⁴

Figure 1. Percent of Tax Revenues Allocated to Higher Education by State, FY 2015



Source: State Higher Education Executive Officers, *State Higher Education Finance Report FY 2017*, Figure 13

The picture of higher education in New Mexico has also become more competitive; at least 10,000 New Mexico postsecondary students each year attend higher education institutions in other states through distance education and approximately 70 private schools operate within New Mexico’s borders.⁵

Public Higher Education Institutions in New Mexico

Three research institutions

- New Mexico Institute of Mining and Technology
- New Mexico State University
- University of New Mexico

Four comprehensive universities

- Eastern New Mexico University
- New Mexico Highlands University
- Northern New Mexico College
- Western New Mexico University

Ten branch community colleges

- Eastern New Mexico University – Roswell
- Eastern New Mexico University – Ruidoso
- New Mexico State University – Alamogordo
- New Mexico State University – Carlsbad
- New Mexico State University – Dona Ana
- New Mexico State University – Grants
- University of New Mexico – Gallup
- University of New Mexico – Los Alamos
- University of New Mexico – Taos
- University of New Mexico - Valencia

Seven independent community colleges

- Central New Mexico Community College
- Clovis Community College
- Luna Community College
- Mesalands Community College
- New Mexico Junior College
- San Juan College
- Santa Fe Community College

Four Tribal Colleges

- Diné College
- Institute of American Indian Arts
- Navajo Technical University
- Southwestern Indian Polytechnic Institute

Three special institutions

- New Mexico Military Institute
- New Mexico School for the Blind and Visually Impaired
- New Mexico School for the Deaf

HIGHER EDUCATION INSTITUTIONAL GOVERNANCE

One factor that many higher education leaders in the state believe contributes to the uneven dynamic between state spending on higher education and weak student outcomes is that New Mexico's higher education landscape is extremely decentralized: 31 higher education institutions—led by 21 governing and 10 advisory boards—and a state Higher Education Department (NMHED) housed in the executive branch as a cabinet agency. The 31 institutions include 24 public institutions, four tribal colleges, three special institutions.

The 24 public institutions include three research institutions, four comprehensive universities, 10 branch community colleges, and seven independent community colleges. In addition, there are several satellite locations, offering courses or degree programs, across the state, which means there are approximately 77 physical points of access to public higher education in New Mexico.⁶

The New Mexico Constitution establishes 10 institutions including the research institutions, the comprehensive institutions, and the special schools. Two of the three special schools do not issue postsecondary credentials, and one, the New Mexico Military Institute operates as both a two-year postsecondary institution and a secondary institution. Each of the 10 constitutionally created institutions has a board of regents and variation exists in the composition of each of the 10 boards. The regents board for each special school includes five qualified electors, appointed by the Governor with consent of the Senate. The regents board for each comprehensive university, New Mexico State University, and New Mexico Tech include four qualified electors and one student, appointed by

the Governor with consent of the Senate. The regent board of the University of New Mexico includes six qualified electors and one student, appointed by the Governor with consent of the Senate.

Further complicating the governance within the public institutions is the variance in two-year institutions. The 10 branch community colleges are governed primarily by the board of regents at the parent four-year institution, but each has a local advisory board that has some decision-making authority. To further confound matters, the advisory boards of the branch community colleges do not each function in a consistent way, as the law allows for variation in their organizational structure. The challenge with this structure is that the branch campuses and the four-year institutions to which they are connected have different missions, which can create competing priorities for their boards.

The seven independent community colleges are governed by elected boards. Some communities face challenges filling board seats. While there is variability in institutional size amongst these community colleges, there is limited diversity in program offerings and occasional conflict related to the service areas.

The tribal institutions are self-governing and autonomous. Although the tribal institutions do have connection with NMHED through the capital outlay process, participating in statewide initiatives is largely voluntary.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

In 2005, NMHED was established as a cabinet agency in the executive branch as “a single, unified department to administer laws and exercise functions formerly administered and exercised by the commission on higher education.”⁷ The Cabinet Secretary of Higher Education is appointed by the Governor and confirmed by the Senate. The Cabinet Secretary is the administrative head of the department and serves as the State Higher Education Executive Officer (SHEEO)⁸ and is responsible to the Governor for operating the department and administering and enforcing the laws with which the secretary or the department is charged.

The department includes nine divisions: administrative services division, planning and research, financial aid, public information and communications, adult basic education, information technology, private and proprietary schools, public schools liaison, and American Indian post-secondary education.⁹

As outlined in New Mexico Statutes NMHED duties include, but are not limited to:

- Be concerned with the problems of finance of those educational institutions designated in Article 12, Section 11 of the constitution of New Mexico and other public post-secondary educational institutions in the state. (21-1-26 NMSA 1978);



**CAN NEW MEXICO'S
CURRENT HIGHER
EDUCATION
GOVERNANCE
STRUCTURE DRIVE THE
CHANGES NECESSARY TO
IMPROVE STUDENT
OUTCOMES AND ENSURE
THE STATE'S SIGNIFICANT
INVESTMENT IN HIGHER
EDUCATION IS USED TO
SUPPORT THOSE
CHANGES?**

- Provide review and consultation for all new state-funded baccalaureate, associate, graduate, and professional degrees (21-1-26 NMSA 1978);
- Be concerned with adequate financing of institutions and with the equitable distribution of funds (21-1-26 NMSA 1978);
- Receive, adjust and approve the budgets submitted by institutions prior to the submission of these budgets to the Department of Finance and Administration (21-1-26 NMSA 1978);
- Analyze the financial impact of new degree programs as part of the department's review of the institution's operating budget (21-1-26 NMSA 1978);
- Develop and maintain programs for the orientation and in-service education of members of the boards of regents governing bodies of other public postsecondary institutions (21-1-26 NMSA 1978);
- Administer funds furnished under acts of congress for post-secondary educational institutions (21-1-26 NMSA 1978);
- Provide oversight of all private post-secondary educational institutions operating within the state and provide registration to all regionally accredited private institutions and licensure to all nonregionally accredited private institutions (21-23-5 NMAC 1978);
- Provide prior approval for proposed purchase or construction or remodeling (21-1-21 NMSA 1978);
- Provide review and make recommendation to the legislature for any new public institutions or campuses (21-1-26.9 NMSA 1978);
- Plan and budget for the statewide adult basic education program and establish a protocol to provide equitable access to funding to adult basic education agencies (21-1-26.11 NMSA 1978);
- Develop, with the governing bodies of the institutions, a five-year plan for funding the infrastructure renovation and expansion projects designated by the department as the highest priority of significant needs and determine projects to be funded (21-1-26.12 NMSA 1978);
- Develop and publish a statement of statewide educational needs and guidelines to assist the institutions in the development or modification of institutional strategic plans, in consultation with the public institutions (21-1-26.12 NMSA 1978);
- Conduct studies of statewide educational needs and make recommendations to the governor, the legislature and the institutions (21-1-26.12 NMSA 1978);
- Conduct special verifications of the institutions to include enrollments, fund balances, compliance with legislation, comparison of expenditures to budgets and other areas (21-1-26.3 NMSA 1978)
- Carry out a continuing program of statewide planning for post-secondary education (21-2-5 NMSA 1978);
- Conduct assessment of present and projected needs for the various types of postsecondary education in all parts of the state (21-2-5 NMSA 1978);
- Conduct analysis of the effectiveness and productivity of postsecondary educational programs and an identification of marginal programs and of unnecessary or excessive duplication of programs (21-2-5 NMSA 1978);

- Identify present and projected needs for postsecondary education on a statewide basis by identifying necessary expansion, elimination, or establishment of new programs or institutions (21-2-5 NMSA 1978);
- Develop strategies for infusing occupational education and career education into the educational system at all levels on an equal basis with traditional academic education (21-2-5 NMSA 1978);
- Develop provisions for the operation of postsecondary education and for the effective utilization of federal, state and local funding available for such education (21-2-5 NMSA 1978);
- Make specific recommendations the governing boards as to the steps necessary to adjust the operations of the particular institution or program to best serve a coordinated statewide system of postsecondary education to meet statewide needs (21-2-5 NMSA 1978);
- Make recommendations to the executive and to the legislature for determining appropriations from the state general fund to implement the planned system of postsecondary education pertaining (21-2-5 NMSA 1978);
- Present to the legislature a comprehensive funding request and a legislative priorities list for all of higher education, contemplating the needs of all public post-secondary educational institutions and programs (9-25-9 NMSA 1978);
- Develop a funding formula that will provide funding for each institution of higher education to accomplish its mission as determined by a statewide plan. (21-2-5.1 NMSA 1978);
- Establish a program for receipt of distance education by students in the state; and of distance education to students in other states (21-23B-3 NMSA 1978);
- Enter into agreement for the western interstate commission for higher education to administer and the state to participate in a state authorization reciprocity agreement (21-23B-3 NMSA 1978);
- Administer over 20 programs that finance higher education, including aid programs, legislative lottery scholarship, loan for service and loan repayment programs and the college savings program (21-21B-1 through 21-22I-8 NMSA 1978);
- Submit an annual report to the governor and the legislature (21-2-7 NMSA 1978);
- Make and adopt procedural rules necessary to carry out duties of the department (9-25-8 NMSA 1978).

It is clear that the legislature intends for NMHED to have oversight authority, develop statewide higher education goals related to programs, infrastructure and financing, and to incentivize institutions to achieve those statewide goals. But without mechanisms to incentivize institutions to achieve statewide goals or to discourage institutions from implementing initiatives that are not consistent with statewide goals, the only way NMHED can drive change is through persuasion, consensus building, or the pursuit of statutory mandates.

CHALLENGES WITH THE CURRENT STRUCTURE

With one of the country's most decentralized higher education institutional governance structures and a need for improved student outcomes, there are two recurring questions among both champions and critics of higher education in the state:

1. *Can New Mexico's current governance structure drive the changes necessary to improve student outcomes?*
2. *Can the current structure ensure the state's significant investment in higher education is used to support those changes?*

This section explores these questions in detail, identifying areas where the current governance structure falls short in meeting state needs.

Can New Mexico's current governance structure drive the changes necessary to improve student outcomes?

The shortfalls of the current governance structure's capacity to drive change are exemplified by New Mexico's experience with transfer and articulation reforms, which research shows are critical to improving student outcomes.¹⁰ The will of the legislature for institutions to adopt a statewide system for transfer and articulation of courses between institutions was enacted into law in 1995; yet for nearly 20 years the state could not accomplish the goal.

It was not until NMHED had leadership with the ability to develop consensus that this project was completed within three years' time. Through remarkable collaboration led by NMHED, the first-ever state-wide common course numbering system was established, the higher education general education curriculum was reformed, and state-wide meta-majors were created – the department's “trifecta of articulation reforms.” These types of successes are critical for the state to continue to improve student outcomes and reach the statewide postsecondary attainment goal laid out in Route to 66 (Appendix D provides a data snapshot of selected key metrics related to the demographics, attainment, and completion).

Yet to accomplish each of the trifecta reforms, NMHED has had to work exceptionally hard with limited authority to develop consensus among the state's 24 public higher education institutions, four tribal higher education institutions, and one special school. As an example, the early childhood education transfer module that allows students to start at a 2-year college and seamlessly transfer to a 4-year institution has only persisted because a determined group of faculty from across the state came to agreement on courses, and there is no policy mechanism for NMHED to promote similar successes.

Though statute holds institutions accountable for not accepting transfer credits, it does not give NMHED the authority to hold institutions accountable if they choose not to participate in a particular aspect of the trifecta. This has required NMHED to allow some institutions to opt out of specific courses and means that if any one of the participants opt out of all common courses, the initiative is in jeopardy. Were one of the largest and

most influential institutions in the state to opt out, statewide common course numbering would cease to function for New Mexico's students. Even with the force of law, there is no mechanism for accountability in implementation. Moreover, incentivizing institutions to accomplish statewide goals through constant statutory change is unrealistic and positions the state to rarely move the needle toward positive change.

While the success of the trifecta might initially appear to be an argument in support of the functionality of the current governance structure, in the end it highlights the lack of policy tools available to the state agency to incentivize change and the precarious nature of key reforms enacted by the legislature in a decentralized environment.

Another challenge with the current structure that the transfer and articulation reform saga brings to light is the importance of staffing. The current decentralized higher education governance structure heavily depends on strong leadership and stable, talented staff at NMHED to achieve positive outcomes, yet it promotes turnover at all levels of the agency. For example, with the cabinet status of the agency, when the administration changes, often so does the composition of the leadership. That impacts the agency's institutional knowledge, expertise, and continuity of service to the state. Furthermore, to effectively perform its mandated functions, it is essential that NMHED recruit and retain a full complement of highly-qualified personnel. The complexity and breadth of NMHED's work demands that the department have both an adequate number of staff members as well as the ability to attract those with deep subject matter expertise and high-level professional skillsets. For this reason, some state agencies—such as those in Colorado, Nevada, and Utah—are not subject to their state's general personnel laws, for example, in Nevada the state agency operates under its own policies and procedures while in Utah the state system operates under the policies of the University of Utah.

In addition, under the current governance model, meaningful statewide change is contingent on the willingness of institutions to put the good of the state above institutional objectives. Because each institutional board has a duty to make sound decisions for its own institution, it is only when statewide goals appear to directly benefit institutions that these boards will implement them. In exercising their duty to their institutions, boards must shy away from making decisions with a perceived negative impact on their institutions, even at the expense of positive statewide change. To achieve the attainment goal set by the state, institutions must be incentivized to work together to recruit students, create cross-institutional pathways, build centers of excellence, and maximize resources.

Can the current governance structure ensure the state's significant investment in higher education is used to support those changes?

According to the Legislative Finance Committee's 2017 "Program Evaluation: Higher Education Cost Drivers and Cost Savings" report, the state provides the largest share of revenue to fund NMHED and the 24 postsecondary institutions; about sixty-two percent of unrestricted funds came from state appropriations in FY 2016.¹¹ Despite this significant state financial investment, there is a lack of a cohesive, independent voice

that advocates on behalf of the state, and ultimately, the students of New Mexico.

Under the current model of legislative appropriations to individual institutions, the state's public higher education institutions are incentivized to advocate for their own interests, without regard to the most efficient allocation of funds statewide. Each institution has a variety of competing priorities—driven by diverse stakeholders, including students, local communities, employees, alumni, donors, trustees and regents, and others—and they have varying missions.

More recently, NMHED has advocated for the state in these conversations, representing the interests of the state as a whole. Because NMHED lacks a financial mechanism to hold institutions accountable, persuasion is the only mechanism available to NMHED to make statewide progress—in critical areas, such as educational attainment or economic and workforce development—yet without a financial mechanism to hold the institutions accountable to the statewide goal. This is illustrative of the sum of the parts not equaling the whole; in other words, the competing priorities of the institutions do not together comprise a state agenda.

While the state's performance-based funding formula was designed to incentivize statewide goals, its implementation has only partially addressed this issue. This is due to the yearly competitive lobbying across the 3 higher education sectors (research universities, comprehensive universities, and community colleges) to the legislators, with only the NMHED speaking to what is best for the state as a whole. Additionally, the overall amount of funding distributed through the formula is not significant enough to counteract the competing agendas of the 3 sectors. The formula underwent a number of changes during the early years of implementation because of the competing agendas. In the past 4 years, with great effort we have kept the formula metrics stable and consistent which has indeed incentivized behavioral change by institutions as evidenced by the increase in awards.

The current structure has also created challenges around determining whether programs are sufficient to meet local demand or whether they are duplicative and competing with one another for the same students. NMHED is developing an inventory to assess the offerings to identify gaps and opportunities for streamlining, but without a centralized system for this process, it is inefficient, time-consuming, and there is no mechanism for enforcement. Though a decentralized system allows for focus on local needs and responsiveness (e.g., institutional flexibility, responsiveness to local workforce needs), it sacrifices the ability of the state to coordinate offerings and efficiently allocate educational resources to meet local needs.

Another concern regarding the stewardship of the state's investment in higher education under the current model is NMHED's limited ability to promote operational efficiencies across the state's institutions. As highlighted in the Legislative Finance Committee's 2017 "Program Evaluation: Higher Education Cost Drivers and Cost Savings" report, there are many areas in which New Mexico's institutions could pursue greater operational efficiencies and yet the department lacks mechanisms to promote these

changes and institutions have limited incentives to pursue them.¹² There have been positive efforts in this direction—such as many of the independent community colleges exploring a joint investment in a student information system and Northern New Mexico College and New Mexico Highlands University collaborating on shared course offerings—yet many more efficiencies of this nature could be achieved and brought to scale if the department was in a position to incentivize such efforts.

WHERE DO WE GO FROM HERE?

NMHED has worked hard to make progress toward Route to 66 despite the barriers that a weak, highly-decentralized system creates. New Mexico can and should do better. Therefore, NMHED—in conjunction with the Governor and Legislature (through passage of SJM 8)—convened key higher education stakeholders and conducted extensive research on higher education governance models. The goal was to explore options for redesigning New Mexico higher education institutional governance in a manner that would propel the state towards improved student outcomes, efficient use of resources, institutional success, and ultimately a more robust economy (see Appendix A for additional background information). While the conversation began with a focus on higher education institutional governance reorganization, the convened stakeholders continued to shift the focus to state agency governance reorganization. Therefore, the scope of the study was expanded by NMHED to include state agency governance reorganization and a discussion of state agency governance reorganization is included in this report.

The goals of a restructured state higher education governance system are three-fold:

1. To make progress toward reaching the goal set forth in Route to 66 by improving student outcomes.
2. To leverage the state's financial investment in higher education to meet education needs, workforce demands, and economic development goals.
3. To establish a cohesive, unified voice for the state interest.

A more streamlined higher education governance structure, either through restructuring the institutions and/or the state agency, would provide a more efficient system for the good of students and the state. This would allow for improved student outcomes, better use of the state's financial investment in higher education, and the establishment of a more cohesive, unified voice for the good of the state.

THE VISION: THE FUTURE OF HIGHER EDUCATION IN NEW MEXICO

In 2016, Governor Susana Martinez announced a statewide postsecondary attainment goal, “Route to 66,” which targeted having 66 percent of working-age New Mexicans with a degree or post-high school credential by 2030 through enactment of [Executive Order 2016-037](#) on December 5, 2016. To achieve the state’s ambitious goal—and the associated economic, civic, and cultural benefits—New Mexico can no longer afford to maintain the status quo in higher education. Over the last three years, the postsecondary attainment rate (the state’s percentage of working-age adults holding at least an associate’s degree or high-quality certificate) has increased by only one percentage point (from 43.6 percent to 44.6 percent).¹³ This slow increase in attainment is troubling because 63 percent of jobs in New Mexico will require postsecondary education of some kind by 2020.¹⁴ To make meaningful progress toward the Route to 66 goal, the state must improve completion rates—particularly for historically underserved students—at New Mexico’s public colleges and universities. In other words, New Mexico can no longer afford to maintain the status quo in higher education.



With one of the country’s most decentralized higher education governance structures and a need for improved student outcomes, there are two recurring questions among both champions and critics of higher education in the state:

1. *Can New Mexico’s current governance structure drive the changes necessary to improve student outcomes?*
2. *Does the current governance structure ensure the state’s significant investment in higher education is used to support those changes?*

In response, NMHED—in conjunction with the Governor and Legislature (through passage of SJM 8) — convened key higher education stakeholders and conducted extensive research on higher education institutional and state agency governance models. The goal was to develop options for redesigning New Mexico higher education governance in a manner that would propel the state towards improved student outcomes, efficient use of resources, institutional success, and ultimately a more robust economy.

Examination of statewide governance structures across the country revealed some important lessons. First, it is important to understand that no two state’s higher education institutional governance structures are identical.

The state higher education entities in the United States are generally organized into four different categories: governing board, coordinating board, executive agency, and institutional systems (see Appendix B for a summary of higher education governance structures in the West). Often, states have a combination of these approaches within their borders, but overall, 10 states have system-level governing boards for all public postsecondary institutions, 21 states have state-level coordinating boards or agencies,

and governors in nine states have a direct role in the appointment of the executive officer (similar to New Mexico).¹⁵

Overall, our research shows that a state entity with the authority to incentivize collaboration is critical to aligning institutions around improving student outcomes and promoting statewide goals, leveraging state investment, and establishing a cohesive, unified voice for the state interest.

RESTRUCTURING NEW MEXICO'S HIGHER EDUCATION GOVERNANCE

Two options to restructure New Mexico's higher education governance for its 24 public higher education institutions are presented below for consideration. They are based on examples from states that are leading the nation in various performance measures including student outcomes, enhanced productivity, and the ability to leverage policy for action (see Appendix G for a summary of research and case studies on higher education governance). The options focus on two possible types of changes: *institutional* governance change, shifting into a more "system" based approach, and *state agency* governance change, a new model for New Mexico's state higher education executive office. Both options are crafted with the goal of improving student outcomes, increasing statewide coordination and operating efficiencies across New Mexico's higher education system, and establishing a cohesive, unified voice for the state interest.

INSTITUTIONS NOT INCLUDED IN THE OPTIONS PRESENTED IN THIS REPORT

- Diné College
- Navajo Technical University
- Southwestern Indian Polytechnic Institute
- Institute of American Indian Arts
- New Mexico Military Institute
- New Mexico School for the Deaf
- New Mexico School for the Blind and Visually Impaired

While the following reorganization scenarios are presented separately for clarity, higher education institutional governance reorganization and state entity governance reorganization are not mutually exclusive. The scenarios can be considered either independently or jointly—for example an institutional governance structure of three system boards paired with a state coordinating board.

HEI GOVERNANCE REORGANIZATION

There are two higher education institutional (HEI) governance reorganization scenarios to consider—Scenario A and Scenario B—which explore how institutions could be grouped together under three or four governing boards.

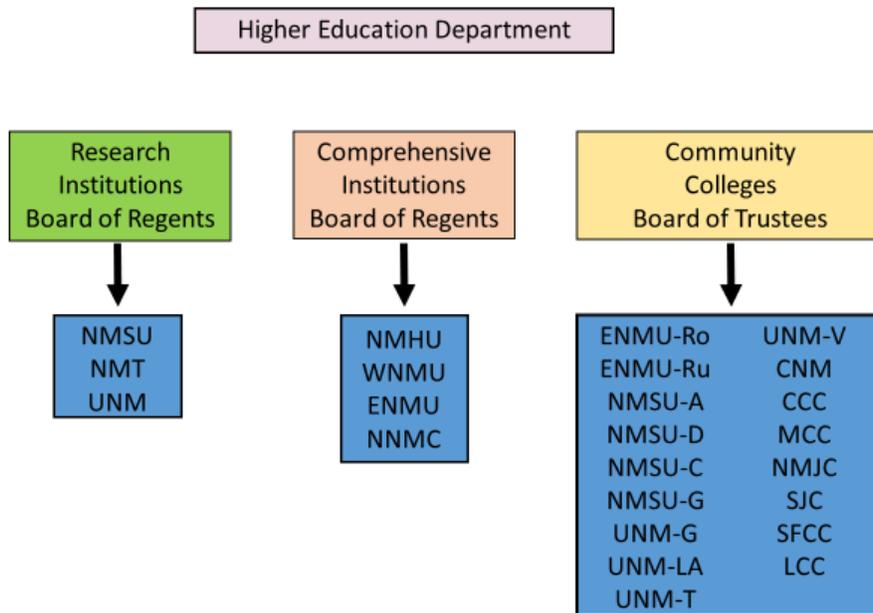
Scenario A. Three Boards Based on Institutional Type

Figure 2 illustrates Scenario A, which would create three governing boards based on institutional type:

1. Board of Regents that would govern the three research universities.
2. Board of Regents that would govern the four comprehensive institutions.

- Board of Trustees that would govern all of the community colleges—both independent and current branch community colleges. In addition, each community college would maintain a local advisory board.

Figure 2. Scenario A. Three Boards Based on Institutional Type



The advantages and disadvantages to HEI Governance Reorganization Scenario A are outlined below:

Advantages:

- Group institutions together by mission, which would allow for greater focus on the mission, while creating the potential for increased specialization by a single institution.
- Specialization of institutions within a sector would reduce duplication of programs and competition for faculty; create opportunities to collaborate for external funding and focus student recruitment efforts.
- Support mission differentiation, allowing each institution within a sector to focus on fulfilling their specific charge in service of the state.
- Support improved student outcomes by allowing sectors to focus more attention on the development and enhancement of program offerings that align with their mission, supporting the workforce needs of the state.
- Begin to alleviate some of the challenges associated with having two different types of two-year institutions—branch campuses and independent community colleges—within the state and possibly create a pathway for a long-term solution.
- Support more streamlined collaboration and innovation *within and across* the three sectors by fostering partnerships between one to three entities, versus requiring the development of partnerships and cooperation across all 21 governing and 10 advisory boards or some subset thereof.

- A system of three boards, instead of 31, would provide the foundation for more efficient and effective operations in areas, such as group purchasing and shared backend services (as an example, see the [University of Colorado's system efficiencies report](#)).
- Statewide student success initiatives (such as NMHED's Guided Pathways) that are intended to boost postsecondary attainment and ultimately workforce development could be implemented more quickly if dedicated task forces or system staff promoted these efforts.
- Reduced institutional cost on state government affairs and a more unified higher education voice to the state legislature.
- Due to an overall reduced number of board members, the state will have a larger pool of potential board members with expertise to fill board positions.

Disadvantages:

- Governing boards would be further removed from the institution and less informed about the operations of each institution they govern.
- Institutions would have less autonomy; decisions would be made for the good of the sector and resources would be allocated within the sector.
- Less local input; however, advisory boards could help bridge that gap.

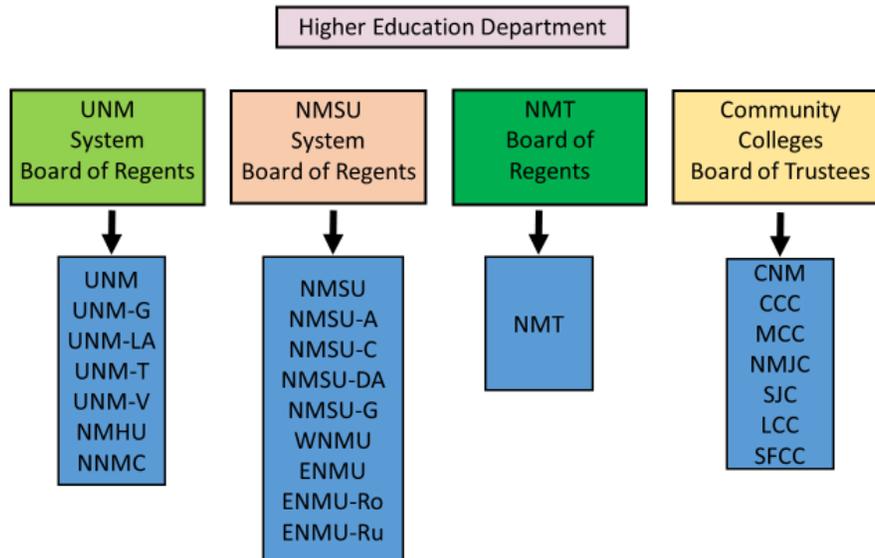
Scenario B. Four Boards, Three Systems

Scenario B would create a University of New Mexico (UNM) system in the north, a New Mexico State University (NMSU) system in the south, a unified community college system, and maintain New Mexico Tech's independence (see Figure 3):

1. Board of Regents that would govern the UNM system, which would include UNM, the four UNM branch community colleges, New Mexico Highlands University (NMHU) and Northern New Mexico College (NNMC).
2. Board of Regents that would govern the NMSU system, the NMSU branch community colleges, Eastern New Mexico University (ENMU), the ENMU branch community colleges, and Western New Mexico University (WNMU).
3. Board of Regents that would govern the independent community colleges.
4. Board of Regents that would govern New Mexico Tech, maintaining its independence.

The advantages and disadvantages to Institutional Governance Reorganization Scenario B are similar to those of Scenario A. A summary of advantages and disadvantages of Scenario B are outlined below:

Figure 3. Scenario B. Four Boards, Three Systems



Advantages:

- Leverage the existing relationships between main campuses and their branches, as well as the relative geographic proximity of the colleges and universities incorporated into each system.
- Support collaborative initiatives within systems and support more collaboration within geographical regions.
- Support the development and enhancement of program offerings that align with the workforce needs within the geographic region of the institutions within the system.
- Streamline transfer between institutions within one system.
- Support more streamlined collaboration across the three sectors by fostering partnerships between one to three entities, versus requiring the development of partnerships and cooperation across all 21 governing and 10 advisory boards or some subset thereof.
- A system of four boards would provide the foundation for more efficient and effective operations in areas, such as group purchasing and shared backend services (as an example, see the [University of Colorado's system efficiencies report](#)).
- Task forces or system staff could be dedicated to promote and implement statewide student success initiatives (such as NMHED's Guided Pathways) that are intended to boost postsecondary attainment and ultimately workforce development.
- Reduced institutional cost on state government affairs and a more unified higher education voice to the state legislature.
- Due to an overall reduced number of board members, the state will have a larger pool of potential board members with expertise to fill board positions.

Disadvantages:

- Governing boards would be further removed from the institution and less informed about the operations of each institution they govern.
- Institutions would have less autonomy; decisions will be made for the good of the system and resources will be allocated within the system based on those decisions.
- Less local input; however, advisory boards would help bridge that gap.
- While this more unified governance structure could support more streamlined collaboration across the three sectors, it is not likely that it would foster the same level of collaboration within the sectors or an environment in which institutions would come together to compete for external funding.
- There would be fewer boards to coordinate, but by grouping institutions with clearly different missions, there would still be competing priorities and agendas within each of the sectors.
- This structure does not address the challenges around the two different types of two-year institutions—branch campuses and independent community colleges.
- Potential for inequity between institutions with different missions within one system.

STATE AGENCY GOVERNANCE REORGANIZATION

There are two state agency governance reorganization scenarios to consider – Scenario C and Scenario D. Both draw upon an “Oregon” model wherein the state higher education agency receives and distributes a lump sum appropriation from the legislature to the state’s public higher education institutions. Additional information on Oregon’s postsecondary governance structure is available in Appendix B.

Scenario C. Adapted Oregon Model with Executive Agency

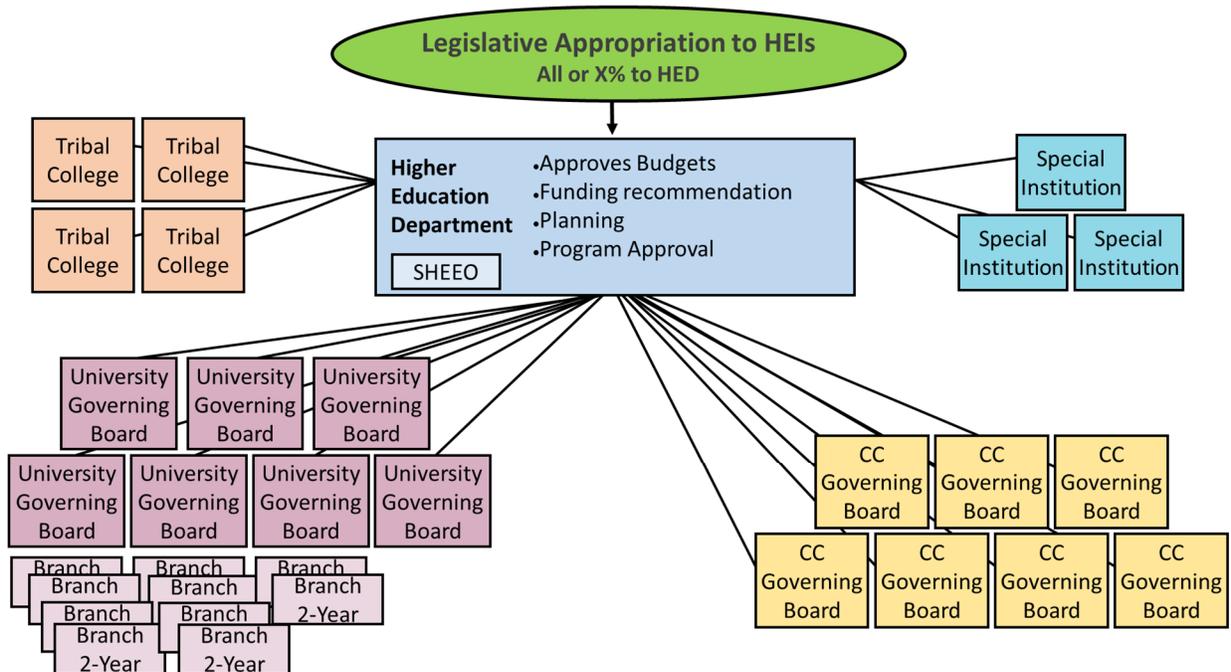
In Scenario C, NMHED would remain a cabinet agency with the state higher education executive officer appointed by the Governor, as is currently the case (see Figure 4). The primary change in this scenario would be to shift the responsibility regarding the legislative appropriation from individual institutions to the NMHED for distribution. Incorporating a higher education funding model in which the higher education department receives a lump sum appropriation from the Legislature and distributes it among institutions would create a critical mechanism for the agency to promote the achievement of statewide goals. The legislative appropriation to NMHED can be either a percentage of or the entire higher education appropriation.

Summary of Agency Authority:

- Develop state goals for the state postsecondary education system.
- Adopt a strategic plan for achieving state postsecondary education goals.
- Recommend to the Governor a consolidated higher education budget request.
- Establish and execute the distribution formula for higher education funding.
- Coordinate the postsecondary elements of data collection and structure in order to construct a state longitudinal data system.

- Approve institutional capital construction requests; recommend capital construction priorities to the Legislature.
- Review and approve degree programs.
- Administer statewide student financial assistance programs through policy development, program evaluation, and allocation of funds.
- Better delineate institutional roles, missions, and specializations and better establish areas of service within the state.
- Conduct special studies.

Figure 4. Scenario C. Adapted Oregon Model with Executive Agency



Advantages:

- Shifting the distribution of the legislative higher education appropriation to the coordinating board and state higher education executive officer would allow them to promote the state’s strategic agenda for higher education, rather than forcing legislators to consider the individual needs of each of the state’s institutions as well as state goals.
- Provide the state agency with additional leverage to incentivize initiatives (such as NMHED’s Guided Pathways) that improve student outcomes and capability to disincentivize institutional initiatives that do not align with the statewide goals, through the legislative appropriation.
- Ability to implement measures to achieve statewide goals in a more responsive way over shorter periods of time.
- Create a single voice to represent what is good for the state as a whole in higher education to the state legislature.
- Provide leverage through distribution of the legislative appropriation to incentivize more efficient and effective operations in areas, such as group purchasing and

shared backend services (as an example, see the [University of Colorado's system efficiencies report](#)).

- Fully implement measures that promote unified statewide goals over a quick period of time, if the legislature appropriates the entire higher education appropriation to NMHED for distribution to the HEIs. This would eliminate lobbying the legislature for individual institutional agendas.
- Incrementally implement measures that promote unified statewide goals over a longer period of time, if the legislative appropriation to NMHED for distribution to the HEIs is less than the full higher education appropriation.

Disadvantages:

- Because the chief executive would remain a gubernatorial appointment and a member of the Governor's cabinet, challenges around leadership turnover would remain.
- Progress at the state-level would hinge on the selection of a strong leader in the Secretary position.
- If the legislative appropriation to NMHED for distribution to the institutions is less than the full higher education appropriation, the lobbying of the legislature for competing agendas will still exist.

Scenario D. Adapted Oregon Model with Coordinating Board

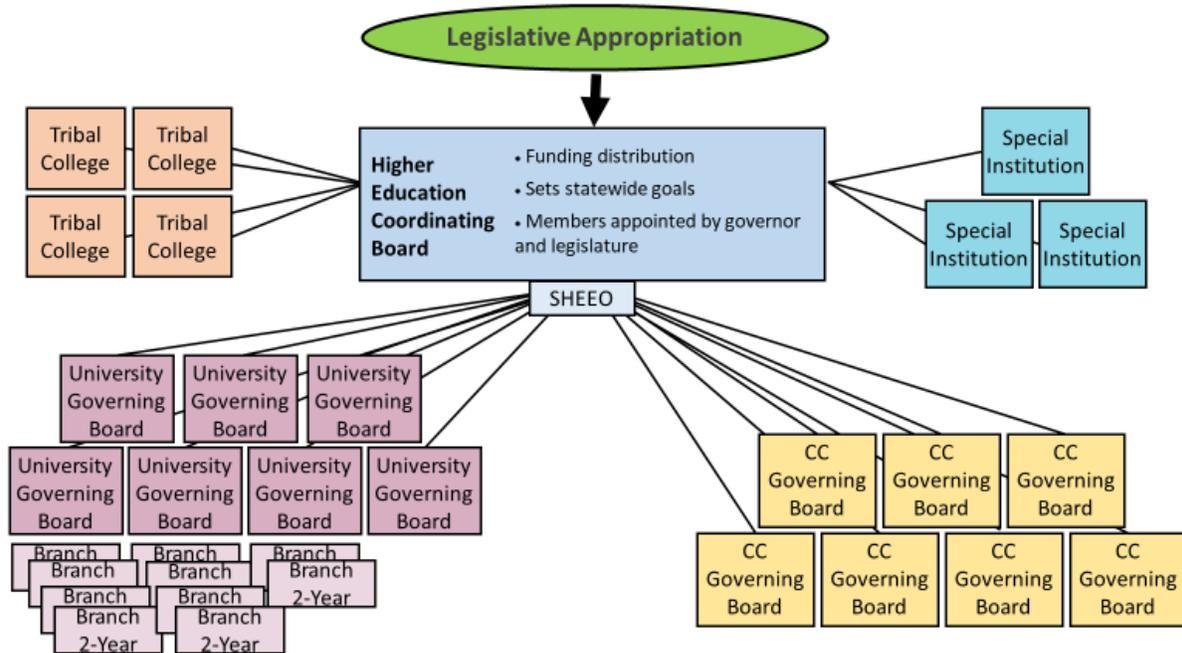
Scenario D would establish a coordinating board for higher education (Figure 5). The members of the coordinating board would be appointed by the Governor and the Legislature (half from each branch of government). The coordinating board would hire the SHEEO and assume the authority and powers of the current NMHED. As with Scenario C, the Board would receive the higher education appropriation from the legislature and allocate the amounts to the higher education institutions based on an established funding formula. The Board would be responsible for setting goals, strategic plans, funding incentives, financial aid, statewide policy initiatives, legislative initiatives, and accountability measures. The HEIs would be responsible for implementing initiatives and day-to-day decisions to achieve the goals set by the coordinating board.

Summary of Board Authority:

- Select and appoint the state's higher education executive officer to whom responsibility for the administration of the agency is delegated; this includes determining whether to retain or dismiss the executive.
- Recommend statewide funding levels to the Legislature.
- Establish and execute the distribution formula for higher education funding.
- Regulate higher education in the state.
- Develop statewide goals for the state postsecondary education system.
- Adopt a strategic plan for achieving state postsecondary education goals.
- Coordinate the postsecondary elements of data collection and construct a statewide longitudinal data system.
- Approve institutional capital construction requests; recommend capital construction priorities to the Legislature that align with statewide goals.

- Review and approve degree programs.
- Review statewide programs through policy development, program evaluation, and allocation of funds, to reduce unnecessary duplication and maximize resources.
- Determine institutional roles and missions.
- Conduct special studies as appropriate or directed, regarding statewide education policy, finance, student financial assistance or facilities.
- Perform other statutory responsibilities (e.g., those related to private schools, adult education, financial aid, federally-funded programs).

Figure 5. Scenario D. Adapted Oregon Model with Coordinating Board



Advantages:

- Shifting the distribution of the legislative higher education appropriation to the coordinating board and state higher education executive officer would allow them to promote the state's strategic agenda for higher education, rather than forcing legislators to consider the individual needs of each of the state's institutions as well as state goals.
- Via its role in creating and executing a statewide strategic plan for higher education, a coordinating board could promote collaboration among institutions.
- A more proactive and detailed approach to program review and approval, which would ensure mission alignment of postsecondary programs across the state, reduce unnecessary duplication, and maximize resources.
- A key component of successfully executing this model would be shifting the Board's personnel structure to match that of other state coordinating boards, increasing the department's hiring flexibility and enhancing their ability to attract and retain the top-level staff required to effectively staff the Coordinating Board in meeting the state's goals.
- A unified voice for the state in the State Legislature would provide clearer goals and expectations for the higher education system, allowing for the Legislature to make more informed decisions about its investments.
- Addresses concerns around continuity of leadership, as well as the uncertainty around appointments to the state higher education executive officer position.
- Support more streamlined collaboration by providing additional leverage and incentive through the legislative appropriation.
- Create a single voice to represent what is good for the state as a whole in higher education to the state legislature.
- Ability to incentivize initiatives (such as NMHED's Guided Pathways) that improve student outcomes and capability to disincentivize institutional initiatives that do not align with the statewide goals, through the legislative appropriation.
- Ability to implement measures to achieve statewide goals in a more responsive way over shorter periods of time.

Disadvantages:

- Institutions may perceive that they are losing access to the State Legislature and their individual state legislators with the shift in legislative appropriation going from a direct appropriation to institutions to a lump sum to the state agency.

CONCLUSION

This report is a response to a groundswell of interest from across the state in exploring new governance models for higher education. The Governor, the Legislature, and stakeholders from higher education and beyond have expressed the opinion that New Mexico can do better. The state's current level of student outcomes is inadequate to achieve its need of a qualified workforce with 66 percent of working-age adults holding a postsecondary credential and to advance the scientific inquiry necessary for the development of the jobs of the future. We do not have a silver bullet for governance change, nor will governance change solve all of our problems. Reaching our attainment goal will require hard work and sustained investment from all stakeholders. Nonetheless, NMHED's extensive research suggests that governance may be a critical component in addressing some of our state's most significant higher education challenges.

Of course, every potential change comes with advantages and disadvantages – as was clear from our study of the nation's higher education governance models, there is no perfect approach. What we must strive to identify is the model that makes the most sense for New Mexico. Our hope is that this report can serve as a guide in this process, outlining the potential benefits and drawbacks to the models our years of study have identified as holding the most potential for our state.

While some have argued for a continuation of the status quo, this is only an acceptable choice if you are comfortable with New Mexico's current student outcomes and the return on investment the state is receiving from its funding of higher education. We cannot continue to operate in the same manner and expect different results. If New Mexico wants better student outcomes, wiser use of state funds, and a unified voice that advocates for the state we must all work together to make a change.

APPENDIX A. BACKGROUND

In December of 2016, Governor Susana Martinez signed an executive order establishing a postsecondary attainment goal for the state of New Mexico, “that 66% of all New Mexicans between the ages of 25 and 64 have some postsecondary education or training beyond high school by the year 2030” and directing the state’s higher education department to create a strategic plan, or “Route to 66,” to meet this goal. The Governor’s executive order further directed the NMHED to convene a Statewide Higher Education Master-plan committee (NM SHEM) composed of key stakeholders and leaders from higher education, public education, business, and the executive and legislative branches of state government to develop a strategic plan for higher education in New Mexico.¹⁶

NMSHEM

Governance structure proved to be a recurring theme in the state and under the Governor’s directive was made the priority topic of study for NM SHEM. Subsequently, Senate Joint Memorial 8 (SJM8)—issued in the 2017 legislative session—charged the NMHED with relying on the strategic planning committee to identify “a higher education governance system that will provide better education for students, foster satisfaction of faculty and staff, lead to better graduation rates, cut administrative overhead and result in more of the higher education funding going to support and educate students at the undergraduate and graduate levels, rather than going to administration and overhead.”¹⁷ The NMHED established three subcommittees of the NM SHEM to tackle the charge, these focused on: Higher Education Governance, Reorganization Finance Impact, and Legislative and Constitutional Impact (see Appendix H for additional information on NM SHEM meetings).

Between June and November of 2017, the NM SHEM groups met on five occasions. These five convenings explored higher education governance models in different states and their potential for success in New Mexico’s unique context. Further, these meetings offered the opportunity to the group’s stakeholders to examine potential impacts of governance change across their varied sectors. The group’s work included an evaluation of all 50 states’ governance models, and a deeper dive into models deemed by Committee members to be particularly relevant to New Mexico, in particular: Arizona, Colorado, Kentucky, Montana, North Carolina, Tennessee, and Virginia.

Based on this research, the NM SHEM groups, together with NMHED staff, also developed a variety of potential new higher education governance models for committee members to consider. These models included: a strengthened NMHED with distinct university and community college bureaus; a “sector” approach with separate boards for universities, regional comprehensives, and community colleges; a “North and South” approach dividing governance of all institutions among the University of New Mexico board in the north and the New Mexico State University board in the south; a “size-based” approach aligning institutions of similar size under unique boards; and a merger approach, uniting institutions by type – research, regional, and community colleges while eliminating and merging some institutions.

The models were evaluated as to whether and to what extent they met the following criteria:

Outcome Criteria	Implementation Criteria
Authority and capacity to lead HEIs to achieve state goals	Require constitutional or statutory change?
Authority and capacity to drive operational efficiency	Incur significant costs to implement (monetary, time, staffing)?
Recognition of differences among HEIs (mission, size, location, etc.)	Generate stakeholder pushback?
Consistency of leadership	

After evaluating each of the models against these criteria, the NM SHEM Committee determined that the best approach for the state would be to maintain the existing institutional governance structure of 21 individual boards. The one change they proposed was related to state, not institutional, higher education governance – the establishment of a New Mexico Higher Education Council. The Council would be composed of representatives selected by: the Council of University Presidents, the New Mexico Independent Community Colleges, the New Mexico Branch Community Colleges, as well as a university Regent selected by the Governor, a Trustee of the New Mexico Independent Community Colleges selected by the Governor, a member of any advisory board of the New Mexico Branch Community Colleges selected by the Governor, the Cabinet Secretary for Economic Development, the Cabinet Secretary for Workforce Solutions, the Cabinet Secretary for the Finance and Administration, and two members at large selected by the Governor.

The proposed Council would provide coordination, policy oversight, support, and certify the standing of all higher education institutions within New Mexico and have an Executive Director selected by the Council who would serve as the State of New Mexico Higher Education Executive Officer (SHEEO). The authority of the SHEEO would include the current duties of the Secretary of Higher Education and could be expanded to include oversight of those state higher education funds that are performance based as well as given a certain amount of any new appropriations to distribute on a competitive grant basis. The Council would be the final approval authority for higher education issues in New Mexico.

NMSHEM Revisited

Yet further discussions with the Governor and stakeholders across New Mexico revealed that there remained an appetite for more significant change to the state’s higher education governance structure. Consequently, Secretary of Higher Education Barbara Damron opted to continue the statewide conversation launched with the NM SHEM. In April of 2018, she convened a statewide governance summit—the New Mexico Higher Education Department Governance Summit: Learning from the Best—

bringing together higher education executive officers from eight states as well as leaders from four regional and national higher education organizations and the president of the postsecondary-focused Lumina Foundation for a series of presentations and panel discussions on the implications of governance change for New Mexico (see Appendix I for detailed information). Key takeaways from these presentations and discussions centered around the importance of a student-centered higher education system, coordinated or governed by an entity with the authority to meaningfully incentivize collaboration in the achievement of state goals.

These panels were followed the next day by facilitated group discussions of New Mexico stakeholders, where groups based on their roles (for example, four-year institution presidents, community college trustees, etc.) discussed the various governance models shared and what elements might work for New Mexico. The discussions generated by the governance summit resulted in a number of different and interesting proposals for governance change to higher education, ranging from the idea of forming a “research triangle” to a modified version of the statewide higher education council proposed by the NM SHEM. Based upon these conversations—and building upon the months of research, stakeholder feedback, and governance model exploration generated by the NM SHEM—the Secretary and NMHED staff crafted the set of multiple recommendations outlined in this report.

APPENDIX B. POSTSECONDARY GOVERNANCE STRUCTURES IN THE WEST

A brief overview of postsecondary governance structures across the western United States is presented below. A short spotlight on Oregon’s structure, which is referenced in the report text, is included below the table.

State	Governance Structure	Number of Institutions
Arizona		
Four-year	Governing Board – 1 appointed Board of Regents <ul style="list-style-type: none"> Oversees all public universities¹⁸ 	3 universities
Two-year	Locally governed – locally elected Boards of Governors <ul style="list-style-type: none"> All community college districts have a locally elected Board of Governors¹⁹ 	10 community college districts
Alaska		
Four-year	Governing Board – 1 appointed Board of Regents <ul style="list-style-type: none"> Oversees University of Alaska (comprises all public higher education institutions)²⁰ 	3 universities
Two-year		
California		
Four-year	System Governing Board – 1 appointed Board of Regents <ul style="list-style-type: none"> Oversees the University of California (research)²¹ 	10 campuses (9 offering bachelor’s)
	System Governing Board – 1 appointed Board of Trustees <ul style="list-style-type: none"> Oversees the California State University (comprehensive & polytechnic universities)²² 	23 campuses
Two-year	Dual Governance System Governing Board – 1 appointed Board of Governors <ul style="list-style-type: none"> Oversees the community college system (72 community college districts)²³ Locally elected Boards of Trustees <ul style="list-style-type: none"> Each community college district also has a locally elected Board of Trustees to oversee local operations, including hiring the district chancellor²⁴ 	114 community colleges
Colorado		
Four-year	State-level Coordinating Board <ul style="list-style-type: none"> All public institutions in Colorado are coordinated by an appointed Commission²⁵ System Governing Board – 1 elected Board of Regents <ul style="list-style-type: none"> University of Colorado System (4 campuses)²⁶ System Governing Board – 1 appointed Board of Governors <ul style="list-style-type: none"> Colorado State University System (3 campuses)²⁷ Local Governing Boards – Public colleges & universities (7) <ul style="list-style-type: none"> Each four-year institution has an appointed Board of Trustees²⁸ 	14 institutions (13 offering bachelor’s)
Two-year	State-level Coordinating Board <ul style="list-style-type: none"> All public institutions in Colorado are coordinated by an appointed Commission System Governing Board – 1 appointed State Board for Community Colleges and Occupational Education <ul style="list-style-type: none"> Colorado Community College System (13 community colleges)²⁹ Locally Elected Board of Trustees – Local District Colleges <ul style="list-style-type: none"> Local District Colleges (2 community colleges)³⁰ 	15 community colleges

Hawaii		
Four-year	Governing Board – 1 appointed Board of Regents <ul style="list-style-type: none"> • The University of Hawaii³¹ 	3 universities
Two-year		7 community colleges
Idaho		
Four-year	Governing Board – 1 appointed State Board of Education <ul style="list-style-type: none"> • Serves as Board of Regents of University of Idaho • Serves as Board of Trustees for all other public institutions³² • Community colleges also have locally elected boards of trustees which hire presidents and oversee local operations³³ 	3 universities 1 college
Two-year		4 community colleges
Montana		
Four-year	Governing Board – 1 appointed Board of Regents <ul style="list-style-type: none"> • Montana University System (2 universities, which oversee 4 regional comprehensive institutions and 7 community and technical colleges). 	2 universities
Two-year	Dual Governance – Independent Community Colleges <ul style="list-style-type: none"> • Governance responsibilities are split between the Montana University System appointed Board of Regents and locally elected Boards of Trustees for each independent community college. Governing Board – 1 appointed Board of Regents <ul style="list-style-type: none"> • The 7 two-year institutions of the Montana University System (MUS) are governed by the MUS Board of Regents.³⁴ 	3 community colleges
New Mexico		
Four-year	Locally governed <ul style="list-style-type: none"> • Each institution is independently governed by a gubernatorially appointed, senate confirmed Board of Regents.³⁵ 	3 research universities 4 comprehensive institutions
Two-year	Locally governed <ul style="list-style-type: none"> • The independent community colleges are each governed by a locally elected (from within the community college district) boards.³⁶ • Branch campuses are governed by their parent institution's Board of Regents, though each has a locally elected advisory board.³⁷ 	7 independent community colleges 10 branch community colleges
Nevada		
Four-year	Governing Board – 1 appointed Board of Regents <ul style="list-style-type: none"> • Oversees all public institutions (2 research institutions, 1 state college, 4 community colleges)³⁸ • The Board of Regents has a standing committee for community colleges³⁹ 	2 universities 1 college
Two-year		4 community colleges
North Dakota		
Four-year	Governing Board – 1 appointed Board of Regents <ul style="list-style-type: none"> • North Dakota University System (2 research universities, 4 regional universities, five community colleges)⁴⁰ 	6 universities
Two-year		5 community colleges
Oregon		
Four-year	Coordinating Commission – 1 Higher Education Coordinating Commission <ul style="list-style-type: none"> • Coordinates all public universities and community colleges Appointed Board of Trustees <ul style="list-style-type: none"> • Each public university has an appointed board of trustees 	7 universities

Two-year	Coordinating Commission – 1 Higher Education Coordinating Commission <ul style="list-style-type: none"> Coordinates all public universities and community colleges Locally Elected Board of Trustees <ul style="list-style-type: none"> Each community college is governed by an elected board⁴¹ 	17 community colleges
South Dakota		
Four-year	Governing Board – 1 appointed Board of Regents <ul style="list-style-type: none"> Oversees all public, non-technical institutions⁴² 	6 universities
Two-year	Dual Governance <ul style="list-style-type: none"> 1 appointed Board of Technical Education oversees tuition setting, funding allocation, and program approval for all technical colleges. Locally elected school boards oversee their local technical colleges, including presidential hiring.⁴³ 	4 technical colleges
Utah		
Four-year	Governing Board – 1 appointed Board of Regents <ul style="list-style-type: none"> Oversees all public institutions⁴⁴ 	2 research universities 4 regional universities
Two-year		2 community colleges
Washington		
Four-year	Coordinating Council – 1 appointed Student Achievement Council <ul style="list-style-type: none"> Coordinates state-level strategic planning, oversight, and advocacy for higher education and administers state financial aid.⁴⁵ Local Boards – Institutions are governed by appointed boards. ⁴⁶	2 research universities 4 comprehensive institutions
Two-year	Coordinating Board – 1 appointed State Board for Community and Technical Colleges <ul style="list-style-type: none"> Coordinates state budget request and allocates state funding for all community and technical colleges.⁴⁷ Local Boards – 34 appointed local Boards of Trustees <ul style="list-style-type: none"> Each community and technical college has a local Board of Trustees appointed by the Governor with authority to hire institutional leaders.⁴⁸ 	34 community and technical colleges
Wyoming		
Four-year	Governing Board – 1 appointed Board of Trustees <ul style="list-style-type: none"> University of Wyoming⁴⁹ 	1 university
Two-year	Coordinating Commission – 1 appointed Community College Commission <ul style="list-style-type: none"> Coordinates all community colleges Locally Elected Boards <ul style="list-style-type: none"> Each community college is governed by a locally elected Board of Trustees⁵⁰ 	7 community colleges

Spotlight on Oregon

Because Oregon is used as a model for two of the state-level governance options suggested in this report, some additional information on Oregon’s postsecondary governance structure is provided below.

As described on the [Oregon Higher Education Coordinating Commission’s \(HECC\) website](#), the HECC is:

[T]he single state entity responsible for ensuring pathways to higher educational success for Oregonians statewide, and serves as a convener of the groups and institutions working across the public and private higher education arena... Oregon’s Higher Education Coordinating Commission was established in 2011,

with an update to its authority in 2013. The Higher Education Coordinating Commission is a 14-member volunteer commission appointed by the Oregon Governor, with nine voting members confirmed by the State Senate. The Commission develops and implements policies and programs to ensure that Oregon's network of colleges, universities, workforce development initiatives and pre-college outreach programs are well coordinated to foster student success. It also advises the Oregon Legislature, the Governor, and the Chief Education Office on policy and funding to meet state postsecondary goals.

The HECC's major responsibilities and the statutes which authorize them are described below:

- ***Providing one strategic vision for Oregon higher education planning, funding, and policy.***
 - *Developing state goals for the postsecondary system, including community colleges, public universities, and student access programs (ORS 350.075)*
 - *Adopting a strategic plan for achieving the state's postsecondary goals (ORS 350.075)*
 - *Making budgetary recommendations for state institutions and programs:*
 - *Developing a comprehensive higher education budget request linked to the strategic plan (ORS 350.075)*
 - *Recommending a consolidated higher education budget request to the Governor and Chief Education Officer (ORS 350.075)*
 - *Developing the biennial budget request for community colleges and public universities, and allocating legislatively approved resources (ORS 341.626, 350.075, 350.090, 350.095, 352.089)*
 - *Approving resident tuition increases greater than 5% for public universities (ORS 352.102)*
- ***Authorizing postsecondary programs and degrees.***
 - *Approving mission statements and significant changes in academic programs at public universities (ORS 350.085, 352.089)*
 - *Approving new certificate and degree programs at community colleges (ORS 341.465, ORS 350.075)*
 - *Authorizing degrees for some private and out-of-state schools, (ORS 348.594 to 348.615)*
 - *Managing licensure and teacher registration for private career schools (ORS 345.010 to 345.450, 341.440, 342.197, 348.070, 687.011)*
- ***Administering key Oregon financial aid, workforce, and other programs.***
 - *In conjunction with the Oregon Workforce Investment Board and the Oregon Employment Department, managing state implementation of the federal Workforce Innovation and Opportunity Act (WIOA)*
 - *Administering the Oregon Opportunity Grant and other student success programs through the Office of Student Access and Completion (ORS 348)*

- *Developing dual credit standards, transfer standards, and credit for prior learning standards (ORS 340.310, 341.430, and 350.110)*
- ***Evaluating and reporting success of higher education efforts.***
 - *Conducting data collection, analysis, research, and reporting across all sectors of higher education (ORS 350.075)*
 - *Conducting annual institutional evaluations for public universities (ORS 352.061)⁵¹*

APPENDIX C. NEW MEXICO INSTITUTIONAL DATA

	Academic Year of Student Cohort Enrollment		
Universities	AY2011-12	AY2012-13	AY2013-14
UNM	19.1%	21.4%	29.4%
NMSU	17.8%	18.7%	22.1%
NMT	20.4%	24.3%	28.5%
NNMC	3%	0%	3%
ENMU	16.6%	17.5%	22.1%
NMHU	7.7%	10.4%	10.90%
WNMU	10.6%	14.4%	16.0%
Graduation Year	AY2014-15	AY2015-16	AY2016-17

Gathered from each Institution due to lag in IPEDS reporting

	Full Time Equivalents (FTE)
Fall 2013	93,550
Fall 2014	89,908
Fall 2015	86,824
Fall 2016	84,968
Fall 2017	80,145

Data Source: End of Term Student File (Fall 2001- 2017 DEAR Data)

Data Notes: FTE is calculated by dividing the total number of SCH (i.e. 15 for UG and 12 for GR). Any branch campus generating graduate non-degree SCH have been divided by 12 and added to UG FTE.

APPENDIX D. NEW MEXICO DATA SNAPSHOT

NEW MEXICO

Population Snapshot for 2015

1,399,100 Adults 25 and Over
34% have an Associate's degree or higher

Associate's Degree or Higher

	Pct.	Gap from Overall 34%	Total Population	Assoc. Degree or Higher	Some College	HS diploma equiv. or less
Overall	34%		1,399,100	481,320	331,710	586,070
White	48%	13%	638,770	304,890	160,750	173,130
Hispanic or Latino (of any race)	21%	-13%	574,540	121,410	122,280	330,850
Black or African American	38%	3%	27,090	10,240	8,620	8,230
Asian	54%	20%	24,310	13,240	4,120	6,950
Amer. Ind./Alaska Native	20%	-14%	113,830	22,780	29,700	61,350
Native Hawaiian/Pac. Isl.	42%	8%	1,740	730	550	460
Two or more races	45%	10%	15,160	6,750	4,420	3,990
Male	49%		681,500	223,860	156,900	300,740
Female	51%		717,700	257,460	174,810	285,330

Household Income

	Median	Overall
Overall	\$44,960	
White	\$54,400	21%
Hispanic	\$37,250	-17%
Black	\$40,180	-11%
Asian	\$55,310	23%
Amer. Ind.	\$31,940	-29%
NHOPI	\$54,430	21%
Two or more	\$46,340	3%

Adults 25 and Over & Degree holders

796,600 Less Than 25 Years Old

	Populations' Share of the Total			
	Adults 25 and over	20-24 y.o.	15-19 y.o.	0-14 y.o.
White	46%	31%	27%	26%
Hispanic or Latino (of any race)	41%	51%	55%	56%
Black or African American	2%	3%	3%	2%
Asian	2%	2%	2%	2%
Amer. Ind./Alaska Native	8%	11%	11%	10%
Native Hawaiian/Pac. Isl.	0%	0%	0%	0%
Two or more races	1%	2%	2%	3%

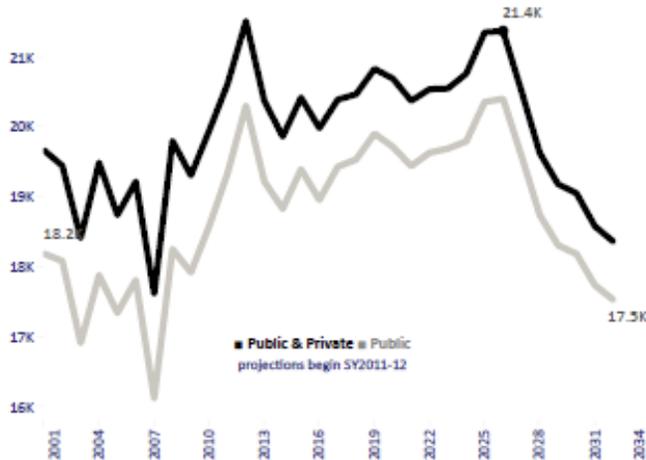
County Variation

	Population		Adults 25 and Over	
	Total All Ages	Pct of State	Assoc. Degree or Higher	
Bernalillo County	700K	33%	37%	Percent of adults 25 and over with Assoc. Degree or Higher in other counties ranges from 12% to 68%
Doña Ana County	218K	10%	31%	
Santa Fe County	151K	7%	43%	
Sandoval County	143K	7%	36%	
San Juan County	130K	6%	24%	
McKinley County	77K	4%	16%	See also Lumina's <i>Stronger Nation</i> for metropolitan areas and each county

Notes: WICHE calculations from U.S. Census Bureau American Community Survey 5-year estimate data for 2015 and 2016, available from factfinder.census.gov. Some other race category in the estimates is less than 0.5% of population and not shown due to low statistical reliability. Race/ethnicity for median incomes reflects primary adult householder.



Overall High School Graduate Trends



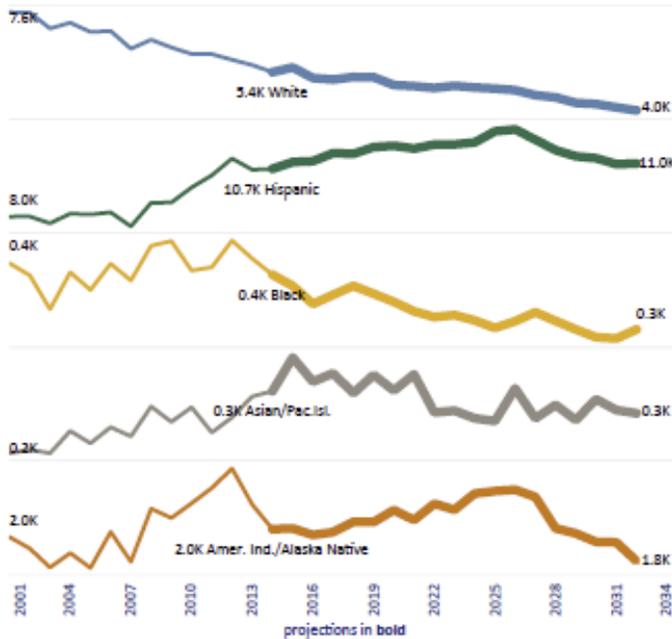
• 20,200 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.

• The total number of graduates in New Mexico is not projected to increase after 2011-12, ending at 18,400 in 2031-32.

• New Mexico generates about 2.5% of the West's total, on average



Public School Trends



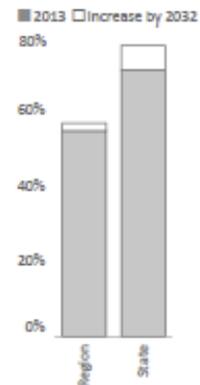
White Graduates

• White graduates will change from 29% to 23% of public school graduates, around 1,700 fewer in 2031-32 than 2012-13.

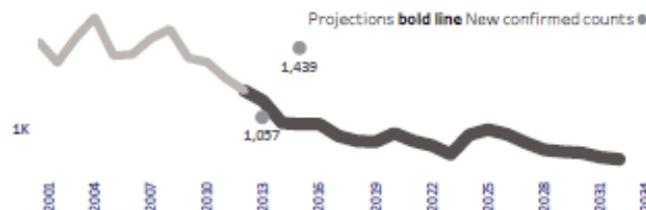
Non-White Graduates

• New Mexico high school graduates are more diverse than the West overall.

• Non-White graduates in New Mexico will decrease in number by around 200 from 2012-13 to 2031-32, and change from 71% to 77% of public high school graduates.



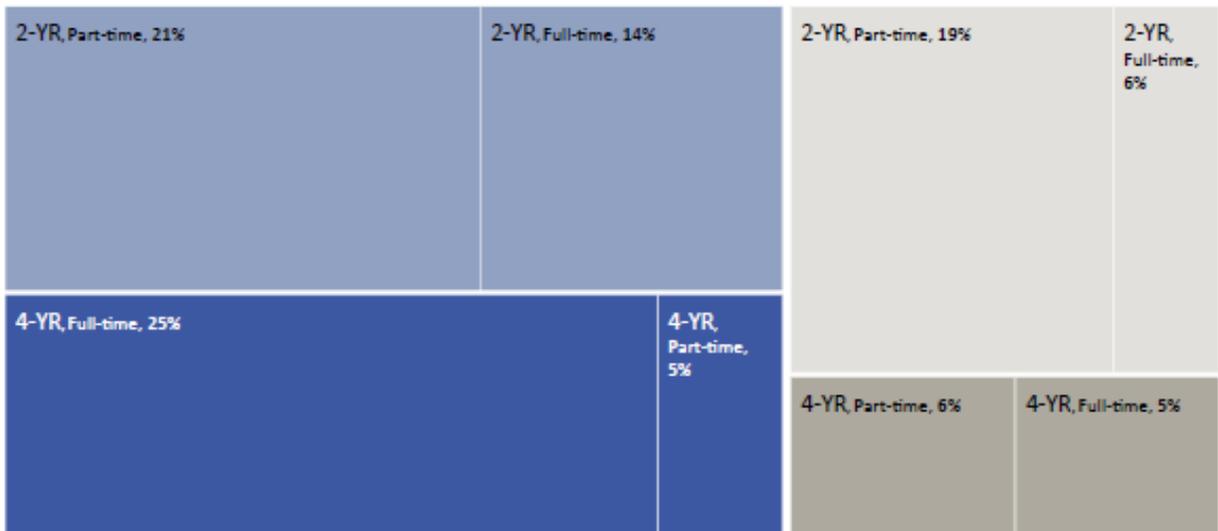
Private School Trends



Newly available data indicate strong, unexpected private school student increases in many states between 2010-11 and 2014-15 and a more positive trend for private high school graduates than previously predicted (see knocking.wiche.edu/reports/privates).

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Nonpublic Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawaiian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see the Technical Report at <http://knocking.wiche.edu/>. Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016. (Dashboard revised Dec. 2017)

Total New Mexico Public Postsecondary Enrollment by Age, Sector, and Attendance



Blue boxes represent the share of enrollments of undergraduates under the age of 25 and gray boxes represent the share of undergraduates age 25 and older. For both age groupings, the lighter shaded boxes reflect enrollment at public, two-year institutions and darker shaded boxes represent enrollment at public, four-year institutions.

■ Under 25, 4-YR ■ 25 and Over, 4-YR
■ Under 25, 2-YR ■ 25 and Over, 2-YR

			Enrollment	Percent of Total Enrollment
Under 25	4-YR	Full-time	29,270	25%
		Part-time	5,620	5%
		Total	34,890	29%
	2-YR	Full-time	16,054	14%
		Part-time	25,159	21%
		Total	41,213	35%
Total	76,103	64%		
25 and Over	4-YR	Full-time	6,102	5%
		Part-time	6,766	6%
		Total	12,868	11%
	2-YR	Full-time	7,274	6%
		Part-time	22,131	19%
		Total	29,405	25%
	Total	42,273	36%	
	Grand Total		118,376	100%

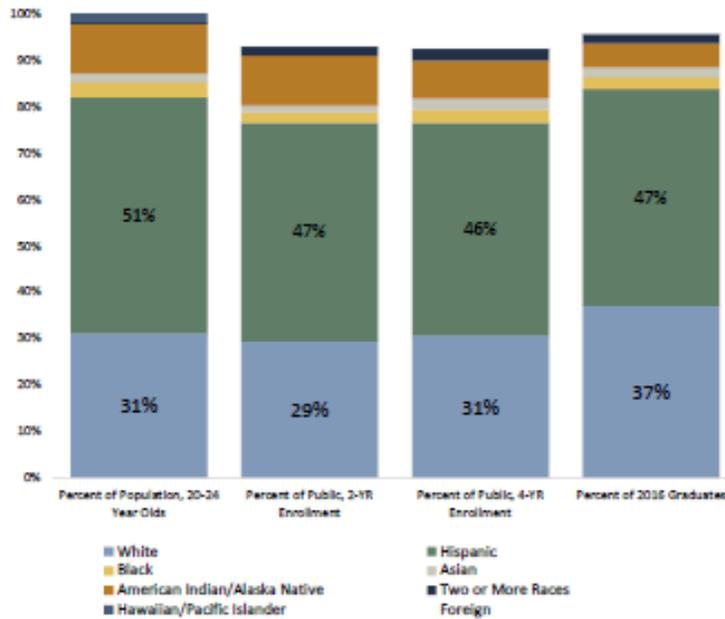
Source: IPEDS Fall Enrollment, 2015. Enrollment is for all undergraduates enrolled in public two- and four-year institutions in Fall 2015.

New Mexico

New Mexico Public Postsecondary Enrollment & Graduation Rates

Population, Enrollment, and Graduates by Race and Ethnicity

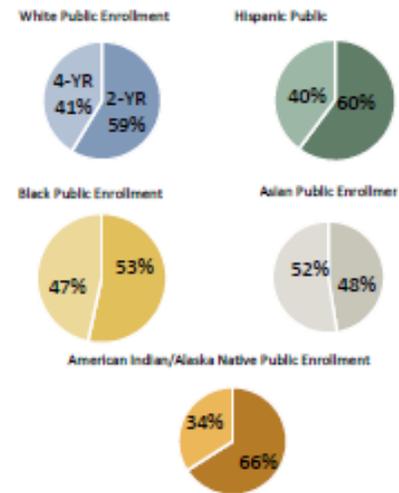
Race/Ethnicity	Percent of Population, 20-24 Year Olds	Percent of Public, 2-YR Enrollment	Percent of Public, 4-YR Enrollment	Percent of 2016 Graduates
White	31%	29%	31%	37%
Hispanic	51%	47%	46%	47%
Black	3%	2%	3%	3%
Asian	2%	3%	2%	2%
American Indian/Alaska Native	11%	11%	8%	5%
Two or More Races	0%	2%	3%	2%
Hawaiian/Pacific Islander	2%	0%	0%	0%
Foreign	-	1%	3%	2%
Unknown	-	6%	4%	2%



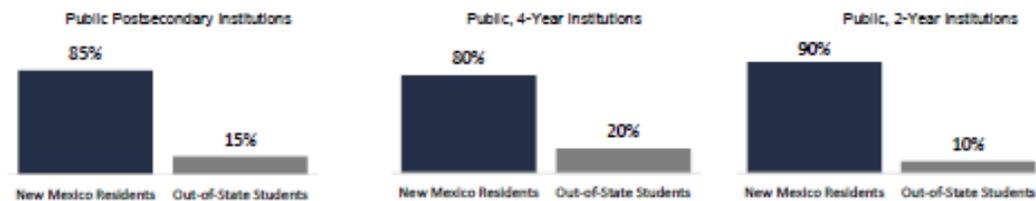
Undergraduate Enrollment at Public Institutions by Race/Ethnicity and Sector

Race/Ethnicity	2-YR	4-YR
White	20,328	14,359
Hispanic	32,541	21,545
Black	1,588	1,384
Asian	979	1,081
American Indian/Alaska Native	7,404	3,826
Two or More Races	1,300	1,184
Hawaiian/Pacific Islander	141	105
Foreign	597	1,455
Unknown	4,209	2,028
Total	69,087	46,967

Enrollment by Sector



Public Postsecondary Enrollments by State of Residency: Recent High School Graduates



**Graduation Rates by Race/Ethnicity
For First-time, Full-time Undergraduates (FTFT UGs)**

FTFT UGs as Pct of All UGs (2016)	Public, 2-Year 31%			Public, 4-Year or above 66%		
	Cohort	Completers	Graduation Rate	Cohort	Completers	Graduation Rate
Total	7,551	1,377	18%	7,788	3,177	41%
American Indian/Alaska Native	977	107	11%	524	125	24%
Asian	68	19	28%	143	77	54%
Black	229	39	17%	267	79	30%
Hispanic	3,920	685	17%	3,724	1,441	39%
White	1,798	427	24%	2,642	1,260	48%

Sources: U.S. Census, American Community Survey, 2012-2015; IPEDS Fall Enrollment, 2016, and IPEDS Graduation Rates, 2016. Notes: Postsecondary enrollment is for all undergraduates enrolled in a public two- or four-year institution in Fall 2016. Postsecondary enrollment by residency is restricted to first-time undergraduates who graduated high school within the past 12 months and enrolled in a postsecondary institution in Fall 2016. Graduation rates are calculated as

Table 45
Undergraduate Completion, Transfer, and Enrollment Status

New Mexico		Students in the Fall 2008 Cohort		Completed at Starting Institution		Did Not Complete at Starting Institution Within 8 Years		
		Number	Percent of Total	Within 6 Years	Additional Within 8 Years	Transferred	Still Enrolled	Unknown
Public 4-Year		Total:	10,370	44%	6%	6%	3%	42%
 <p>Students in the Fall 2008 Cohort</p>	First-Time							
	Full-Time	7,310	70%	42%	6%	4%	3%	46%
	Part-Time	380	4%	14%	8%	5%	3%	69%
	Non-First-Time							
	Full-Time	1,940	19%	58%	5%	11%	2%	25%
	Part-Time	750	7%	47%	7%	7%	2%	37%
Public 2-Year		Total:	12,710	22%	3%	22%	3%	49%
 <p>Students in the Fall 2008 Cohort</p>	First-Time							
	Full-Time	6,640	52%	24%	3%	21%	4%	48%
	Part-Time	2,830	22%	14%	3%	16%	4%	63%
	Non-First-Time							
	Full-Time	1,310	10%	32%	2%	30%	2%	33%
	Part-Time	1,940	15%	21%	2%	30%	2%	45%
Private Not-for-Profit 4-Year		Total:	250	38%	1%	45%	0%	16%
 <p>Students in the Fall 2008 Cohort</p>	First-Time							
	Full-Time	180	72%	32%	1%	51%	1%	15%
	Part-Time	-	*	*	*	*	*	*
	Non-First-Time							
	Full-Time	60	24%	52%	0%	32%	0%	17%
	Part-Time	10	4%	*	*	*	*	*

Source : National Center for Education Statistics. Integrated Postsecondary Education Data System. Outcome Measures Survey, 2016. WICHE calculations from the source data. The detailed data are available in this file on the "Data" tab.

Notes: Pie charts are percent of total cohort for each sector. Percentages are suppressed when there were fewer than 50 students in the starting cohort (shown as *). The student groupings and completion time measures here are not equivalent to rates produced from IPEDS Graduation Rate survey component data, which are available in Table 21 at wiche.edu/pub/factbook. Completion rates include students who entered the reporting degree-granting, Title IV-eligible institutions in Fall 2008 (or preceding summer and returned again in the fall) as degree- or certificate-seeking students and received an award, degree or certificate as of August 31, 2014, or earlier (six-year rates) or as of August 31, 2016, or earlier (eight-year rates), minus exclusions such as deceased, military service, foreign aid service of the Federal Government, and religious mission. "First-time" students have no prior postsecondary experience; "Non-first time" students have prior postsecondary experience before attending the reporting IPEDS institution; this does not include college credits earned before graduation from high school. Twelve semester or quarter credits, or 24 or more contact hours a week each term, is the cut-point for full-time and part-time. "Transferred" is all students where enrollment at another institution has been confirmed by the tracking institution. "Still-enrolled" is all students from the Fall 2008 cohort who are still enrolled at the tracking institution. "Unknown" is all students from the Fall 2008 cohort whose enrollment or award status is unknown within eight years. This is data from the first round of the Outcome Measures survey. Some colleges may still be adjusting to this new survey (e.g., high rates of "Unknown"), among other reasons for observed patterns. The Commonwealth of Northern Mariana Islands' one public institution is categorized as 2-year at the college's request. Alaska campuses that offer two-year degrees are included under the umbrella of the universities in IPEDS.

An Institute for Higher Education Policy publication, "An Evolution of Measuring Student Outcomes in IPEDS", provides detailed comparison of the Outcome Measures and Graduation Rates components (www.ihep.org).

This Fact Book table is a companion of the WICHE Insights, "Exploring IPEDS Outcome Measures in the WICHE Region," which can be found at <https://www.wiche.edu/pub/exploring-IPEDS-Outcome-Measures>

APPENDIX E. LUMINA FOUNDATION STRONGER NATION DATA

New Mexico's progress toward the goal

By 2025, 60 percent of Americans will need some type of high-quality credential beyond high school. To count toward this important goal, any credential must have clear and transparent learning outcomes that lead to further education and employment. **New Mexico's**

How

New Mexico is making progress in increasing educational attainment, but still lags when compared to the national average.

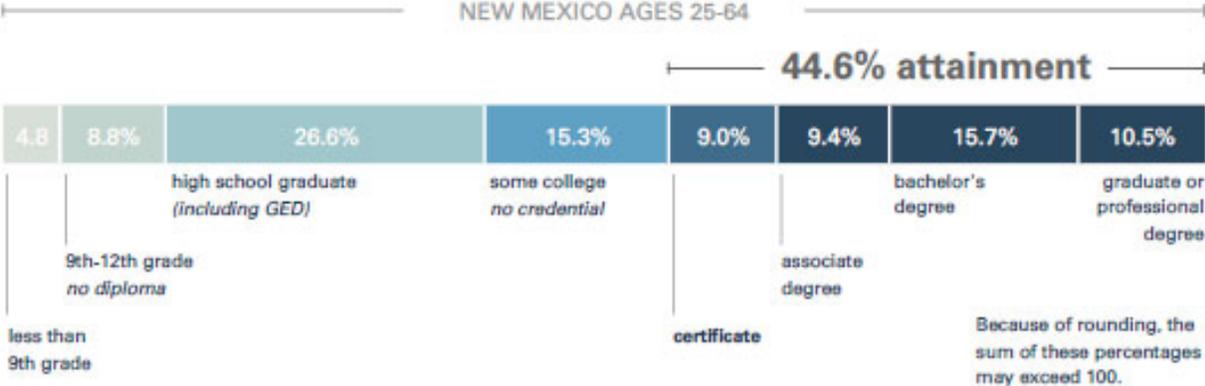


New Mexico's progress

To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014), **New Mexico's overall rate of**



Highest Education Level Across New Mexico



Comparing New Mexico Counties

Exploring educational attainment at the local level can be especially helpful to state and local leaders as they work on talent development. For example, by pinpointing counties or regions where attainment lags, resources can be targeted where they're needed most. Conversely, in areas of high attainment, other regions may find practices or processes they can emulate.

Compare degree attainment rates across New Mexico's 33 counties. Attainment is shown here as the percentage of people ages 25-64 with at least an associate degree.*

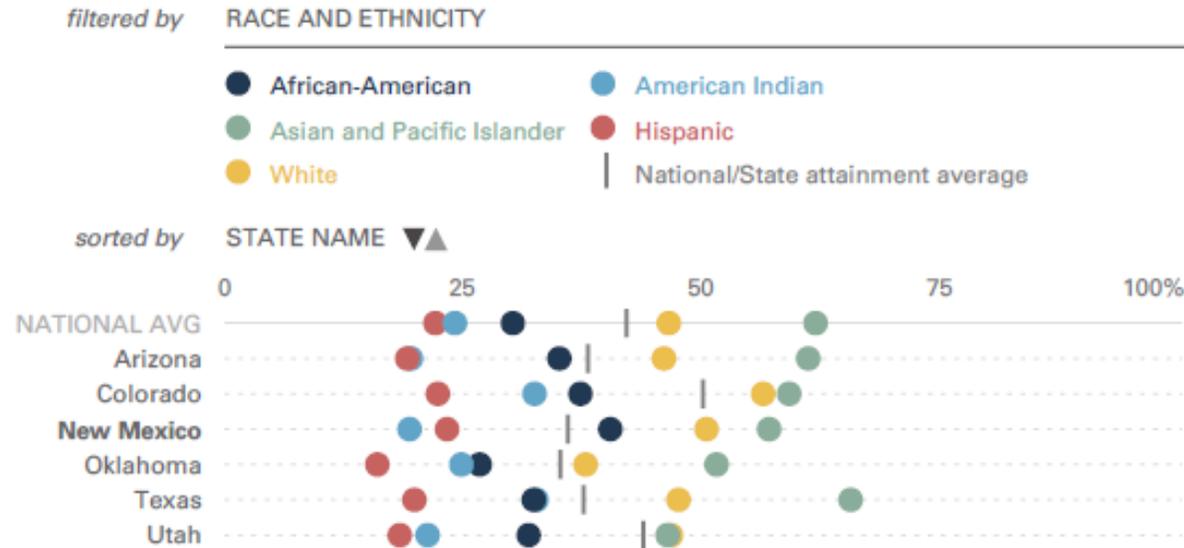
sorted by NAME ▼▲

Attainment	County	Population	Pop. Rank	Attainment	County	Population	Pop. Rank
41.2%	Bernalillo	676,953	1	20.9%	Lea	69,749	8
37.1%	Catron	3,508	31	35.0%	Lincoln	19,429	19
28.7%	Chaves	65,282	10	74.8%	Los Alamos	18,147	21
21.7%	Cibola	27,487	17	20.1%	Luna	24,450	18
29.8%	Colfax	12,253	24	18.4%	McKinley	74,923	7
30.7%	Curry	50,280	12	25.1%	Mora	4,504	27
17.3%	De Baca	1,793	32	28.3%	Otero	65,410	9
36.1%	Doña Ana	214,207	2	24.5%	Quay	8,365	26
26.5%	Eddy	57,621	11	26.3%	Rio Arriba	40,040	13
33.5%	Grant	28,280	15	30.2%	Roosevelt	19,082	20
21.9%	Guadalupe	4,376	28	26.4%	San Juan	115,079	5
29.9%	Harding	665	33	25.4%	San Miguel	27,760	16
26.0%	Hidalgo	4,302	29	39.4%	Sandoval	142,025	4
44.4%	Santa Fe	148,651	3	29.8%	Torrance	15,302	23
29.5%	Sierra	11,191	25	23.0%	Union	4,183	30
22.8%	Socorro	17,027	22	25.2%	Valencia	75,626	6
35.7%	Taos	33,065	14				

Results by race and ethnicity in New Mexico

A growing proportion of today’s learners are African-American, Hispanic, and American Indian; and data show persistent and troubling gaps between their attainment levels and those of their white peers. Addressing these gaps – and expanding post-high-school learning opportunities for all – is essential to reducing the inequality that influences much of American life.

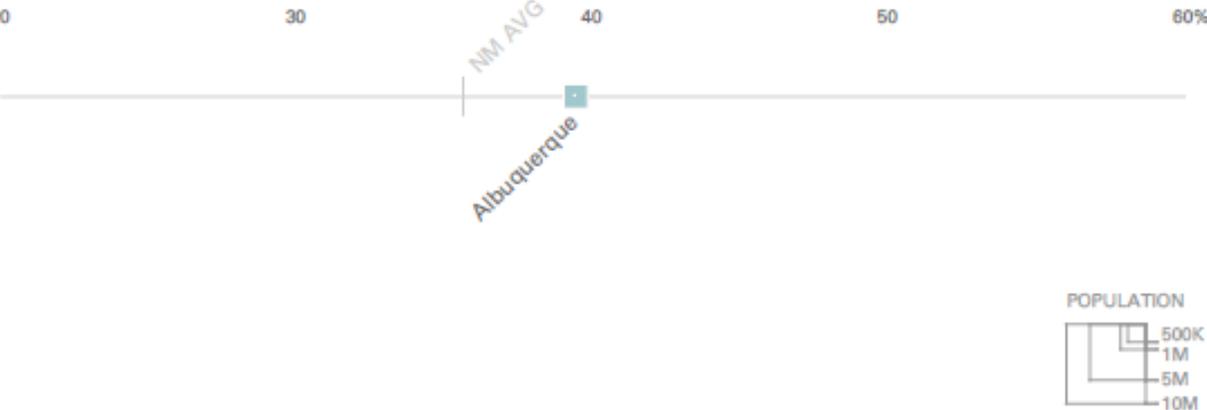
Explore **New Mexico’s attainment rates across five racial and ethnic groups**, and see how it performs relative to other states. Attainment is shown here as the percentage of residents, ages 25-64 with at least an associate degree.*



New Mexico's metro areas

Metropolitan areas are important talent hubs, because the majority of the nation's population lives within these areas.

Explore attainment rates in New Mexico's Metropolitan Statistical Areas (MSAs). Attainment is shown here as the percentage of residents, ages 25-64, with at least an associate degree.



Data sources

Data sources for *A Stronger Nation* are listed below, along with links and additional information.

Attainment and enrollment rates

U.S. Census Bureau American Community Survey (ACS): One-year Public Use Microdata Sample (PUMS). County-level and metro-regional data are from ACS five-year estimates (2012-2016). College enrollment percentages reflect the enrollment of non-degree-holding students, ages 18-54, at public and private two- and four-year institutions.

- U.S. Census Bureau: <http://www.census.gov/programs-surveys/acs>

Persistence and completion rates

Student retention rates (persistence) and degree-completion rates were collected by the National Student Clearinghouse. Graduate degrees awarded were analyzed by the National Center for Education Statistics and IPEDS.

- National Student Clearinghouse, 2016: <http://www.studentclearinghouse.org/>
- National Center for Education Statistics: <https://nces.ed.gov/>
- Integrated Postsecondary Education Data System Completion Survey 2014-2015: <https://nces.ed.gov/ipeds/Home/UseTheData>

Awareness

Data that track public opinion about the importance of earning credentials come from a Gallup-Lumina Foundation survey conducted in 2016.

Population

U.S. Census Bureau Population Division: Annual Estimates of the Resident Population April 1, 2010, to July 1, 2016.

- U.S. Census Bureau Annual Population Estimates: https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2016_PEPANNRES&prodType=table

Inclusion of certificates

Attainment rates for 2014, 2015, and 2016 include the estimated percentage of working-age Americans who have earned high-value postsecondary certificates – not just associate degrees and above, as *A Stronger Nation* reported in previous years. This estimated percentage was derived by polling a nationally representative sample of Americans ages 25-64. The surveys were conducted by NORC at the University of Chicago, an independent research institution.

At the state level, the estimated percentage of state residents who have earned high-value certificates was derived by labor market experts at Georgetown University's Center on Education and the Workforce.

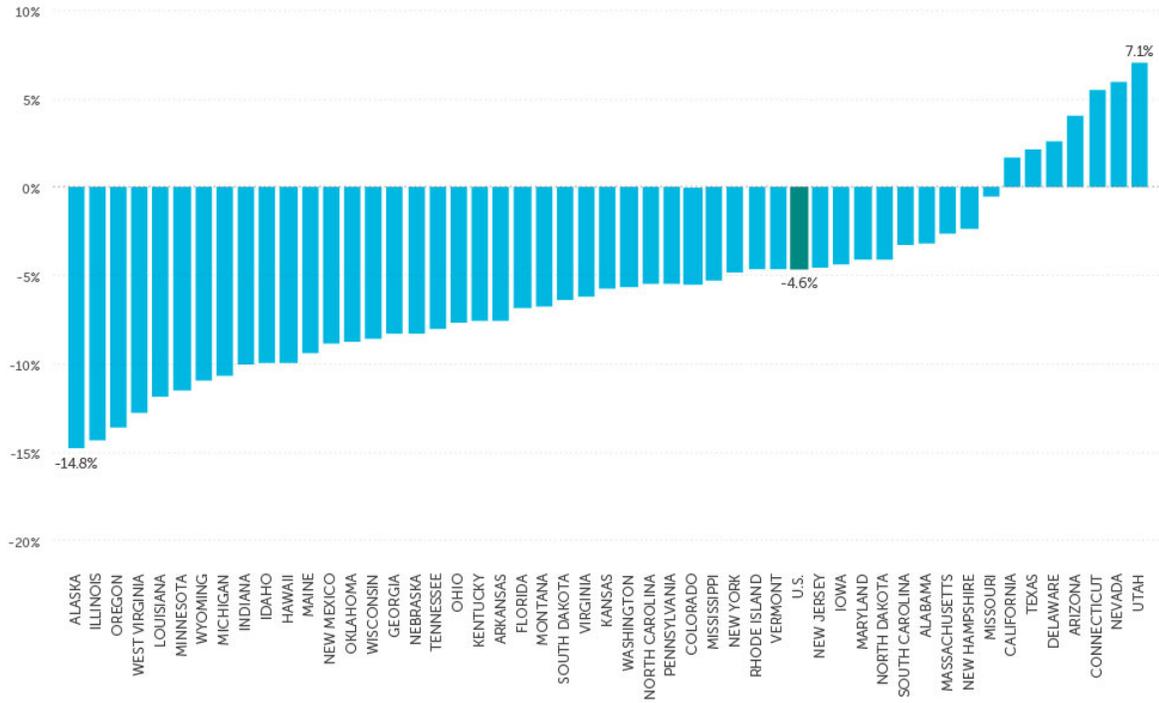
- NORC at the University of Chicago: <http://www.norc.org>
- Integrated Postsecondary Education Data System: <https://nces.ed.gov/ipeds/Home/UseTheData>
- Georgetown University's Center on Education and the Workforce: <https://cew.georgetown.edu/>

Defining metro areas

Metro-area data in *A Stronger Nation* are those that apply to the nation's Metropolitan Statistical Areas (MSAs). The term MSA refers to "a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core." MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs by applying published standards to Census Bureau data.

APPENDIX F. SHEEO SHEF REPORT FY 2017 – SELECTED CHARTS

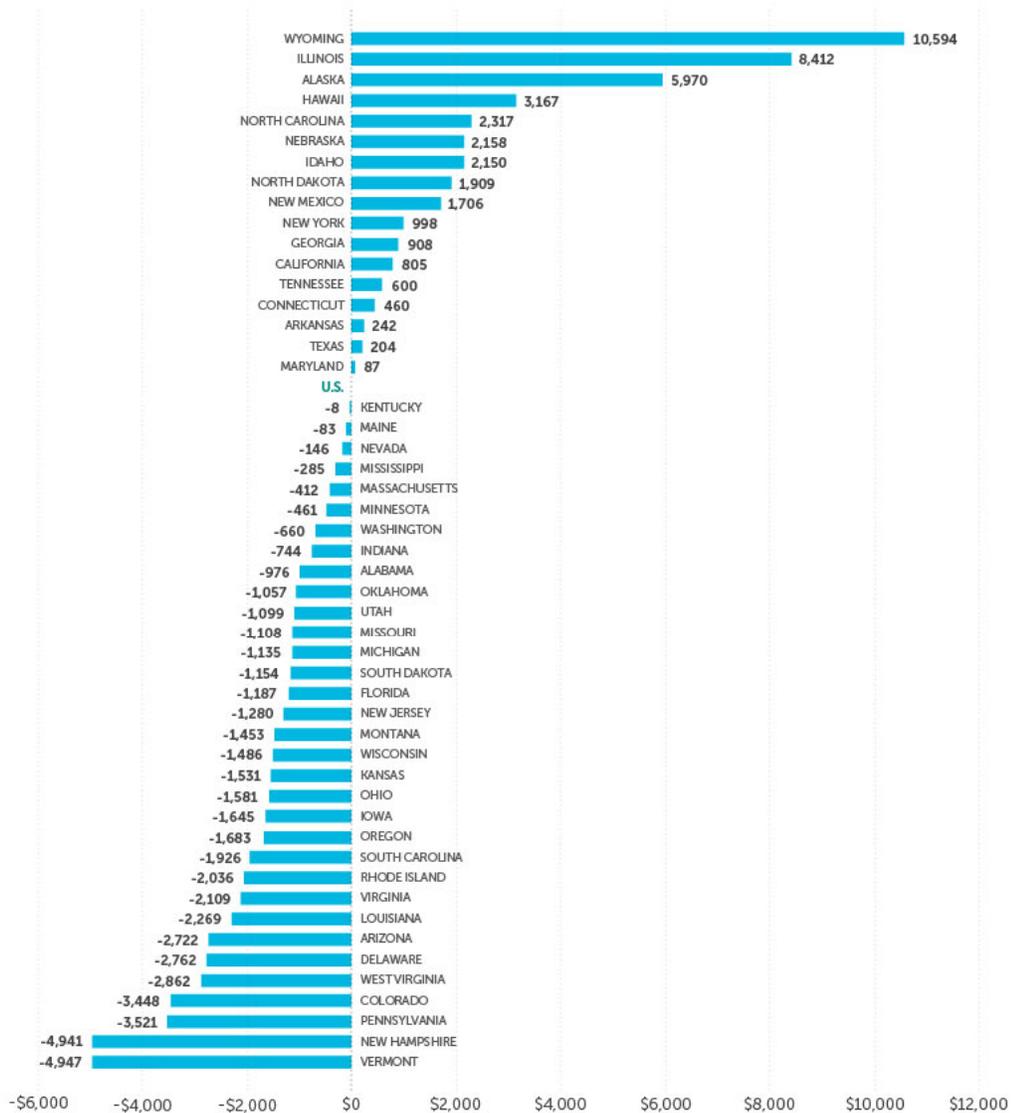
FIGURE 4
PUBLIC HIGHER EDUCATION FULL-TIME EQUIVALENT (FTE) ENROLLMENT:
PERCENT CHANGE, FY 2012-2017



NOTES: Full-time equivalent enrollment equates student credit hours to full-time, academic year students, but excludes medical students.

SOURCE: State Higher Education Executive Officers

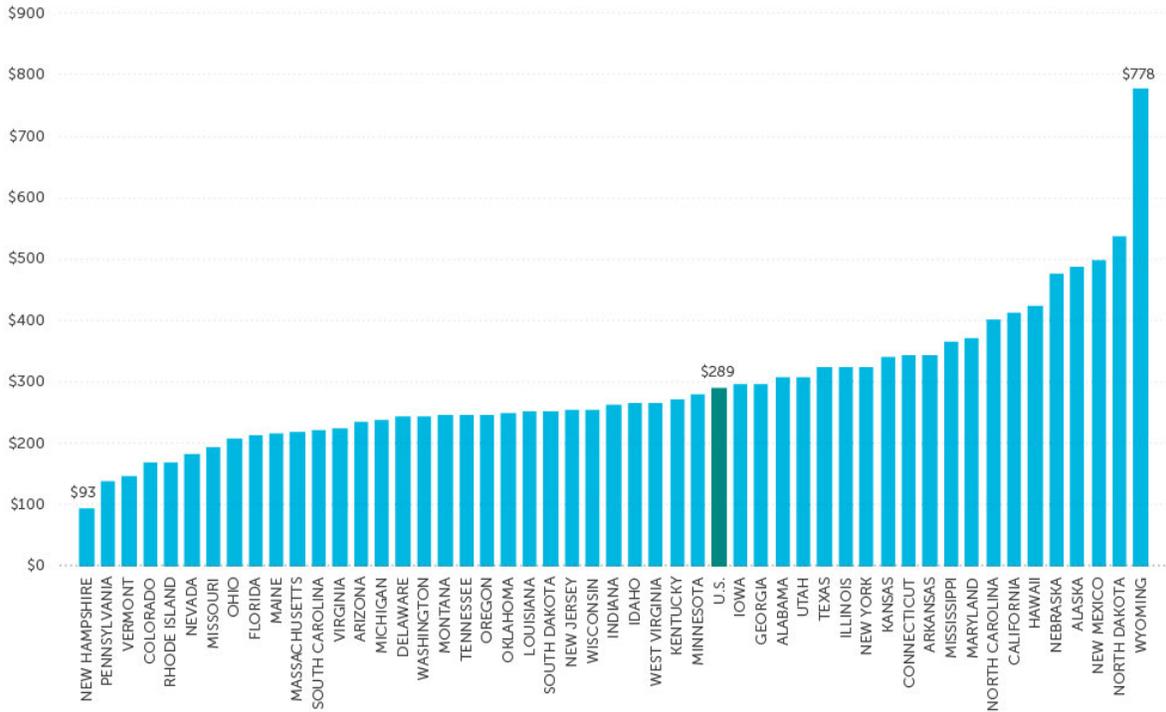
FIGURE 8
EDUCATIONAL APPROPRIATIONS PER FTE (ADJUSTED):
DIFFERENCE FROM U.S. AVERAGE, FY 2017



- NOTES:**
1. Educational appropriations are a measure of state and local support available for public higher education operating expenses, excluding appropriations for independent institutions, research, hospitals, and medical education.
 2. Adjustment factors to arrive at constant dollar figures include Cost of Living Index (COLI), Enrollment Mix Index (EMI), and Higher Education Cost Adjustment (HECA). The Cost of Living Index (COLI) is not a measure of inflation over time.
 3. For Illinois, a \$1.25 billion back payment in FY 17 to their historically underfunded higher education pension program resulted in past legacy pension funds accounting for 37.8 percent of all educational appropriations. The substantial increase in appropriations per FTE for Illinois between 2016 and 2017 was primarily due to institutions receiving 30 percent of their annual state appropriations (compared to levels in adjacent years).

SOURCE: State Higher Education Executive Officers

FIGURE 11
HIGHER EDUCATION SUPPORT PER CAPITA BY STATE, FY 2016

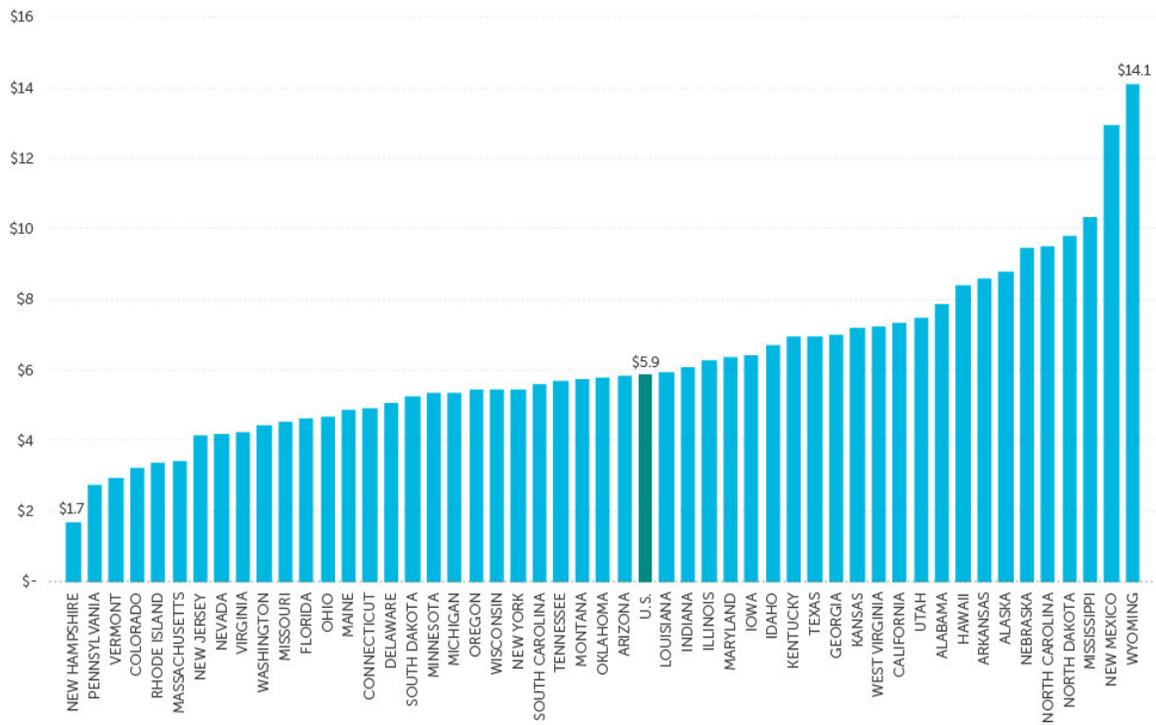


NOTE: Higher education support is state and local tax and non-tax support for public and independent higher education, including special purpose appropriations for research-agricultural-medical.

SOURCES: State Higher Education Executive Officers, with data from the U.S Census Bureau.

FIGURE 12

HIGHER EDUCATION SUPPORT PER \$1,000 OF PERSONAL INCOME BY STATE, FY 2016

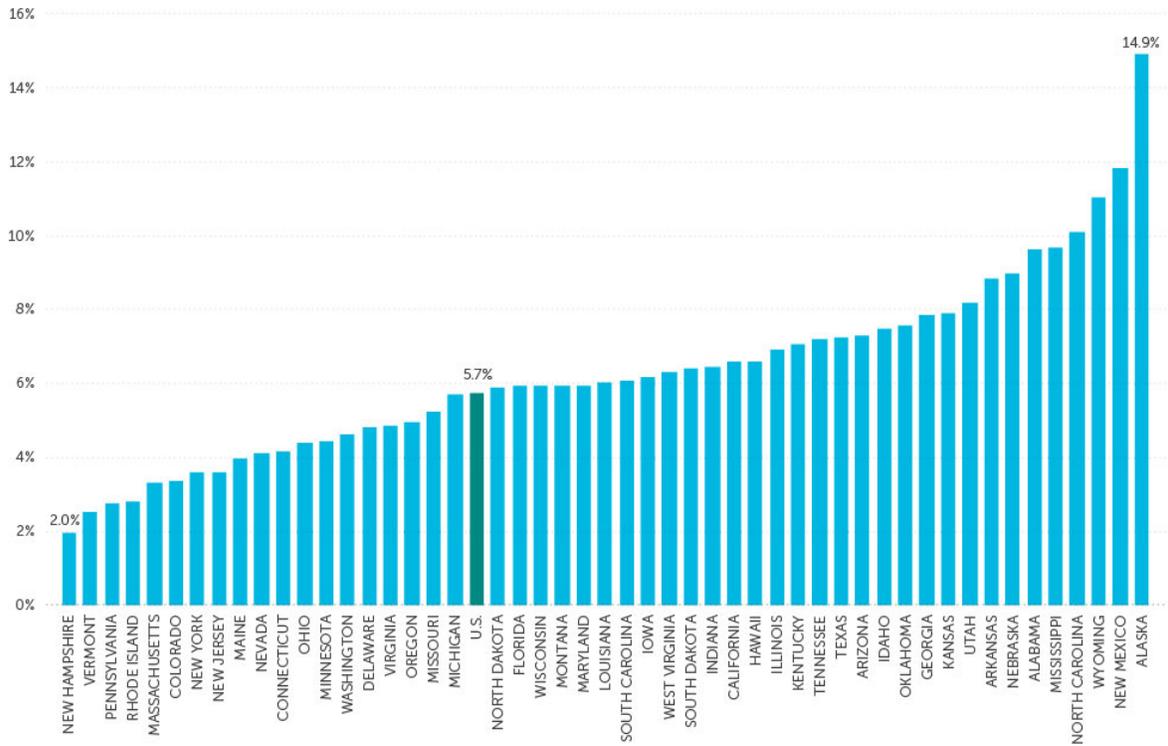


NOTE: Higher education support is state and local tax and non-tax support for public and independent higher education, including special purpose appropriations for research-agricultural-medical.

SOURCES: State Higher Education Executive Officers, with data from the Bureau of Economic Analysis.

FIGURE 13

PERCENT OF TAX REVENUES ALLOCATED TO HIGHER EDUCATION BY STATE, FY 2015



NOTE: Higher education support is state and local tax and non-tax support for public and independent higher education, including special purpose appropriations for research-agricultural-medical.

SOURCES: State Higher Education Executive Officers, with data from the U.S. Census Bureau and North American Association of State and Provincial Lotteries.

APPENDIX G. GOVERNANCE RESEARCH AND CASE STUDIES

Links Between Governance and Student Outcomes

As a critical grounding to any investigation of this topic, it is important to review the existing academic literature. Though many states have pursued higher education governance change over the past few decades—nearly all with the twin goals of improving student outcomes and achieving cost savings and efficiencies—little evidence exists linking such changes explicitly with these desired outcomes. Isolating the impact of governance changes on outcomes such as students' completion rates, changes in spending, and increases in operational efficiency is particularly difficult for a variety of reasons. All three measures are impacted by an array of factors beyond governance, such as state and national economic trends and changes in personnel and policies to name only a few. This makes teasing out the specific impact of a governance change challenging. Further complicating the issue is the absence of a valid counterfactual or comparison group for research of this kind. Because all 50 states operate their higher education systems differently, state-to-state comparisons cannot work in this situation and changes over time within a state are subject to the many additional factors mentioned above. While it is certainly possible to observe measurable outcomes—for example degree completions—before and after a governance change, demonstrating a *causal link* with governance structure is unlikely and the memo's authors were unable to identify any peer-reviewed research that does so.

The current body of research on this topic reinforces these conclusions. Perhaps most tellingly, little research—peer-reviewed or otherwise—even exists on the relationship between higher education governance structures and specific outcomes such as student completions.⁵² A 2003 article by Jack Knott and Abigail Payne in the *Journal of Policy Analysis and Management* looked at the impact of state governance on the “management and performance” of public higher education institutions, examining data from 1987 to 1998. It is interesting to note that their metrics for the management and performance of public universities (they exclude community colleges) are “total revenue” which includes state appropriations and tuition revenue, as well as measures such as research funding and endowment value. No metric relating to student performance or efficiency was used. Their general findings are that research universities in states with more decentralized governance structures tend to have more total revenue and research funding, however tuition revenue tends to be lower in states with more centralized governance structures. This suggests that universities are able to pursue institutional priorities such as revenue and research dollars in a less centralized governance structure, while more centralized structures seem to promote more state-wide priorities such as lower tuition. It is also worth mentioning that when the authors used a more robust model accounting for state- and institution-level effects they found no statistically significant difference in total revenue among institutions based on governance structure.⁵³

Yet further research reveals some variation regarding the impact of governance structure on state funding levels for higher education specifically. For example, Michael McLendon and his coauthors found no statistically significant relationship between state

higher education governance structures and state appropriations to higher education in a 2009 *Journal of Higher Education* article.⁵⁴ Meanwhile, a 2010 article in the journal, *Education Policy*, by David Tandberg identifies a negative relationship between consolidated governing boards and state appropriations for higher education (in which he hypothesizes that the consolidated governance structure inhibits the ability of individual institutions to lobby legislators leading to lower spending).⁵⁵

However, the peer-reviewed study with the most relevance for this research may be J. Fredericks Volkwein and David Tandberg's 2007 article in *Research for Higher Education* on the connections between state structural characteristics, regulation, and performance. This is the only academic research the brief authors could identify that attempted to link governance structure to student outcomes. In order to measure state performance in relation to higher education the authors use data collected by the National Center for Public Policy and Higher Education for their "Measuring Up" reports. The Measuring Up data features aggregated measures of: preparation (high school performance and graduation measures), participation (college enrollment), affordability (percent of family income needed to pay for school by sector), completion (credentials per 1,000 adults without a degree), and benefits (attainment rates). The data were collected in 2000, 2002, 2004 and 2006 (the project concluded in 2008 and these measures are no longer being collected) and compared over time. Volkwein and Tandberg use these measures over time to gauge the impact of state characteristics—such as demographics, size, and personal income—as well as higher education governance structures on these measures of higher education performance. The authors find that states' characteristics are significantly more likely to explain student outcomes such as enrollment and completion than governance structure. In their own words "The things that states have little control over (their demographic and economic characteristics) are many times more influential in determining the Measuring Up grades than the things that they have relatively more control over (their governance, accountability, and regulatory arrangements)...the results of this study fail to provide an unequivocal endorsement for any particular governance and control model."⁵⁶

Though not peer-reviewed, one more study of interest may be the 2015 doctoral dissertation of Dr. Angela Claxton-Freeman. Claxton-Freeman constructed aggregate measures of "efficiency" and "effectiveness" where efficiency is measured by system expenditures compared to education and research outputs and effectiveness is measured by a comparison of revenues to credit hours produced and degrees awarded. The author looked at public four-year institutions across the southern United States and found no relationship between the state's governance structure and their public four-year institutions' efficiency or effectiveness score.⁵⁷

Governance and Efficiency

The question of efficiency is particularly complex and nuanced, given the lack of a singular definition of the term. Should a state be interested in tracking "efficiency" it is vital that they have a clear definition in place with which to do so. This requires a straightforward and uniform definition of inputs—for example, instructional spending, all spending, or more targeted measures such as number of faculty—as well as for

outputs. A particular caveat when defining the “outputs” of a system is the question of quality – if, for example, institutions are incentivized to progress and graduate students, it is important that the level of quality of the credits and credentials earned remain constant or improve in the face of efficiency targets.

There are many different approaches that can be taken in this regard. New Mexico’s own Legislative Finance Committee (LFC), in a 2017 report, looked at the IPEDS measure of instruction and general purposes (I&G) spending per FTE student as a measure of efficiency. The LFC went on to recommend that they should work together with HED, as well as the Department of Finance and Administration and the institutions to create a framework for efficiency measures.⁵⁸ Researchers such as Carlo Salerno have also examined the question of higher education efficiency—recognizing the unique challenges the field presents given its wide array of inputs and outputs—and proposed creating more nuanced, relative measures of efficiency using the Data Envelopment Analysis technique.⁵⁹

Association of Governing Boards (AGB) Principles of Effective Governance

In July of 2018 the Association of Governing Boards of Universities and Colleges (AGB) released the state policy brief [Guidelines for Reviewing State Higher Education Governance Structures](#) outlining principles for pursuing governance change. According to AGB, these principles are “are based on years of research, observation, and experience by the Association of Governing Boards, and on the scholarly work of several nationally known organizations and experts,” and can offer to guidance to state’s looking towards this path.

Principles

1. Clearly understand and articulate the reasons and goals for pursuing changes in governance.
2. Explore less disruptive options that might achieve these goals.
3. Determine whether the issue or problem to be addressed is one of people or one of structure.
4. Gauge the popular and political support for change.
5. Tailor the approach to the history, values, and needs of the state.
6. Support institutional autonomy and ensure strong institutional or system governing boards with sufficient independence.
7. Create or sustain a statewide entity to develop and advance state policy leadership.

Governance Case Studies: Consolidation

Several states have opted to change their higher education governance structures over the past few decades.

Alaska

In 1987, in response to a state fiscal crisis, the University of Alaska underwent a significant restructuring in an effort to significantly reduce operating expenditures while continuing to meet the educational needs of the state. The key components of this change were consolidating the community colleges under the state’s three universities,

combining faculty across the largest campuses, and eliminating over 100 administrative positions. The system credits these decisions with generating \$6 million dollars in savings (which equates to nearly \$13 million in 2018 dollars), improved articulation between the community colleges and the universities, and prevented cuts to academic programs and faculty. However, the change was not without challenges. As part of the consolidation of the community colleges, the university system withdrew recognition from the community college faculty union which resulted in a long-term legal battle that resulted in a \$4 million back pay award to the community college faculty and severely damaged long-term relations between this group and the university. There was also widespread concern that despite the steps taken to consolidate the system, there remained insufficient mission differentiation among the three four-year institutions. This led to difficulty in decision making related to resource allocation, faculty selection and workload, and facilities planning.⁶⁰

The question of mission differentiation and achieving operational efficiency has again come up in Alaska in recent years as the state undergoes another cycle of dramatically reduced state support in the face of declining oil and gas revenues. After several years of budget cuts—with no end in the sight—the university system has launched a “Strategic Pathways” initiative with the goal of maximizing value to students while reducing university costs to create a fiscally sustainable system. The main idea behind the effort is that of a “lead campus” model, meaning that each of the three universities will become the lead campus for particular programs across the system. For example, their nursing program is led by the University of Alaska Anchorage (UAA), and while students can take the classes at several campuses across the state, UAA exclusively runs the program and confers all degrees. The goal of the model would be to eliminate duplication by leveraging the unique strengths of individual institutions.⁶¹ System leadership is in the process of working through many of the system’s programs and the process is time-consuming and sometimes fraught as they seek faculty, student, and community input. For example, an initial recommendation to house the system’s college of education at the University of Alaska Fairbanks led to significant community outcry in Juneau—home to the University of Alaska Southeast (UAS)—and ultimately the Board of Regents elected to situate the college at UAS. Practically speaking, this will lead to the elimination of the role of dean at each of the individual colleges of education and a single dean will be hired to run the new version of the program at UAS.⁶²

Connecticut

In 2011 Connecticut passed legislation establishing a Board of Regents (BOR) for Higher Education (BOR), for the Connecticut State Colleges and Universities (CSCU), which encompass the Connecticut State University System, the Connecticut Community Colleges, and Charter Oak State College – meanwhile the University of Connecticut continues to be governed by an independent Board of Trustees. The BOR’s duties include tuition setting, program approval, and statewide policy coordination.⁶³ This change replaced a structure wherein the state’s four postsecondary systems were primarily governed in academic and financial matters by individual boards and a Board of Governors for Higher Education was tasked with coordinating statewide policy and creating an aggregated budget request.⁶⁴ The change was designed to create

efficiencies and consequently fiscal savings in a time of declining enrollments and state support, although it's unclear if these goals have been realized.⁶⁵ Indeed, the CSCU system president has recently proposed a new plan to consolidate back-office administrative functions across the system in an effort to achieve such savings. His plan to consolidate operational units such as IT and HR is projected to generate savings of around 13 million dollars.⁶⁶

The system president also proposed consolidating the state's 12 community colleges into a single entity with a unified management structure in 2017. The goal is to create one, singly-accredited institution led by a vice chancellor in place of 12 institutions, each with their own president, financial, and academic officers. The new format would utilize a regional structure, with the existing colleges clustered into three regions led by a "regional president" and each college managed by a vice president. The goal is to maintain all faculty and so-called "student-facing" staff at the individual campuses while reducing administrative staff by 20 positions. The system president noted that there would be implementation costs—estimates of which were not publicly shared—and a one- to two-year transition, but that ultimately the plan should generate \$28 million in savings. Other plans considered but not adopted by the Regents included closing certain community colleges and consolidating two- and four-year institutions.⁶⁷ The Regents have endorsed the proposal and the system is moving forward to work with its accreditor to begin the consolidation process. However, there remains skepticism from certain quarters, for example the Faculty Advisory Committee to the BOR publicly expressed its opposition to the idea at a December 2017 Board of Regents meeting.⁶⁸

While it is too soon to say whether the plan to form a single community college will generate the desired savings while maintaining the unique nature of individual campuses, the experiment may be of interest for New Mexico to follow given its focus on cost savings with limited impact on the student experience in the face of uncertain state support and declining enrollments.

Georgia

One state that has seen significant cost savings as a result of higher education consolidation is Georgia. The state's public colleges and universities are led by a single governing board – the University of Georgia Board of Regents, though Georgia's two-year system (22 institutions) is governed by the Technical College System of Georgia. Over the past several years, the Regents have elected to consolidate several of the state's institutions, in part due to declining numbers of students in certain regions of the state and in an effort to improve student outcomes across the system. To date, the system has merged 19 campuses into nine consolidated institutions.⁶⁹ The system has developed a set of "Guiding Principles" for their consolidations.

Guiding Principles

1. Increase opportunities to raise education attainment levels.
2. Improve accessibility, regional identity, and compatibility.
3. Avoid duplication of academic programs while optimizing access to instruction.
4. Create significant potential for economies of scale and scope.

5. Enhance regional economic development.
6. Streamline administrative services while maintaining or improving service level and quality.⁷⁰

System leadership has emphasized that the driving factor in all consolidations is not cost, but improved service to Georgia's students – though they do cite significant cost savings from the consolidations.⁷¹ In 2017 a system official suggested that the current savings from the consolidations come in at about \$24 million dollars, but noted that these savings are largely due to the elimination of administrative positions and are redirected to student success efforts on campuses.⁷²

APPENDIX H. NM SHEM MEETINGS

In response to requests from the Governor and the Legislature, NMHED convened a Statewide Higher Education Master-plan committee (NM SHEM) composed of key stakeholders and leaders from higher education, public education, business, and the executive and legislative branches of state government in 2017. In addition to the meetings listed below, NMHED met with chairs of the three NM SHEM subcommittees intermittently between NM SHEM convenings. The NM SHEM met on the following occasions:

- **June 28-29, 2017** NM SHEM Kick-start Meeting
- **July 19, 2017** NM SHEM – Governance Subcommittee
- **July 28, 2017** NM SHEM Committee & Governance Subcommittee
- **August 28, 2017** NM SHEM – Governance Subcommittee
- **August 31, 2017** NM SHEM – Reorganization Finance Impact
- **October 30, 2017** NM SHEM – Governance Subcommittee
- **November 6, 2017** NM SHEM Committee & Governance Subcommittee

A full report of the NM SHEM’s work and recommendations is available on the [HED website](#).

New Mexico Statewide Higher Education Master-plan (NM SHEM) Committee	
Chair	
	Barbara Damron, <i>New Mexico Higher Education Department</i>
Members	
	<p>David Abbey, <i>Legislative Finance Committee</i></p> <p>Dr. Clayton Alred, <i>Eastern New Mexico University-Ruidoso</i> Celina Bussy, <i>Department of Workforce Solutions</i> Dr. Garrey Carruthers, <i>New Mexico State University System</i> Dr. Chaouki Abdallah, <i>University of New Mexico</i> Ernie C’de Baca, <i>Albuquerque Hispano Chamber of Commerce</i> Dr. Tom Clifford, <i>University of New Mexico</i> Terri Cole, <i>Greater Albuquerque Chamber of Commerce</i> Dale Dekker, <i>Dekker, Perich, Sabatini/NAIOP</i> Robert M. Doughty, <i>University of New Mexico</i> Matt Geisel, <i>Economic Development Department</i> Representative Jimmie C. Hall, <i>Legislative Finance Committee</i> Debra P. Hicks, <i>New Mexico State University</i> Dr. Dan Howard, <i>New Mexico State University</i> Jack Jekowski, <i>Association of Commerce & Industry’s Education Committee</i></p> <p>Yvette Kaufman-Bell, <i>New Mexico Office of African American Affairs</i> Kathleen D. Keith, <i>Santa Fe Community College Board of Trustees</i> Representative Larry Larranaga, <i>House Appropriations and Finance</i> Representative Patricia A. Lundstrom, <i>Legislative Finance Committee</i></p>

Cinthia Martinez, *Department of Finance and Administration*
Representative Bill McCamley, *House Labor & Economic Development*
Dr. Dan Patterson, *Higher Education Regents Coalition*
Dr. Toni Pendergrass, *San Juan College*
Representative Dennis Roch, *House Education*
Alex Romero, *University of New Mexico*
Dr. Becky Rowley, *Clovis Community College*
Christopher Ruszkowski, *Public Education Department*
Representative Tomas E. Salazar, *House Education*
Senator John M. Sapien, *Senate Finance Committee*
Dr. Joseph Shepard, *Western New Mexico University*
Linda Siegel, *Santa Fe Community College*
Senator John Arthur Smith, *Senate Finance Committee*
Dr. William Stone, *New Mexico Institute of Mining and Technology*
Carlos Talamante, *New Mexico Institute of Mining and Technology*
Kathy Ulibarri, *Central New Mexico University*
Dr. Steven G. Wells, *New Mexico Institute of Mining and Technology*
Dr. Katherine Winograd, *Central New Mexico Community College*

APPENDIX I. HIGHER EDUCATION GOVERNANCE SUMMIT APRIL 2018

On April 19 and 20, 2018, the New Mexico Higher Education Department hosted the “Governance Summit: Learning from the Best.” The summit brought together SHEEOs from across the country, as well as four national higher education governance experts and Lumina Foundation President Jaime Merisotis to share their insights and advice related to higher education governance structures and their potential impact for New Mexico. The first day of the summit featured panel discussions and audience questions and answers with the guest speakers, while the second day focused on soliciting feedback from attendees, via facilitated small group discussion. A full summary of the Governance Summit is available on the [HED website](#).

Governance Summit Agenda & Speakers

APRIL 19, 2018

I. Introduction

Barbara Damron, Secretary of Higher Education, New Mexico

II. Keynote Address

Jaime Merisotis, President, Lumina Foundation

III. Learning from National Experts Panel

Joe Garcia, President, Western Interstate Commission for Higher Education
David Tandberg, Vice President of Policy Research and Strategic Initiatives, SHEEO

Sarah Ancel, Vice President of the Alliance, Complete College America
Jeremy Anderson, President, Education Commission of the States

IV. SHEEO Panel 1

Mike Krause, Executive Director, Tennessee Higher Education Commission
Theresa Lubbers, Commissioner, Indiana Commission for Higher Education
Clayton Christian, Commissioner, Montana University System
Joe Garcia, Former Executive Director, Colorado Department of Higher Education

V. SHEEO Panel 2

Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission
Bob King, President, Kentucky Council on Postsecondary Education
Eileen Klein, President, Arizona Board of Regents
Steve Wrigley, Chancellor, University of Georgia

APRIL 20, 2018

I. Introduction & Instructions

Barbara Damron, Secretary of Higher Education, New Mexico

II. Small Group Discussions

- Group 1 (4-year Presidents, CAOs, CFOs, and Other VPs) facilitated by David Tandberg, SHEEO
- Group 2 (2-year Presidents, CAOs, CFOs, and Other VPs) facilitated by Neil Holly, Education Commission of the States
- Group 3 (4-year Regents) facilitated by Jimmy Clarke, HCM Strategists
- Group 4 (2-year Board Members) facilitated by Demi Michelau, Western Interstate Commission for Higher Education
- Group 5 (Deans, Faculty, Program Directors, Students) facilitated by Emily Sellers, Complete College America
- Group 6 (Business and Executive Leaders) facilitated by Scott Jenkins, Lumina Foundation
- Group 7 (Legislators, LFC, Lobbyists, K-12) facilitated by Christina Sedney Western Interstate Commission for Higher Education

III. Group Report Outs

Facilitator: Barbara Damron, Secretary of Higher Education, New Mexico

¹ Graduation rates for completers within four years or less are for bachelor's or equivalent degree-seeking first-time/full-time undergraduates only. Graduation rates within 100 percent of time for undergraduates who are seeking another certificate/degree (i.e. an associate's) at an institution that also provides bachelor's degrees are not available in these data.

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Note: Data are for two- and four-year degree-granting, Title IV-eligible, non-profit institutions, excluding service academies. Sectors are classified according to the 2005, 2010, and 2015 Carnegie Classification of Higher Education Institutions. Changes in classifications across years may impact changes in enrollment by classification over time.

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Institution	Protected Base Funding from Previous Fiscal Year	FY20 Funding distributed by each Performance-Outcomes Measure								FY20 Performance Funding		Total FY20 I&G Formula Funding			
	Protected FY 19 Base Funding for FY20	Total Awards Funding	STEMH Awards Funding	At-Risk Student Awards Funding	EOC SCH Funding	Research Mission Measure Funding	MP30 Mission Measure Funding	MP60 Mission Measure Funding	Dual Credit Mission Measure Funding	FY20 Performance Funding	FY20 Performance Funding	I&G Funding	Change in I&G Funding from FY19 Budget	Percentage Change FY19 to FY20	Proportion of Total I&G Funding
Grand Total	\$537,483,044	\$17,526,621	\$7,886,979	\$9,201,476	\$12,122,580	\$6,459,819	\$2,910,573	\$12	\$1,947,419	\$58,055,480	100.00%	\$595,538,500	\$58,055,456	1.94%	100.0%
University of New Mexico	\$167,717,656	\$6,431,956	\$2,298,142	\$2,902,375	\$3,898,082	\$3,801,276				\$19,331,831	33.30%	\$187,049,500	\$19,331,844	2.60%	31.4%
University of New Mexico-Gallup	\$7,807,304	\$90,724	\$51,118	\$95,171	\$143,452		\$96,915		\$5,736	\$483,116	0.83%	\$8,290,400	\$483,096	-2.31%	1.4%
University of New Mexico-Los Alamos	\$1,616,440	\$29,365	\$34,212	\$16,523	\$38,153		\$30,165		\$24,097	\$172,515	0.30%	\$1,789,000	\$172,560	1.82%	0.3%
University of New Mexico-Taos	\$3,137,752	\$46,536	\$30,631	\$50,725	\$68,837		\$55,843		\$127,561	\$380,133	0.65%	\$3,517,900	\$380,148	3.15%	0.6%
University of New Mexico-Valencia	\$4,884,924	\$63,502	\$72,600	\$65,926	\$101,388		\$92,205		\$103,032	\$498,652	0.86%	\$5,383,600	\$498,676	1.39%	0.9%
Subtotal UNM and Branches	\$185,164,076	\$6,662,083	\$2,486,704	\$3,130,718	\$4,249,912	\$3,801,276	\$275,128	\$0	\$260,426	\$20,866,247	35.94%	\$206,030,400	\$20,866,324	6.66%	34.6%
New Mexico State University	\$103,960,552	\$3,672,295	\$1,411,721	\$1,520,167	\$2,269,835	\$1,701,216				\$10,575,234	18.22%	\$114,535,800	\$10,575,248	1.36%	19.2%
New Mexico State University-Alamogordo	\$6,466,588	\$48,857	\$16,509	\$36,846	\$75,822		\$39,678		\$31,969	\$249,682	0.43%	\$6,716,300	\$249,712	-4.45%	1.1%
New Mexico State University-Carlsbad	\$3,628,480	\$46,918	\$15,713	\$26,602	\$95,976		\$67,728		\$80,294	\$333,231	0.57%	\$3,961,700	\$333,220	0.45%	0.7%
New Mexico State University-Dona Ana	\$20,320,132	\$452,932	\$239,481	\$375,395	\$460,234		\$398,325		\$202,517	\$2,128,885	3.67%	\$22,449,000	\$2,128,868	1.64%	3.8%
New Mexico State University-Grants	\$3,075,100	\$31,560	\$17,305	\$30,071	\$38,420		\$27,043		\$50,681	\$195,080	0.34%	\$3,270,200	\$195,100	-2.16%	0.5%
Subtotal NMSU and Branches	\$137,450,852	\$4,252,563	\$1,700,729	\$1,989,080	\$2,940,287	\$1,701,216	\$532,774		\$365,462	\$13,482,111	23.22%	\$150,933,000	\$13,482,148	-3.16%	25.3%
Eastern New Mexico University	\$24,540,540	\$1,049,095	\$326,601	\$615,635	\$679,789		\$163,737	\$6	\$181,239	\$3,016,102	5.20%	\$27,556,600	\$3,016,060	3.31%	4.6%
Eastern New Mexico University-Roswell	\$10,286,980	\$150,960	\$180,207	\$96,327	\$172,689		\$96,551		\$139,772	\$836,507	1.44%	\$11,123,500	\$836,520	-0.52%	1.9%
Eastern New Mexico University-Ruidoso	\$1,822,336	\$24,339	\$23,471	\$13,383	\$27,813		\$19,697		\$32,309	\$141,012	0.24%	\$1,963,300	\$140,964	-0.88%	0.3%
Subtotal ENMU and Branches	\$36,649,856	\$2,731,677	\$1,107,898	\$1,729,264	\$1,816,796		\$279,985	\$6	\$353,320	\$3,993,622	6.88%	\$40,643,400	\$3,993,544	1.90%	6.8%
New Mexico Institute of Mining and Technology	\$24,518,184	\$642,162	\$440,497	\$197,690	\$421,625	\$957,327				\$2,659,300	4.58%	\$27,177,500	\$2,659,316	1.98%	4.6%
New Mexico Highlands University	\$24,801,912	\$1,022,434	\$463,447	\$628,523	\$589,333		\$51,833	\$2	\$19,542	\$2,775,113	4.78%	\$27,577,000	\$2,775,088	2.29%	4.6%
Northern New Mexico College	\$9,107,724	\$79,652	\$85,927	\$107,397	\$87,533		\$50,059	\$2	\$57,777	\$468,347	0.81%	\$9,576,100	\$468,376	-3.27%	1.6%
Western New Mexico University	\$15,430,516	\$580,497	\$231,923	\$377,709	\$460,141		\$92,372	\$2	\$183,511	\$1,926,155	3.32%	\$17,356,700	\$1,926,184	3.48%	2.9%
Subtotal non-branch Universities	\$433,123,120	\$15,971,068	\$6,517,124	\$8,160,382	\$10,565,626	\$6,459,819	\$1,282,151	\$12	\$1,240,037	\$46,170,895	79.53%	\$479,294,100	\$46,170,980	4.49%	80.5%
Central New Mexico Community College	\$51,058,068	\$2,001,725	\$990,345	\$1,386,584	\$1,327,430		\$923,079		\$358,581	\$6,987,744	12.04%	\$58,045,800	\$6,987,732	4.59%	9.7%
Clovis Community College	\$8,529,596	\$142,643	\$157,731	\$114,998	\$155,048		\$100,462		\$59,541	\$730,423	1.26%	\$9,260,000	\$730,404	-0.12%	1.6%
Luna Community College	\$6,179,916	\$53,730	\$42,566	\$47,751	\$66,761		\$33,642		\$23,463	\$267,912	0.46%	\$6,447,800	\$267,884	-4.01%	1.1%
Mesalands Community College	\$3,567,116	\$27,835	\$47,538	\$21,149	\$47,524		\$17,901		\$29,424	\$191,371	0.33%	\$3,758,500	\$191,384	-3.06%	0.6%
New Mexico Junior College	\$4,907,188	\$143,562	\$19,890	\$56,177	\$152,276		\$129,341		\$57,068	\$558,314	0.96%	\$5,465,500	\$558,312	2.47%	0.9%
San Juan College	\$21,271,964	\$435,277	\$452,508	\$257,919	\$490,852		\$270,808		\$109,500	\$2,016,863	3.47%	\$23,288,800	\$2,016,836	0.72%	3.9%
Santa Fe Community College	\$8,846,076	\$258,064	\$236,895	\$160,435	\$253,568		\$153,189		\$69,806	\$1,131,958	1.95%	\$9,978,000	\$1,131,924	3.77%	1.7%
Independent Community College Total	\$104,359,924	\$3,062,836	\$1,947,474	\$2,045,013	\$2,493,458	\$0	\$1,628,422	\$0	\$707,383	\$11,884,585	20.47%	\$116,244,400	\$11,884,476	4.36%	19.5%

STARTING POINT - Knowing the Formula I&G State Funding from the Previous Fiscal Year.

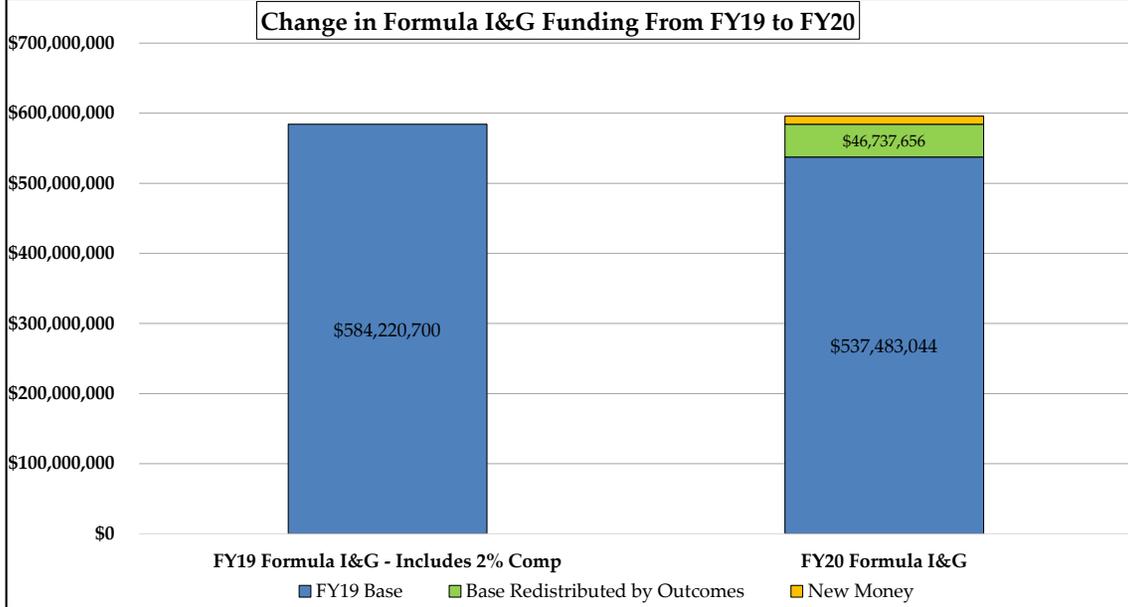
NOTE for FY19-FY20 - Includes 2% I&G Compensation Appropriation

Summary of Total FY19 I&G Funding		
Institution	FY19 Funding into the Formula for FY20	Percent Distribution FY19 Formula Funding
Grand Total	\$584,220,700	100.0%
New Mexico Institute of Mining and Technology	\$26,650,200	4.6%
New Mexico State University	\$113,000,600	19.3%
University of New Mexico	\$182,301,800	31.2%
Research University Total	\$321,952,600	55.1%
Eastern New Mexico University	\$26,674,500	4.6%
New Mexico Highlands University	\$26,958,600	4.6%
Northern New Mexico College	\$9,899,700	1.7%
Western New Mexico University	\$16,772,300	2.9%
Comprehensive University Total	\$80,305,100	13.7%
Eastern New Mexico University-Roswell	\$11,181,500	1.9%
Eastern New Mexico University-Ruidoso	\$1,980,800	0.3%
New Mexico State University-Alamogordo	\$7,028,900	1.2%
New Mexico State University-Carlsbad	\$3,944,000	0.7%
New Mexico State University-Dona Ana	\$22,087,100	3.8%
New Mexico State University-Grants	\$3,342,500	0.6%
University of New Mexico-Gallup	\$8,486,200	1.5%
University of New Mexico-Los Alamos	\$1,757,000	0.3%
University of New Mexico-Taos	\$3,410,600	0.6%
University of New Mexico-Valencia	\$5,309,700	0.9%
Central New Mexico Community College	\$55,497,900	9.5%
Clovis Community College	\$9,271,300	1.6%
Luna Community College	\$6,717,300	1.1%
Mesalands Community College	\$3,877,300	0.7%
New Mexico Junior College	\$5,333,900	0.9%
San Juan College	\$23,121,700	4.0%
Santa Fe Community College	\$9,615,300	1.6%
Community College Total	\$181,963,000	31.1%

STEP 1 - Where the Percentages for New Money and Performance/Outcomes Funding are set and, in turn, determine the inputs into the Formula.

Adjustable Percentages that Determine the Inputs into the FY20 Formula	
New Money for FY20	2.0%
FY19 Base Funding to go through Performance Measures	8.0%

← Adjust these Percentages



How does the Total I&G Funding change from FY19 to FY20?		
FY19 I&G Base	\$	\$584,220,700
New Money	%	2.0%
	\$	\$11,684,414
Total FY20 I&G	\$	\$595,905,114

What happens to the FY19 "Base" Funding in the FY20 Formula?		
FY19 I&G Base	\$	\$584,220,700
Protected FY19 Base in FY20 Formula	%	92.0%
	\$	\$537,483,044
FY19 I&G Base that is Redistributed based on Performance Outcomes	%	8.0%
	\$	\$46,737,656

How much of the Total FY19 Funding will go through Outcomes Measures?		
Total Estimated FY20 I&G	\$	\$595,905,114
FY20 I&G to go Through Outcome Measures	%	10.0%
	\$	\$59,590,511

CHART

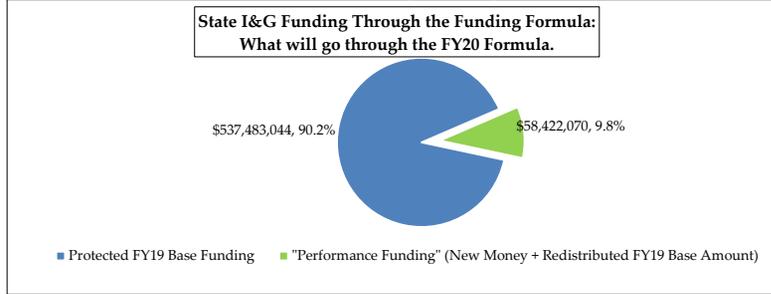
	FY19 Formula I&G - FY20 Formula I&G	FY20 Formula I&G
FY19 Base	\$584,220,700	\$537,483,044
Base Redistributed by Outcomes	0	\$46,737,656
New Money	0	\$11,684,414

STEP 2 - Where the Previous Fiscal Year's Funding is sorted into the Current Fiscal Year's "Protected Base Funding" and "Redistributed Base Funding".

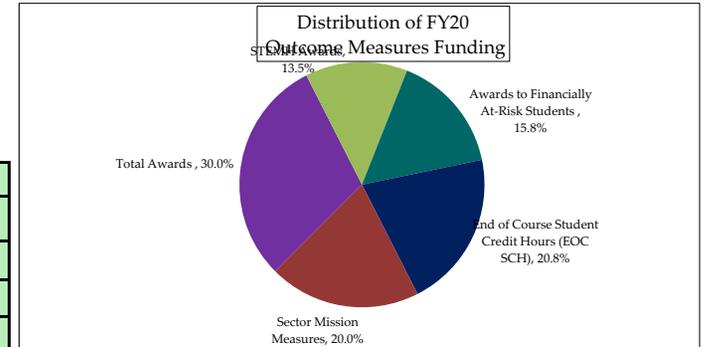
What was the distribution of Total I&G Funding in FY19?			How much of the FY19 I&G Base will be Protected in the FY20 Formula?		How much of the FY19 I&G Base will be Redistributed in the FY20 Formula through Performance Measures?	
FY19 Formula I&G Distribution			FY19 Base Protected in FY20		FY19 Base Redistributed in FY20	
Institution	\$ Amount	%	% of Base Protected	\$ Amount	% of Base Redis.	\$ Amount
Grand Total	\$584,220,700	100.0%	92.0%	\$537,483,044	8.0%	\$46,737,656
New Mexico Institute of Mining and Technology	\$26,650,200	4.6%	92.0%	\$24,518,184	8.0%	\$2,132,016
New Mexico State University	\$113,000,600	19.3%	92.0%	\$103,960,552	8.0%	\$9,040,048
University of New Mexico	\$182,301,800	31.2%	92.0%	\$167,717,656	8.0%	\$14,584,144
Research University Total	\$321,952,600	55.1%	92.0%	\$296,196,392	8.0%	\$25,756,208
Eastern New Mexico University	\$26,674,500	4.6%	92.0%	\$24,540,540	8.0%	\$2,133,960
New Mexico Highlands University	\$26,958,600	4.6%	92.0%	\$24,801,912	8.0%	\$2,156,688
Northern New Mexico College	\$9,899,700	1.7%	92.0%	\$9,107,724	8.0%	\$791,976
Western New Mexico University	\$16,772,300	2.9%	92.0%	\$15,430,516	8.0%	\$1,341,784
Regional University Total	\$80,305,100	13.7%	92.0%	\$73,880,692	8.0%	\$6,424,408
Eastern New Mexico University-Roswell	\$11,181,500	1.9%	92.0%	\$10,286,980	8.0%	\$894,520
Eastern New Mexico University-Ruidoso	\$1,980,800	0.3%	92.0%	\$1,822,336	8.0%	\$158,464
New Mexico State University-Alamogordo	\$7,028,900	1.2%	92.0%	\$6,466,588	8.0%	\$562,312
New Mexico State University-Carlsbad	\$3,944,000	0.7%	92.0%	\$3,628,480	8.0%	\$315,520
New Mexico State University-Dona Ana	\$22,087,100	3.8%	92.0%	\$20,320,132	8.0%	\$1,766,968
New Mexico State University-Grants	\$3,342,500	0.6%	92.0%	\$3,075,100	8.0%	\$267,400
University of New Mexico-Gallup	\$8,486,200	1.5%	92.0%	\$7,807,304	8.0%	\$678,896
University of New Mexico-Los Alamos	\$1,757,000	0.3%	92.0%	\$1,616,440	8.0%	\$140,560
University of New Mexico-Taos	\$3,410,600	0.6%	92.0%	\$3,137,752	8.0%	\$272,848
University of New Mexico-Valencia	\$5,309,700	0.9%	92.0%	\$4,884,924	8.0%	\$424,776
Central New Mexico Community College	\$55,497,900	9.5%	92.0%	\$51,058,068	8.0%	\$4,439,832
Clovis Community College	\$9,271,300	1.6%	92.0%	\$8,529,596	8.0%	\$741,704
Luna Community College	\$6,717,300	1.1%	92.0%	\$6,179,916	8.0%	\$537,384
Mesalands Community College	\$3,877,300	0.7%	92.0%	\$3,567,116	8.0%	\$310,184
New Mexico Junior College	\$5,333,900	0.9%	92.0%	\$4,907,188	8.0%	\$426,712
San Juan College	\$23,121,700	4.0%	92.0%	\$21,271,964	8.0%	\$1,849,736
Santa Fe Community College	\$9,615,300	1.6%	92.0%	\$8,846,076	8.0%	\$769,224
Community College Total	\$181,963,000	31.1%	92.0%	\$167,405,960	8.0%	\$14,557,040

STEP 3 - Where the Current Year's Total "Performance Funding" (New Money for Performance + Redistributed Previous Year's Base) is split into separate amounts, with each amount to be distributed by a different performance outcome measure.

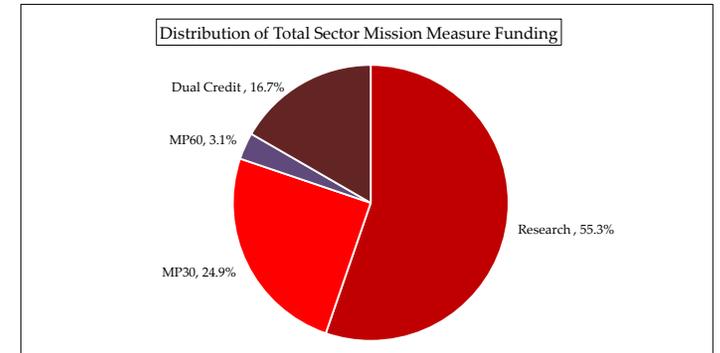
What will go through the FY20 Formula?	
Protected FY19 Base Funding	\$537,483,044
"Performance Funding" (New Money + Redistributed FY19 Base Amount)	\$58,422,070



How much of the overall performance funding will be set aside for each performance outcome measure?			
Total Performance Funding	100.0%	\$58,422,070	
Total Awards	30.0%	\$17,526,621	To be distributed among all institutions
STEMH Awards	13.5%	\$7,886,979	To be distributed among all institutions
Awards to Financially At-Risk Students	15.8%	\$9,201,476	To be distributed among all institutions
End of Course Student Credit Hours (EOC SCH)	20.8%	\$12,122,580	To be distributed among all institutions
Sector Mission Measures	20.0%	\$11,684,414	See Below.



How much of the total mission measure funding will go towards each mission measure?			
Total Mission Measure Funding	100%	\$11,684,414	
Research	55.3%	\$6,459,819	To be distributed among Research Institutions
MP30	24.9%	\$2,910,573	To be distributed among CCs and Comps.
MP60	3.1%	\$366,602	To be distributed among Comp. Institutions
Dual Credit	16.7%	\$1,947,419	To be distributed among CCs and Comps.



2.125

STEP 4a - Where the Performance Funding set aside for the Total Awards Outcome Measure is distributed among the Institutions.

		Total Awards Data, after being weighted then normalized (scaled down) via the Total Awards Matrices (See "Data -Total Awards Tab")				Three-Year Averages of Total Awards Data		Performance Funding to be Distributed by the Total Awards Measure		Distribution of Total Awards Funding, by each Institution's Contribution to the Aggregate Average Total Awards		
Sector	Institution	2014-15	2015-16	2016-17	2017-18	Average Total Awards 2015-16 to 2017-18	Contribution to the Aggregate Average Total Awards	66	\$17,526,621	OVERALL	100.0%	\$17,526,621
OVERALL		2,636	2,618	2,787	2,769	2,725	100.0%	100.0%		OVERALL	100.0%	\$17,526,621
Research	NMT	93	100	100	99	100	3.7%	3.7%		NMT	3.7%	\$642,162
Research	NMSU	577	589	562	562	571	21.0%	21.0%		NMSU	21.0%	\$3,672,295
Research	UNM	960	966	1,017	1,017	1,000	36.7%	36.7%		UNM	36.7%	\$6,431,956
RESEARCH TOTAL		1,631	1,655	1,679	1,678	1,671	61.3%	61.3%		RESEARCH	61.3%	\$10,746,413
Comprehensive	ENMU	143	143	176	170	163	6.0%	6.0%		ENMU	6.0%	\$1,049,095
Comprehensive	NMHU	156	154	167	156	159	5.8%	5.8%		NMHU	5.8%	\$1,022,434
Comprehensive	NNMC	15	12	12	14	12	0.5%	0.5%		NNMC	0.5%	\$79,652
Comprehensive	WNMU	79	73	95	104	90	3.3%	3.3%		WNMU	3.3%	\$580,497
COMP. TOTAL		393	381	450	444	425	15.6%	15.6%		COMP.	15.6%	\$2,731,677
Branch Campus	ENMU-RO	25	23	23	24	23	0.9%	0.9%		ENMU-RO	0.9%	\$150,960
Branch Campus	ENMU-RU	5	4	4	3	4	0.1%	0.1%		ENMU-RU	0.1%	\$24,339
Branch Campus	NMSU-AL	10	10	7	7	8	0.3%	0.3%		NMSU-AL	0.3%	\$48,857
Branch Campus	NMSU-CA	7	6	6	10	7	0.3%	0.3%		NMSU-CA	0.3%	\$46,918
Branch Campus	NMSU-DA	67	79	67	66	70	2.6%	2.6%		NMSU-DA	2.6%	\$452,932
Branch Campus	NMSU-GR	5	5	5	5	5	0.2%	0.2%		NMSU-GR	0.2%	\$31,560
Branch Campus	UNM-GA	12	13	14	15	14	0.5%	0.5%		UNM-GA	0.5%	\$90,724
Branch Campus	UNM-LA	3	3	5	6	5	0.2%	0.2%		UNM-LA	0.2%	\$29,365
Branch Campus	UNM-TA	6	8	7	7	7	0.3%	0.3%		UNM-TA	0.3%	\$46,536
Branch Campus	UNM-VA	11	11	9	10	10	0.4%	0.4%		UNM-VA	0.4%	\$63,502
Independent CC	CNM	318	268	329	336	311	11.4%	11.4%		CNM	11.4%	\$2,001,725
Independent CC	CCC	24	18	22	27	22	0.8%	0.8%		CCC	0.8%	\$142,643
Independent CC	LCC	8	10	7	8	8	0.3%	0.3%		LCC	0.3%	\$53,730
Independent CC	MCC	4	4	4	4	4	0.2%	0.2%		MCC	0.2%	\$27,835
Independent CC	NMJC	19	19	30	18	22	0.8%	0.8%		NMJC	0.8%	\$143,562
Independent CC	SJC	47	66	77	60	68	2.5%	2.5%		SJC	2.5%	\$435,277
Independent CC	SFCC	40	36	42	42	40	1.5%	1.5%		SFCC	1.5%	\$258,064
CC TOTAL		612	583	658	648	629	23.1%	23.1%		CCs	23.1%	\$4,048,531

STEP 4b - Where the Performance Funding set aside for the STEMH Awards Outcome Measure is distributed among the Institutions.

STEMH Award Data, after being weighted then normalized (scaled down) via the STEMH Awards Matrix					Three-Year Averages of STEMH Awards Data			Performance Funding to be Distributed by the STEMH Awards Measure		Distribution of STEMH Awards Funding, by each Institution's Contribution to the Aggregate 3-Year Average STEMH Awards		
Sector	Institution	2015-16	2016-17	2017-18	Average STEMH Awards 2015-16 to 2017-18	Contribution to the Aggregate Average STEMH Awards	STEMH Awards Data used in the FY20	\$7,886,979		Overall	Contribution	Funding
OVERALL		3,451	3,462	3,417	3,432	100.0%	100.0%			OVERALL	100.0%	\$7,886,979
Research	NMT	188	194	192	192	5.6%	5.6%			NMT	5.6%	\$440,497
Research	NMSU	617	611	615	614	17.9%	17.9%			NMSU	17.9%	\$1,411,721
Research	UNM	953	1,019	1,029	1,000	29.1%	29.1%			UNM	29.1%	\$2,298,142
RESEARCH TOTAL		1,758	1,824	1,836	1,806	52.6%	52.6%			RESEARCH	52.6%	\$4,150,360
Comprehensive	ENMU	122	148	157	142	4.1%	4.1%			ENMU	4.1%	\$326,601
Comprehensive	NMHU	198	203	204	202	5.9%	5.9%			NMHU	5.9%	\$463,447
Comprehensive	NNMC	33	35	45	37	1.1%	1.1%			NNMC	1.1%	\$85,927
Comprehensive	WNMU	91	144	68	101	2.9%	2.9%			WNMU	2.9%	\$231,923
COMP. TOTAL		443	530	473	482	14.0%	14.0%			COMP.	14.0%	\$1,107,898
Branch Campus	ENMU-RO	78	72	85	78	2.3%	2.3%			ENMU-RO	2.3%	\$180,207
Branch Campus	ENMU-RU	11	11	9	10	0.3%	0.3%			ENMU-RU	0.3%	\$23,471
Branch Campus	NMSU-AL	9	5	8	7	0.2%	0.2%			NMSU-AI	0.2%	\$16,509
Branch Campus	NMSU-CA	8	5	7	7	0.2%	0.2%			NMSU-C/	0.2%	\$15,713
Branch Campus	NMSU-DA	124	95	93	104	3.0%	3.0%			NMSU-D/	3.0%	\$239,481
Branch Campus	NMSU-GR	8	6	9	8	0.2%	0.2%			NMSU-GI	0.2%	\$17,305
Branch Campus	UNM-GA	20	23	24	22	0.6%	0.6%			UNM-GA	0.6%	\$51,118
Branch Campus	UNM-LA	7	13	24	15	0.4%	0.4%			UNM-LA	0.4%	\$34,212
Branch Campus	UNM-TA	16	11	14	13	0.4%	0.4%			UNM-TA	0.4%	\$30,631
Branch Campus	UNM-VA	28	37	29	32	0.9%	0.9%			UNM-VA	0.9%	\$72,600
Independent CC	CNM	378	514	401	431	12.6%	12.6%			CNM	12.6%	\$990,345
Independent CC	CCC	55	63	87	69	2.0%	2.0%			CCC	2.0%	\$157,731
Independent CC	LCC	16	19	21	19	0.5%	0.5%			LCC	0.5%	\$42,566
Independent CC	MCC	22	23	17	21	0.6%	0.6%			MCC	0.6%	\$47,538
Independent CC	NMJC	6	11	8	9	0.3%	0.3%			NMJC	0.3%	\$19,890
Independent CC	SJC	203	238	150	197	5.7%	5.7%			SJC	5.7%	\$452,508
Independent CC	SFCC	82	104	123	103	3.0%	3.0%			SFCC	3.0%	\$236,895
CC TOTAL		1,074	1,250	1,108	1,108	33.3%	33.3%			CCs	33.3%	\$2,628,721

STEP 4c - Where the Performance Funding set aside for the At-Risk Awards Outcome Measure is distributed among the Institutions.

		At-Risk Award Data, after being weighted then normalized (scaled down) via the At-Risk Awards Matrix				Three-Year Averages of At-Risk Awards Data		At-Risk Awards Data used in the FY20 Formula	Performance Funding to be Distributed by the At-Risk Awards Measure	Distribution of At-Risk Awards Funding, by each Institution's Contribution to the Aggregate 3-Year Average At-Risk Awards		
Sector	Institution	2014-15	2015-16	2016-17	2017-18	Average At-Risk Awards 2015-16 to 2017-18	Contribution to the Aggregate Average At- Risk Awards			OVERALL		
OVERALL		3,193	3,107	3,321	3,084	3,170	100.0%	100.0%	\$9,201,476	OVERALL	100.0%	\$9,201,476
Research	NMT	64	66	72	67	68	2.1%	2.1%		NMT	2.1%	\$197,690
Research	NMSU	563	548	511	513	524	16.5%	16.5%		NMSU	16.5%	\$1,520,167
Research	UNM	1,001	999	1,030	971	1,000	31.5%	31.5%		UNM	31.5%	\$2,902,375
RESEARCH TOTAL		1,628	1,613	1,612	1,550	1,592	50.2%	50.2%		RESEARCH	50.2%	\$4,620,231
Comprehensive	ENMU	188	195	226	216	212	6.7%	6.7%		ENMU	6.7%	\$615,635
Comprehensive	NMHU	199	202	227	220	217	6.8%	6.8%		NMHU	6.8%	\$628,523
Comprehensive	NNMC	47	35	36	41	37	1.2%	1.2%		NNMC	1.2%	\$107,397
Comprehensive	WNMU	111	117	134	139	130	4.1%	4.1%		WNMU	4.1%	\$377,709
COMP. TOTAL		545	549	623	616	596	18.8%	18.8%		COMP.	18.8%	\$1,729,264
Branch Campus	ENMU-RO	37	34	30	35	33	1.0%	1.0%		ENMU-RO	1.0%	\$96,327
Branch Campus	ENMU-RU	9	6	4	3	5	0.1%	0.1%		ENMU-RU	0.1%	\$13,383
Branch Campus	NMSU-AL	18	17	10	11	13	0.4%	0.4%		NMSU-AL	0.4%	\$36,846
Branch Campus	NMSU-CA	10	10	9	8	9	0.3%	0.3%		NMSU-CA	0.3%	\$26,602
Branch Campus	NMSU-DA	128	153	125	110	129	4.1%	4.1%		NMSU-DA	4.1%	\$375,395
Branch Campus	NMSU-GR	13	11	9	11	10	0.3%	0.3%		NMSU-GR	0.3%	\$30,071
Branch Campus	UNM-GA	28	28	35	35	33	1.0%	1.0%		UNM-GA	1.0%	\$95,171
Branch Campus	UNM-LA	3	4	7	6	6	0.2%	0.2%		UNM-LA	0.2%	\$16,523
Branch Campus	UNM-TA	17	20	16	17	17	0.6%	0.6%		UNM-TA	0.6%	\$50,725
Branch Campus	UNM-VA	26	26	22	20	23	0.7%	0.7%		UNM-VA	0.7%	\$65,926
Independent CC	CNM	507	416	581	436	478	15.1%	15.1%	CNM	15.1%	\$1,386,584	
Independent CC	CCC	40	29	40	49	40	1.2%	1.2%	CCC	1.2%	\$114,998	
Independent CC	LCC	18	21	13	16	16	0.5%	0.5%	LCC	0.5%	\$47,751	
Independent CC	MCC	4	8	8	6	7	0.2%	0.2%	MCC	0.2%	\$21,149	
Independent CC	NMJC	21	19	20	19	19	0.6%	0.6%	NMJC	0.6%	\$56,177	
Independent CC	SJC	76	86	98	83	89	2.8%	2.8%	SJC	2.8%	\$257,919	
Independent CC	SFCC	66	56	58	52	55	1.7%	1.7%	SFCC	1.7%	\$160,435	
CCs TOTAL		1,020	945	1,086	918	983	31.0%	31.0%	CCs	31.0%	\$2,851,981	

STEP 4d - Where the Performance Funding set aside for the EOC SCH Outcome Measure is distributed among the Institutions.

End-of-Course Student Credit Hours Estimated Dollar Values (EOC SCH multiplied by the dollar values in the SCH Matrix)

Three-Year Averages of the EOC SCH Estimated Dollar Values

Sector	Institution	AY12-13 Enrollment EOC SCH Total Dollar Values	AY13-14 Enrollment EOC SCH Total Dollar Values	AY14-15 Enrollment EOC SCH Total Dollar Values	AY15-16 Enrollment EOC SCH Total Dollar Values	AY16-17 Enrollment EOC SCH Total Dollar Values	AY17-18 Enrollment EOC SCH Total Dollar Values	EOC SCH Dollar Value 3-Year Averages AY15-16 Through AY17-18	Each Institution's Contribution to the Aggregate EOC SCH 3-Year Average
OVERALL		\$715,030,346	\$703,957,828	\$685,266,896	\$680,519,969	\$668,850,239	\$643,829,163	\$664,399,790	100.00%
Research	NMT	\$22,942,072	\$23,699,596	\$23,457,045	\$24,007,572	\$23,896,964	\$21,419,146	\$23,107,894	3.48%
Research	NMSU	\$139,711,429	\$135,104,254	\$131,078,523	\$127,465,096	\$124,219,294	\$121,522,729	\$124,402,373	18.72%
Research	UNM	\$219,640,254	\$218,995,007	\$216,823,329	\$219,767,178	\$214,733,043	\$206,424,014	\$213,641,412	32.16%
RESEARCH TOTAL		\$382,293,755	\$377,798,857	\$371,358,897	\$371,239,846	\$362,849,301	\$349,365,889	\$361,151,679	54.36%
Comprehensive	ENMU	\$34,804,194	\$34,858,482	\$35,925,326	\$37,127,334	\$36,883,488	\$37,760,302	\$37,257,041	5.61%
Comprehensive	NMHU	\$31,111,048	\$31,435,486	\$31,472,517	\$32,728,645	\$32,445,378	\$31,724,285	\$32,299,436	4.86%
Comprehensive	NNMC	\$7,670,164	\$6,613,065	\$5,466,391	\$4,574,775	\$4,808,295	\$5,009,170	\$4,797,413	0.72%
Comprehensive	WNMU	\$19,646,907	\$21,073,568	\$22,411,923	\$25,455,946	\$26,302,842	\$23,897,828	\$25,218,872	3.80%
COMP. TOTAL		\$93,232,313	\$93,980,601	\$95,276,157	\$99,886,700	\$100,440,003	\$98,391,585	\$99,572,763	14.99%
Branch Campus	ENMU-RO	\$13,091,876	\$12,530,719	\$10,450,420	\$9,147,594	\$9,763,672	\$9,482,385	\$9,464,550	1.42%
Branch Campus	ENMU-RU	\$2,473,046	\$2,215,840	\$2,019,328	\$1,650,888	\$1,566,692	\$1,355,469	\$1,524,350	0.23%
Branch Campus	NMSU-AL	\$8,480,497	\$6,686,488	\$5,397,044	\$4,493,569	\$4,123,856	\$3,849,304	\$4,155,576	0.63%
Branch Campus	NMSU-CA	\$5,252,654	\$5,058,189	\$4,924,653	\$5,090,614	\$5,324,167	\$5,365,615	\$5,260,132	0.79%
Branch Campus	NMSU-DA	\$28,284,802	\$27,418,292	\$26,482,054	\$25,354,888	\$25,632,719	\$24,684,296	\$25,223,968	3.80%
Branch Campus	NMSU-GR	\$2,969,910	\$2,651,905	\$2,331,806	\$2,097,989	\$2,126,580	\$2,092,411	\$2,105,660	0.32%
Branch Campus	UNM-GA	\$9,522,794	\$9,148,920	\$8,389,601	\$8,458,120	\$7,973,791	\$7,154,476	\$7,862,129	1.18%
Branch Campus	UNM-LA	\$1,671,169	\$1,899,485	\$1,883,411	\$2,048,557	\$2,154,581	\$2,070,017	\$2,091,052	0.31%
Branch Campus	UNM-TA	\$4,703,455	\$4,628,294	\$4,330,601	\$4,083,245	\$3,957,992	\$3,277,024	\$3,772,794	0.57%
Branch Campus	UNM-VA	\$6,469,009	\$6,250,040	\$5,847,444	\$5,778,937	\$5,471,729	\$5,419,557	\$5,556,741	0.84%
Independent CC	CNM	\$87,291,857	\$85,101,587	\$80,559,585	\$76,602,253	\$72,370,840	\$69,283,429	\$72,752,174	10.95%
Independent CC	CCC	\$9,092,374	\$8,612,650	\$8,276,397	\$8,237,648	\$8,596,626	\$8,658,758	\$8,497,677	1.28%
Independent CC	LCC	\$4,932,747	\$4,525,983	\$3,900,408	\$3,728,816	\$3,882,399	\$3,655,736	\$3,658,984	0.55%
Independent CC	MCC	\$2,873,950	\$2,019,581	\$2,369,728	\$2,511,925	\$2,528,756	\$2,773,189	\$2,604,623	0.39%
Independent CC	NMJC	\$8,328,102	\$8,729,473	\$8,565,344	\$8,357,014	\$8,526,978	\$8,153,212	\$8,345,735	1.26%
Independent CC	SJC	\$28,522,346	\$28,285,695	\$27,625,151	\$27,390,827	\$27,450,967	\$25,864,237	\$26,902,010	4.05%
Independent CC	SFCC	\$15,543,690	\$16,415,339	\$15,278,867	\$14,360,539	\$14,108,590	\$13,222,574	\$13,897,234	2.09%
CCs TOTAL		\$239,504,278	\$232,178,470	\$218,631,842	\$209,393,423	\$205,560,935	\$196,071,689	\$203,675,349	30.66%

End-of-Course SCH Data to be used in the FY20 Formula	Performance Funding to be Distributed by the EOC SCH Outcomes Measure	Distribution of EOC SCH Funding, by each institution's contribution to the Aggregate 3-Year Average EOC SCH Dollar Value
100.00%	\$12,122,580	OVERALL 100.00% \$12,122,580
3.48%		NMT 3.48% \$421,625
18.72%		NMSU 18.72% \$2,269,835
32.16%		UNM 32.16% \$3,898,082
54.36%		RESEARCH 54.36% \$6,589,541
5.61%		ENMU 5.61% \$679,789
4.86%		NMHU 4.86% \$589,333
0.72%		NNMC 0.72% \$87,533
3.80%		WNMU 3.80% \$460,141
14.99%		COMP. 14.99% \$1,816,796
1.42%		ENMU-RO 1.42% \$172,689
0.23%		ENMU-RU 0.23% \$27,813
0.63%		NMSU-AL 0.63% \$75,822
0.79%		NMSU-CA 0.79% \$95,976
3.80%		NMSU-DA 3.80% \$460,234
0.32%		NMSU-GR 0.32% \$38,420
1.18%		UNM-GA 1.18% \$143,452
0.31%		UNM-LA 0.31% \$38,153
0.57%		UNM-TA 0.57% \$68,837
0.84%		UNM-VA 0.84% \$101,388
10.95%		CNM 10.95% \$1,327,430
1.28%		CCC 1.28% \$155,048
0.55%		LCC 0.55% \$66,761
0.39%		MCC 0.39% \$47,524
1.26%		NMJC 1.26% \$152,276
4.05%		SJC 4.05% \$490,852
2.09%		SFCC 2.09% \$253,568
30.66%		CCs 30.66% \$3,716,242

STEP 4e - Where the Performance Funding set aside for the Research Mission Measure is distributed among the Institutions in the Research Sector.

Total Private (Non-Government) Grants & Contracts and Federal (Non-Financial Aid) Awards, Most Recent Available Data

3-Year Average of Private Grants & Contracts and Federal (Non-Financial Aid) Awards

Sector	Institution	2014	2015	2016	2017
Research	NMT	\$70,239,650	\$62,831,752	\$52,738,019	\$58,928,683
Research	NMSU	\$125,532,567	\$114,719,167	\$99,166,598	\$96,206,489
Research	UNM	\$217,760,752	\$227,122,833	\$230,797,600	\$234,963,936
RESEARCH TOTAL		\$413,532,969	\$404,673,752	\$382,702,217	\$390,099,108

3-Year Average 2015 through 2017	Each Institution's Contribution to the Aggregate Average Research Dollars
\$58,166,151	14.8%
\$103,364,085	26.3%
\$230,961,456	58.8%
\$392,491,692	100.0%

Research Dollar Data to be used in the FY19 Formula
14.8%
26.3%
58.8%
100.0%

Performance Funding to be Distributed by the Research Outcomes Measure
\$6,459,819

Distribution of Research Performance Funding, by each institution's contribution to the Aggregate 3-Year Average Research Dollars		
NMT	14.8%	\$957,327
NMSU	26.3%	\$1,701,216
UNM	58.8%	\$3,801,276
RESEARCH	100.0%	\$6,459,819

STEP 4f - Where the Performance Funding set aside for the Momentum Points 30 (MP30) Mission Measure is distributed among the Comprehensive Universities and the Community Colleges.

Inst	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Total MP30	Each Institution's Contribution to the Total MP30 points from Spring 2012 through Spring 2018		MP30 Data to be used in the FY20 Formula	Performance Funding to be distributed by each institution's contribution to the Aggregate MP30 points from Spring 2012 through Spring 2018	Distribution of MP30 Performance Funding, by each Institution's Contribution to the Aggregate MP30 points from Spring 2012 and Spring 2018			
																									%			%
ENMU	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.1	5.1	12.4	6.6	107.9	285.7	418.8	418.8	5.6%	5.6%		ENMU	5.6%	\$163,737	
NMHU	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	1.7	3.9	45.2	81.2	132.6	132.6	1.8%	1.8%		NMHU	1.8%	\$51,833	
NNMC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.8	0.0	0.0	1.9	0.4	2.7	43.1	72.2	128.0	128.0	1.7%	1.7%		NNMC	1.7%	\$50,059	
WNSHU	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	2.0	5.1	5.6	81.3	139.3	236.3	236.3	3.2%	3.2%		WNSHU	3.2%	\$92,372	
ENMU-RO	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.1	5.0	18.0	88.4	133.5	247.0	247.0	3.3%	3.3%		ENMU-RO	3.3%	\$96,551	
ENMU-RU	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.7	2.4	2.1	17.0	17.1	50.4	50.4	0.7%	0.7%		ENMU-RU	0.7%	\$19,697	
NMSU-AL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.0	6.5	49.6	41.7	101.5	101.5	1.4%	1.4%		NMSU-AL	1.4%	\$39,678	
NMSU-CA	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	4.0	0.0	4.3	12.9	17.5	70.1	61.4	173.2	173.2	2.3%	2.3%		NMSU-CA	2.3%	\$67,728	
NMSU-DA	0.0	0.0	0.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	11.0	65.9	16.0	3.0	2.9	3.6	40.9	493.5	378.0	1,018.9	1,018.9	13.7%	13.7%		NMSU-DA	13.7%	\$398,225	
NMSU-GR	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	0.0	6.4	33.7	25.0	69.2	69.2	0.9%	0.9%		NMSU-GR	0.9%	\$27,043	
UNM-GA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	4.0	0.0	3.0	2.8	10.5	131.1	93.6	247.9	247.9	3.3%	3.3%		UNM-GA	3.3%	\$98,915	
UNM-LA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.9	0.1	0.0	5.9	30.1	39.2	77.2	77.2	1.0%	1.0%		UNM-LA	1.0%	\$30,165	
UNM-TA	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0	0.0	12.2	15.7	1.2	6.7	12.1	4.6	55.2	35.1	142.8	142.8	1.9%	1.9%		UNM-TA	1.9%	\$55,843	
UNM-VA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	2.8	1.0	5.8	8.0	18.8	100.3	98.2	235.8	235.8	3.2%	3.2%		UNM-VA	3.2%	\$92,205	
CNM	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	2.0	0.0	10.9	17.9	11.4	42.3	37.9	394.9	1,016.7	826.0	2,361.1	2,361.1	31.7%	31.7%		CNM	31.7%	\$923,079	
CCC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.2	5.3	13.2	25.2	110.7	101.4	257.0	257.0	3.5%	3.5%		CCC	3.5%	\$100,462	
LCC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	2.7	4.3	5.6	7.5	28.9	35.1	86.0	86.0	1.2%	1.2%		LCC	1.2%	\$33,642	
MCC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.1	2.8	2.4	20.0	19.6	45.8	45.8	0.6%	0.6%		MCC	0.6%	\$17,901	
NMJC	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	11.0	2.0	1.0	11.3	28.1	120.9	155.5	330.8	330.8	4.4%	4.4%		NMJC	4.4%	\$129,341		
SJC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.3	0.0	0.0	3.8	0.0	9.0	13.8	69.4	331.2	264.1	692.7	692.7	9.3%	9.3%		SJC	9.3%	\$270,808
SFCC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	2.7	0.0	15.0	12.1	0.0	8.2	7.6	51.6	156.9	136.8	391.8	391.8	5.3%	5.3%		SFCC	5.3%	\$153,189	
																					7,444.8	100.0%	100.0%		TOTAL	100.0%	\$2,910,573	

Inst	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Total MP30	
NMT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.4	59.5	134.7	196.6
NMSU	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.5	1.0	46.3	344.8	803.8	1,193.6
UNM	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	89.0	531.4	1,641.9	2,262.4	

0.0

STEP 4g - Where the Performance Funding set aside for the Momentum Points 60 (MP60) Mission Measure is distributed among the Comprehensive Universities.

Inst	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
ENMU	0.0	0.0	0.0	0.0	0.0	0.0	1.0	3.2	120.2	225.2
NMHU	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.4	33.8	77.5
NNMC	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.2	35.9	53.9
WNMU	0.0	0.0	0.0	0.0	0.0	1.0	0.0	2.6	49.9	89.6

Total MP60	Each Institution's Contribution to the Total MP60 points from Spring 2015 through Spring 2018
349.6	49.8%
115.7	16.5%
93.0	13.3%
143.1	20.4%
701.4	100.0%

MP60 Data to be used in the FY20 Formula
49.8%
16.5%
13.3%
20.4%
100.0%

Performance Funding to be distributed by each institution's contribution to the Aggregate MP60 points from Spring 2016 through Spring 2018
\$12

Distribution of MP60 Performance Funding, by each Institution's Contribution to the Aggregate MP60 points from Spring 2016 through Spring 2018		
ENMU	49.8%	\$6
NMHU	16.5%	\$2
NNMC	13.3%	\$2
WNMU	20.4%	\$2
TOTAL	100.0%	\$12

Inst	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Total MP60
NMT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.4	59.5	134.7	196.6
NMSU	0.0	0.0	0.0	0.1	0.0	0.5	1.0	46.3	344.8	800.8	1,193.6
UNM	0.0	0.0	0.0	0.0	0.0	0.0	0.0	89.0	531.4	1,641.9	2,262.3
ENMU-RO	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.1	80.9	60.5	153.5
ENMU-RU	0.0	0.0	0.0	0.0	0.0	1.0	2.0	1.5	11.5	11.2	27.2
NMSU-AL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.0	33.7	36.4	78.1
NMSU-CA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.2	46.9	48.1	101.3
NMSU-DA	1.0	0.0	0.0	2.9	7.0	34.5	40.0	32.3	320.3	296.0	733.9
NMSU-GR	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.4	16.2	17.7	36.3
UNM-GA	0.0	0.0	0.0	0.0	0.0	2.0	4.0	6.0	69.0	75.5	156.5
UNM-LA	0.0	0.0	0.0	0.0	0.0	0.0	1.0	2.4	22.0	24.8	50.3
UNM-TA	0.0	0.0	0.0	1.0	0.0	3.4	3.0	4.2	39.1	43.6	94.3
UNM-VA	0.0	0.0	0.0	0.0	0.0	2.0	0.0	14.2	77.9	85.7	179.8
CNM	0.0	0.0	0.0	0.0	3.0	5.1	16.0	251.2	569.6	615.5	1,460.3
CCC	0.0	0.0	0.0	0.0	0.0	0.0	0.1	10.3	69.6	72.5	152.5
LCC	0.0	0.0	0.0	0.0	0.0	1.5	0.0	3.9	23.2	31.6	60.2
MCC	0.0	0.0	0.0	0.0	0.0	0.0	0.9	1.4	4.2	10.2	16.7
NMJC	0.0	0.0	0.0	0.0	0.0	0.0	7.0	6.0	54.6	65.3	132.9
SJC	0.0	0.0	0.0	0.0	0.0	1.0	1.0	52.4	217.6	205.9	478.0
SECC	0.0	0.0	0.0	3.0	1.0	7.0	6.0	21.1	83.6	115.8	237.5

0.0

STEP 4h - Where the Performance Funding set aside for the Dual Credit Mission Measure is distributed among the Comprehensive Universities and Community Colleges.

Dual Credit End-Of-Course Student Credit Hours									Estimated Tuition Value of the 3-Year Average Dual Credit EOC SCH				Dual Credit EOC SCH Data to be used in the FY20 Formula	Performance Funding to be distributed by each institution's contribution to the Aggregate 3-Year Average Dual Credit EOC SCH	Distribution of Dual Credit Funding, by each Institution's Contribution to the Aggregate Dual Credit Estimate	
Sector	Institution	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16	AY16-17	AY17-18	Dual Credit EOC SCH 3-Year Average AY16 through AY18	FY19 (Resident Undergrad Part Time) Tuition Rate per SCH	Estimated Tuition Value of 3-Year Average Dual Credit EOC SCH	Each Institution's Contribution to the Aggregate 3-Year Estimated Tuition Value of Dual Credit EOC SCH				
Comprehensive	ENMU	0	3,844	4,384	4,572	5,614	4,473	5,920	5,336	\$160.09	\$854,187	9.3%	\$1,947,419	ENMU	9.3%	\$181,239
Comprehensive	NMHU	574	423	899	583	417	405	713	512	\$180.00	\$92,100	1.0%		NMHU	1.0%	\$19,542
Comprehensive	NNMC	1,513	2,799	3,343	2,972	1,656	1,949	1,939	1,848	\$147.35	\$272,203	3.0%		NNMC	3.0%	\$57,777
Comprehensive	WNMU	4,652	5,707	6,016	6,554	5,740	5,482	4,635	5,286	\$163.63	\$864,894	9.4%		WNMU	9.4%	\$183,511
Branch Campus	ENMU-RO	3,527	6,437	5,546	5,036	6,404	9,670	9,263	8,446	\$78.00	\$658,749	7.2%		ENMU-RO	7.2%	\$139,772
Branch Campus	ENMU-RU	1,609	2,550	2,733	3,748	4,085	3,756	2,311	3,384	\$45.00	\$152,273	1.7%		ENMU-RU	1.7%	\$32,309
Branch Campus	NMSU-AL	1,940	2,178	2,253	2,063	1,827	1,932	2,092	1,932	\$78.00	\$150,670	1.6%		NMSU-AL	1.6%	\$31,969
Branch Campus	NMSU-CA	3,907	5,813	5,958	6,373	8,420	9,311	9,959	9,230	\$41.00	\$379,430	4.1%		NMSU-CA	4.1%	\$80,294
Branch Campus	NMSU-DA	6,120	5,557	4,302	4,506	13,798	16,190	13,562	14,517	\$65.75	\$954,471	10.4%		NMSU-DA	10.4%	\$202,517
Branch Campus	NMSU-GR	1,369	1,676	1,920	2,510	2,790	3,329	3,068	3,062	\$78.00	\$238,862	2.6%		NMSU-GR	2.6%	\$50,681
Branch Campus	UNM-GA	5	48	69	99	247	561	549	386	\$70.10	\$27,035	0.3%		UNM-GA	0.3%	\$5,726
Branch Campus	UNM-LA	741	993	1,018	1,315	1,211	1,402	1,542	1,385	\$82.00	\$113,570	1.2%		UNM-LA	1.2%	\$24,097
Branch Campus	UNM-TA	3,582	5,546	7,006	6,100	6,195	6,439	11,414	8,016	\$75.00	\$601,200	6.6%		UNM-TA	6.6%	\$127,561
Branch Campus	UNM-VA	3,198	3,276	4,389	5,522	5,710	6,392	7,452	6,518	\$74.50	\$485,592	5.3%		UNM-VA	5.3%	\$103,032
Independent CC	CNM	11,351	14,504	18,008	24,000	28,714	30,864	32,604	30,727	\$55.00	\$1,690,003	18.4%		CNM	18.4%	\$338,581
Independent CC	CCC	2,495	3,572	3,865	4,921	6,452	6,457	6,224	6,378	\$44.00	\$280,617	3.1%		CCC	3.1%	\$59,541
Independent CC	LCC	3,529	3,544	3,303	2,542	2,760	3,206	2,764	2,910	\$38.00	\$110,580	1.2%		LCC	1.2%	\$23,463
Independent CC	MCC	2,290	2,263	2,621	2,062	1,751	2,553	2,869	2,391	\$58.00	\$138,678	1.5%		MCC	1.5%	\$29,424
Independent CC	NMJC	7,318	6,514	6,570	6,894	6,802	7,729	6,703	7,078	\$38.00	\$268,964	2.9%		NMJC	2.9%	\$57,068
Independent CC	SJC	3,528	5,974	7,704	8,336	9,595	10,795	11,207	10,332	\$40.00	\$416,076	5.6%		SJC	5.6%	\$109,500
Independent CC	SFCC	3,157	3,701	4,581	6,575	7,191	6,940	6,433	6,854	\$48.00	\$329,000	3.6%	SFCC	3.6%	\$69,806	
											\$9,178,254	100.0%				

Research Institution Dual Credit (not counted for Dual Credit Measure in Formula)							
Institution	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16	AY16-17	AY17-18
NMT	92	65	108	154	124	143	51
NMSU	1,142	1,199	1,110	1,162	1,951	2,227	2,176
UNM	1,938	2,124	2,441	3,061	3,397	3,297	3,630

\$0.00

STEP 6 - Where all the separate components of the FY19 funding formula are added together in order to make the final state I&G funding recommendation for FY18.

Institution	Protected Base Funding from Previous Fiscal Year	FY20 Funding distributed by each Performance-Outcomes Measure							FY20 Performance Funding		Total FY20 I&G Formula Funding				
	Protected FY19 Base Funding for FY20	Total Awards Funding	STEMH Awards Funding	At-Risk Student Awards Funding	EOC SCH Funding	Research Mission Measure Funding	MP30 Mission Measure Funding	MP60 Mission Measure Funding	Dual Credit Mission Measure Funding	FY20 Performance Funding		I&G Funding	Change in I&G Funding from FY19 Adjusted Budget	Percentage Change FY19 to FY20	Proportion of Total I&G Funding
Grand Total	\$537,483,044	\$17,526,621	\$7,886,979	\$9,201,476	\$12,122,580	\$6,459,819	\$2,910,573	\$12	\$1,947,419	\$58,055,480	100.00%	\$595,538,500	\$11,317,800	1.94%	100.0%
New Mexico Institute of Mining and Technology	\$24,518,184	\$642,162	\$440,497	\$197,690	\$421,625	\$957,327				\$2,659,300	4.58%	\$27,177,500	\$527,300	1.98%	4.6%
New Mexico State University	\$103,960,552	\$3,672,295	\$1,411,721	\$1,520,167	\$2,269,835	\$1,701,216				\$10,575,234	18.22%	\$114,535,800	\$1,535,200	1.36%	19.2%
University of New Mexico	\$167,717,656	\$6,431,956	\$2,298,142	\$2,902,375	\$3,898,082	\$3,801,276				\$19,331,831	33.30%	\$187,049,500	\$4,747,700	2.60%	31.4%
Research University Total	\$296,196,392	\$10,746,413	\$4,150,360	\$4,620,231	\$6,589,541	\$6,459,819				\$32,566,365	56.10%	\$328,762,800	\$6,810,200	2.12%	55.2%
Eastern New Mexico University	\$24,540,540	\$1,049,095	\$326,601	\$615,635	\$679,789		\$163,737	\$6	\$181,239	\$3,016,102	5.20%	\$27,556,600	\$882,100	3.31%	4.6%
New Mexico Highlands University	\$24,801,912	\$1,022,434	\$463,447	\$628,523	\$589,333		\$51,833	\$2	\$19,542	\$2,775,113	4.78%	\$27,577,000	\$618,400	2.29%	4.6%
Northern New Mexico College	\$9,107,724	\$79,652	\$85,927	\$107,397	\$87,533		\$50,059	\$2	\$57,777	\$468,347	0.81%	\$9,576,100	(\$323,600)	-3.27%	1.6%
Western New Mexico University	\$15,430,516	\$580,497	\$231,923	\$377,709	\$460,141		\$92,372	\$2	\$183,511	\$1,926,155	3.32%	\$17,356,700	\$584,400	3.48%	2.9%
Comprehensive University Total	\$73,880,692	\$2,731,677	\$1,107,898	\$1,729,264	\$1,816,796		\$358,001	\$12	\$442,068	\$8,185,717	14.10%	\$82,066,400	\$1,761,300	2.19%	13.8%
Eastern New Mexico University-Roswell	\$10,286,980	\$150,960	\$180,207	\$96,327	\$172,689		\$96,551		\$139,772	\$836,507	1.44%	\$11,123,500	(\$58,000)	-0.52%	1.9%
Eastern New Mexico University-Ruidoso	\$1,822,336	\$24,339	\$23,471	\$13,383	\$27,813		\$19,697		\$32,309	\$141,012	0.24%	\$1,963,300	(\$17,500)	-0.88%	0.3%
New Mexico State University-Alamogordo	\$6,466,588	\$48,857	\$16,509	\$36,846	\$75,822		\$39,678		\$31,969	\$249,682	0.43%	\$6,716,300	(\$312,600)	-4.45%	1.1%
New Mexico State University-Carlsbad	\$3,628,480	\$46,918	\$15,713	\$26,602	\$95,976		\$67,728		\$80,294	\$333,231	0.57%	\$3,961,700	\$17,700	0.45%	0.7%
New Mexico State University-Dona Ana	\$20,320,132	\$452,932	\$239,481	\$375,395	\$460,234		\$398,325		\$202,517	\$2,128,885	3.67%	\$22,449,000	\$361,900	1.64%	3.8%
New Mexico State University-Grants	\$3,075,100	\$31,560	\$17,305	\$30,071	\$38,420		\$27,043		\$59,681	\$195,080	0.34%	\$3,270,200	(\$72,300)	-2.16%	0.5%
University of New Mexico-Gallup	\$7,807,304	\$90,724	\$51,118	\$95,171	\$143,452		\$96,915		\$5,736	\$483,116	0.83%	\$8,290,400	(\$195,800)	-2.31%	1.4%
University of New Mexico-Los Alamos	\$1,616,440	\$29,365	\$34,212	\$16,523	\$38,153		\$30,165		\$24,097	\$172,515	0.30%	\$1,789,000	\$32,000	1.82%	0.3%
University of New Mexico-Taos	\$3,137,752	\$46,536	\$30,631	\$50,725	\$68,837		\$55,843		\$127,561	\$380,133	0.65%	\$3,517,900	\$107,300	3.15%	0.6%
University of New Mexico-Valencia	\$4,884,924	\$63,502	\$72,600	\$65,926	\$101,388		\$92,205		\$103,032	\$498,652	0.86%	\$5,383,600	\$73,900	1.39%	0.9%
Central New Mexico Community College	\$51,058,068	\$2,001,725	\$990,345	\$1,386,584	\$1,327,430		\$923,079		\$358,581	\$6,987,744	12.04%	\$58,045,800	\$2,547,900	4.59%	9.7%
Clovis Community College	\$8,529,596	\$142,643	\$157,731	\$114,998	\$155,048		\$100,462		\$59,541	\$730,423	1.26%	\$9,260,000	(\$11,300)	-0.12%	1.6%
Luna Community College	\$6,179,916	\$53,730	\$42,566	\$47,751	\$66,761		\$33,642		\$23,463	\$267,912	0.46%	\$6,447,800	(\$269,500)	-4.01%	1.1%
Mesalands Community College	\$3,567,116	\$27,835	\$47,538	\$21,149	\$47,524		\$17,901		\$29,424	\$191,371	0.33%	\$3,758,500	(\$118,800)	-3.06%	0.6%
New Mexico Junior College	\$4,907,188	\$143,562	\$19,890	\$56,177	\$152,276		\$129,341		\$57,068	\$558,314	0.96%	\$5,465,500	\$131,600	2.47%	0.9%
San Juan College	\$21,271,964	\$435,277	\$452,508	\$257,919	\$490,852		\$270,808		\$109,500	\$2,016,863	3.47%	\$23,288,800	\$167,100	0.72%	3.9%
Santa Fe Community College	\$8,846,076	\$258,064	\$236,895	\$160,435	\$253,568		\$153,189		\$69,806	\$1,131,958	1.95%	\$9,978,000	\$362,700	3.77%	1.7%
Community College Total	\$167,405,960	\$4,048,531	\$2,628,721	\$2,851,981	\$3,716,242		\$2,552,572		\$1,505,351	\$17,303,398	29.80%	\$184,709,300	\$2,746,300	1.51%	31.0%

Data Input	Plug Data into:	Data Source:
Base Funding from Prior Fiscal Year	Step 0, Column B	Chartered Law - Secretary of State Website.
Total Awards	RAW DATA-Awards, Columns D through AQ	HED P&R Division
STEMH Awards	RAW DATA-STEMH, Columns D through AQ	HED P&R Division
At-Risk Awards	RAW DATA-At-Risk, Columns D through AQ	HED P&R Division
End-of-Course Student Credit Hours for the most recent completed academic year	RAW DATA AY2016-17, Columns D through F	HED P&R Division
Research Mission Measure Data	DATA- Research Mission Measure, Column N	Research HEI Annual Audited Financial Reports
MP30 Mission Measure Data	Step4f - MP30\$ Distribu., Columns C through Y	HED P&R Division
MP60 Mission Measure Data	Step4g - MP60\$ Distribu., Columns B through L	HED P&R Division
Dual Credit Mission Measure Data	Step4h - Dual Credit \$ Distribu., Column H	HED P&R Division

These are the matrices used to calculate weight values for each award category.

Awards Matrices for Total Awards Outcome Measure

Dollars per Award Level by Award Program Tier Level											
Research	Certificates			Assoc Degree	Bach Degree	Master Degree	Doctoral		Grad Cert		Scale Factor
	<1 Year	1-2 Years	2-4 Years				Doctorate	1st Prof	Post Bach	Post MA	
	1-01	1-02	1-04	2-03	3-05	4-07	5-17	5-18	6-06	6-08	
Tier 1	4,950	7,260	14,455	14,455	33,000	32,888	108,659	108,659	7,819	19,256	Research
Tier 2	7,143	10,477	20,860	20,860	47,623	47,461	156,808	156,808	11,284	27,788	Scale Factor
Tier 3	10,469	15,354	30,570	30,570	69,792	69,555	229,805	229,805	16,537	40,723	264,912

All Others

Tier 1	100	200	200	250	500	1,000	2,500	2,500	250	500	All Others
Tier 2	100	200	200	250	500	1,000	2,500	2,500	250	500	Scale Factor
Tier 3	100	200	200	250	500	1,000	2,500	2,500	250	500	4,202

Awards Matrices for the STEMH Awards Outcome Measure

Dollars per Award Level by Award Program Tier Level											
Research	Certificates			Assoc Degree	Bach Degree	Master Degree	Doctoral		Grad Cert		Scale Factor
	<1 Year	1-2 Years	2-4 Years				Doctorate	1st Prof	Post Bach	Post MA	
	1-01	1-02	1-04	2-03	3-05	4-07	5-17	5-18	6-06	6-08	
Tier 1	4,950	7,260	14,455	14,455	33,000	32,888	108,659	108,659	7,819	19,256	Research
Tier 2	7,143	10,477	20,860	20,860	47,623	47,461	156,808	156,808	11,284	27,788	Scale Factor
Tier 3	10,469	15,354	30,570	30,570	69,792	69,555	229,805	229,805	16,537	40,723	130,498

Comprehensive

Tier 1	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	Comp
Tier 2	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	Scale Factor
Tier 3	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,926

Two-Year

Tier 1	500	500	500	500	500	500	500	500	500	500	Two-Year
Tier 2	500	500	500	500	500	500	500	500	500	500	Scale Factor
Tier 3	500	500	500	500	500	500	500	500	500	500	1,926

Awards Matrices for the Awards to Financially At-Risk Students Outcome Measure

Dollars per Award Level by Award Program Tier Level											
Research	Certificates			Assoc Degree	Bach Degree	Master Degree	Doctoral		Grad Cert		Scale Factor
	<1 Year	1-2 Years	2-4 Years				Doctorate	1st Prof	Post Bach	Post MA	
	1-01	1-02	1-04	2-03	3-05	4-07	5-17	5-18	6-06	6-08	
Tier 1	4,950	7,260	14,455	14,455	33,000	32,888	108,659	108,659	7,819	19,256	Research
Tier 2	7,143	10,477	20,860	20,860	47,623	47,461	156,808	156,808	11,284	27,788	Scale Factor
Tier 3	10,469	15,354	30,570	30,570	69,792	69,555	229,805	229,805	16,537	40,723	136,728

Comprehensive

Tier 1	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	Comp
Tier 2	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	Scale Factor
Tier 3	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	3,367

Two-Year

Tier 1	575	575	575	575	575	575	575	575	575	575	Two-Year
Tier 2	575	575	575	575	575	575	575	575	575	575	Scale Factor
Tier 3	575	575	575	575	575	575	575	575	575	575	3,367

Awards Matrix for the End of Course Student Credit Hours Outcome Measure

Weighted Value	100.00%		
Original Formula Cost Factors			
Formula Cost Factors			
Tier	Lower	Upper	Graduate
1	\$133.34	\$293.44	\$635.09
2	\$199.20	\$499.40	\$873.81
3	\$321.16	\$527.84	\$1,396.77
Support Services per Credit Hour:	\$20.33		

Calculations for Determining the Scale Factors used to Normalize (Scale) All Weighted Award Data

UNM's Performance Data is run through each Matrix, then each Result is divided by 1,000 to Arrive at a Scale Factor for each Matrix.

Awards Matrices for Total Awards Outcome Measure										
UNM's current unscaled 3-Year Average Weighted Total Award Value for Each Total Awards Matrix										
Research Matrix	Certificates			Assoc Degree	Bach Degree	Master Degree	Doctoral		Grad Cert	
	<1 Year	1-2 Years	2-4 Years				Doctorate	1st Prof	Post Bach	Post MA
	1-01	1-02	1-04	2-03	3-05	4-07	5-17	5-18	6-06	6-08
Tier 1	0	12,100	0	0	93,214,000	20,116,493	9,815,530	11,445,415	234,570	353,027
Tier 2	0	0	0	0	33,796,456	17,782,055	6,795,013	19,757,808	71,465	120,415
Tier 3	0	76,770	0	0	23,938,656	12,751,750	14,630,918	0	0	0
All Others Matrix										
Tier 1	0	333	0	0	1,412,333	611,667	225,833	263,333	7,500	9,167
Tier 2	0	0	0	0	354,833	374,667	108,333	315,000	1,583	2,167
Tier 3	0	1,000	0	0	171,500	183,333	159,167	0	0	0

Research - Total Award Matrix Scale Factor
264,912

All Others - Total Award Matrix Scale Factor
4,202

Awards Matrices for the STEMH Awards Outcome Measure										
UNM's current unscaled 3-Year Average Weighted Total Award Value for Each STEMH Award Matrix										
Research Matrix	Certificates			Assoc Degree	Bach Degree	Master Degree	Doctoral		Grad Cert	
	<1 Year	1-2 Years	2-4 Years				Doctorate	1st Prof	Post Bach	Post MA
	1-01	1-02	1-04	2-03	3-05	4-07	5-17	5-18	6-06	6-08
Tier 1	0	0	0	0	4,631,000	0	0	0	0	0
Tier 2	0	0	0	0	33,177,357	15,013,496	6,324,589	19,757,808	75,227	120,415
Tier 3	0	76,770	0	0	23,938,656	12,751,750	14,630,918	0	0	0
Comprehensive Matrix										
Tier 1	0	0	0	0	140,333	0	0	0	0	0
Tier 2	0	0	0	0	696,667	316,333	40,333	126,000	6,667	4,333
Tier 3	0	5,000	0	0	343,000	183,333	63,667	0	0	0
Two-Year Matrix (Comprehensive Sector Scale Factor is applied to Two Year Sector Matrices)										
Tier 1	0	0	0	0	140,333	0	0	0	0	0
Tier 2	0	0	0	0	696,667	316,333	40,333	126,000	6,667	4,333
Tier 3	0	5,000	0	0	343,000	183,333	63,667	0	0	0

Research - STEMH Award Matrix Scale Factor
130,498

Comp - STEMH Award Matrix Scale Factor
1,926

Two-Year - STEMH Award Matrix Scale Factor
1,926

Awards Matrices for the Awards to Financially At-Risk Students Outcome Measure										
UNM's current unscaled 3-Year Average Weighted Total Award Value for Each At-Risk Award Matrix										
Research Matrix	Certificates			Assoc Degree	Bach Degree	Master Degree	Doctoral		Grad Cert	
	<1 Year	1-2 Years	2-4 Years				Doctorate	1st Prof	Post Bach	Post MA
	1-01	1-02	1-04	2-03	3-05	4-07	5-17	5-18	6-06	6-08
Tier 1	0	7,260	0	0	53,152,000	9,164,789	4,092,822	8,982,477	65,158	57,768
Tier 2	0	0	0	0	16,890,291	9,492,200	836,309	15,523,992	18,807	27,788
Tier 3	0	40,944	0	0	11,841,376	4,312,410	2,221,448	0	0	0
Comprehensive Matrix										
Tier 1	0	1,150	0	0	1,852,267	320,467	43,317	95,067	9,583	3,450
Tier 2	0	0	0	0	407,867	230,000	6,133	113,850	1,917	1,150
Tier 3	0	3,067	0	0	195,117	71,300	11,117	0	0	0
Two-Year Matrix (Comprehensive Sector Scale Factor is applied to Two Year Sector Matrices)										
Tier 1	0	1,150	0	0	1,852,267	320,467	43,317	95,067	9,583	3,450
Tier 2	0	0	0	0	407,867	230,000	6,133	113,850	1,917	1,150
Tier 3	0	3,067	0	0	195,117	71,300	11,117	0	0	0

Research - At-Risk Award Matrix Scale Factor
136,728

Comp - At-Risk Award Matrix Scale Factor
3,367

Two-Year - At-Risk Award Matrix Scale Factor
3,367

RAW EOC SCH AY2017-18

sortorder	InstitutionName	tier	Lower	Upper	Graduate
01	NMIMT - Main	1	12,220	6,021	127
01	NMIMT - Main	2	6,200	931	959
01	NMIMT - Main	3	3,118	12,033	5,111
02	NMSU - Main	1	102,226	92,314	25,118
02	NMSU - Main	2	30,955	34,808	10,515
02	NMSU - Main	3	12,914	23,934	7,028
03	UNM - Main	1	205,526	165,476	49,184
03	UNM - Main	2	44,490	26,569	36,097
03	UNM - Main	3	14,945	23,561	12,614
10	ENMU - Main	1	40,876	23,920	13,046
10	ENMU - Main	2	12,044	15,546	4,158
10	ENMU - Main	3	1,776	1,402	161
11	NMHU - Main	1	14,694	17,039	12,365
11	NMHU - Main	2	3,273	10,527	10,512
11	NMHU - Main	3	85	638	331
12	NNMC - Main	1	12,383	2,888	-
12	NNMC - Main	2	3,161	725	-
12	NNMC - Main	3	2,315	671	-
13	WNMU - Main	1	20,798	8,903	5,485
13	WNMU - Main	2	6,577	6,723	9,050
13	WNMU - Main	3	3,796	467	-
20	ENMU - Roswell Branch	1	27,710	-	-
20	ENMU - Roswell Branch	2	10,515	-	-
20	ENMU - Roswell Branch	3	8,539	-	-
22	ENMU - Ruidoso Branch	1	6,555	-	-
22	ENMU - Ruidoso Branch	2	1,182	-	-
22	ENMU - Ruidoso Branch	3	260	-	-
23	NMSU - Alamogordo Branch	1	18,938	-	-
23	NMSU - Alamogordo Branch	2	3,038	-	-
23	NMSU - Alamogordo Branch	3	797	-	-
24	NMSU - Carlsbad Branch	1	19,601	-	-
24	NMSU - Carlsbad Branch	2	6,359	-	-
24	NMSU - Carlsbad Branch	3	2,804	-	-
25	NMSU - Dona Ana Branch	1	101,704	-	-
25	NMSU - Dona Ana Branch	2	21,206	-	-
25	NMSU - Dona Ana Branch	3	12,885	-	-
26	NMSU - Grants Branch	1	8,731	-	-
26	NMSU - Grants Branch	2	1,371	-	-
26	NMSU - Grants Branch	3	1,317	-	-
27	UNM - Gallup Branch	1	26,792	-	-
27	UNM - Gallup Branch	2	7,741	-	-
27	UNM - Gallup Branch	3	3,918	-	-
28	UNM - Los Alamos Branch	1	9,630	-	-
28	UNM - Los Alamos Branch	2	1,629	-	-
28	UNM - Los Alamos Branch	3	681	-	-
29	UNM - Taos Branch	1	12,523	-	-
29	UNM - Taos Branch	2	3,940	-	-
29	UNM - Taos Branch	3	1,428	-	-
30	UNM - Valencia Branch	1	23,473	-	-
30	UNM - Valencia Branch	2	4,389	-	-
30	UNM - Valencia Branch	3	2,486	-	-
40	CNM - Main	1	304,223	-	-
40	CNM - Main	2	54,097	-	-
40	CNM - Main	3	31,209	-	-
42	CCC - Main	1	34,910	-	-
42	CCC - Main	2	4,689	-	-
42	CCC - Main	3	6,632	-	-
43	LCC - Main	1	11,952	-	-
43	LCC - Main	2	4,565	-	-
43	LCC - Main	3	1,543	-	-
44	MCC - Main	1	10,537	-	-
44	MCC - Main	2	1,265	-	-
44	MCC - Main	3	2,566	-	-
45	NMJC - Main	1	32,200	-	-
45	NMJC - Main	2	10,958	-	-
45	NMJC - Main	3	2,341	-	-
47	SJC - Main	1	72,469	-	-
47	SJC - Main	2	30,407	-	-
47	SJC - Main	3	23,581	-	-
48	SFCC - Main	1	53,437	-	-
48	SFCC - Main	2	8,632	-	-
48	SFCC - Main	3	9,125	-	-

NMIMT - Main	46,720
NMSU - Main	339,813
UNM - Main	578,463
ENMU - Main	112,929
NMHU - Main	69,464
NNMC - Main	22,143
WNMU - Main	61,799
ENMU - Roswell Brar	46,764
ENMU - Ruidoso Brar	7,997
NMSU - Alamogordo	22,773
NMSU - Carlsbad Bra	28,764
NMSU - Dona Ana Br	135,795
NMSU - Grants Branch	11,419
UNM - Gallup Branch	38,451
UNM - Los Alamos Br	11,940
UNM - Taos Branch	17,891
UNM - Valencia Bran	30,348
CNM - Main	389,529
CCC - Main	46,231
LCC - Main	18,060
MCC - Main	14,368
NMJC - Main	45,499
SJC - Main	126,457
SFCC - Main	71,194
Total	2,294,809
	2,294,809

RAW EOC SCH AY2016-17	2016-17	
13,288	5,897	116
6,779	1,100	988
3,636	12,775	6,216
103,613	97,192	27,083
30,324	34,164	10,095
13,593	24,544	6,973
221,783	174,842	49,455
47,357	26,666	37,710
14,042	23,702	13,184
42,446	25,136	13,238
10,421	13,973	3,686
1,662	1,268	175
16,606	18,762	12,863
3,331	11,305	9,544
158	660	333
12,520	2,350	-
3,626	769	-
1,948	555	9
20,455	9,886	5,249
7,147	7,180	10,762
4,764	623	9
28,502	-	-
11,039	-	-
8,669	-	-
46,231	-	-
1,345	-	-
408	-	-
19,508	-	-
3,717	-	-
908	-	-
20,117	-	-
6,229	-	-
2,534	-	-
105,548	-	-
21,187	-	-
13,945	-	-
8,537	-	-
1,776	-	-
1,244	-	-
30,938	-	-
7,829	-	-
4,395	-	-
10,097	-	-
1,776	-	-
624	-	-
15,064	-	-
4,722	-	-
1,776	-	-
24,686	-	-
3,930	-	-
2,388	-	-
320,238	-	-
55,695	-	-
32,016	-	-
35,666	-	-
5,143	-	-
5,818	-	-
13,893	-	-
5,384	-	-
1,656	-	-
10,827	-	-
1,018	-	-
1,879	-	-
33,424	-	-
12,132	-	-
2,130	-	-
77,617	-	-
32,848	-	-
24,342	-	-
58,717	-	-
9,497	-	-
8,787	-	-

8,632

City of Gallup



Maryann Ustick, City Manager

Gallup Business Improvement District



Francis Bee, Executive Director

Gallup McKinley County Chamber of Commerce



Bill Lee, President/CEO

Gallup McKinley County School District



Mike Hyatt, Superintendent

Greater Gallup Economic Development Corporation



Patty Lundstrom, Executive Director

McKinley County



Anthony Dimas, County Manager

Northwest New Mexico Council of Governments



Jeff Kiely, Executive Director

Rehoboth McKinley Christian Hospital Care Services



David Conejo, CEO

UNM - Gallup



Dr. James Malm, CEO

GEDA

Gallup Executive Directors Alliance

Friday, October 19, 2018

11:30am – 1:30pm

El Morro Events Center

210 S. Second St. – Gallup, NM

Purpose:

The Gallup Executive Directors Alliance (GEDA) provides learning and networking opportunities for administrative leadership in the Gallup-McKinley County community. Held every month, rotating sponsors, GEDA consists of Executive Directors and/or Chief Administrators from area organizations. Members attend monthly meetings held during the lunch hour, where they discuss what is happening in their organizations, and discuss the overall condition of the community, possible partnerships, and long-term goals for the Gallup-McKinley County as a whole.

AGENDA

1. **Call to Order** Maryann Ustick, *Meeting Host*
City of Gallup
2. **Host Spotlight (10 mins.)**
 - Maryann Ustick, Gallup City Manager
3. **Member Updates (10 min. ea.)**
 - Frist come, first serve
4. **Next Meeting**
 - Nov. 2018: TBD
 - Dec. 2018: GGEDC - Dec. 21st
5. **Adjourn**

From: Michael Sage <michael@gallupedc.com>

Sent: Monday, October 22, 2018 11:53 AM

To: adimas@co.mckinley.nm.us; bill@thegallupchamber.com; dconejo@rmchcs.org; ewilliams@nwnmcog.org; francis@gallupbid.com; Ina Burmeister <iburmeister@rmchcs.org>; James Richard Malm <malm@unm.edu>; jkiely@nwnmcog.org; Maryann Ustick <mustick@gallupnm.gov>; Mike Hyatt <mhyatt@gmcs.k12.nm.us>; Patty Lundstrom <patty@gallupedc.com>

Cc: melody <melody@gallupedc.com>; Marla Chavez <mchavez@gallupnm.gov>; Lovato, Lisa <llovato@rmchcs.org>; Christy Butler <cbutler1@unm.edu>

Subject: Recommendations for Boards & Commissions

GEDA Members:

During last week's meeting of GEDA, it was suggested that names for consideration for nomination to NM Boards & Commissions be drafted. Accordingly, the attached spreadsheet has been created which lists a few but not all key Boards and Commissions.

A majority of the Boards & Commission have granting authority, so therefore it is important we have representatives who will be sensitive to needs of Gallup-McKinley County residents.

We are asking that each organization submit a list of recommendations. The final list will be presented at next month's GEDA meeting.

Please submit at your earliest convenience.

Thanks,

--

Michael Sage, CEcD

Deputy Director

Greater Gallup Economic Development Corporation

Ph: (505) 722-2980

Fx: (505) 722-2987

Cell: (505) 240-3264

michael@gallupedc.com

www.gallupedc.com

	CURRENT	RECOMMENDATION
Community Development Council	Elmer Chavez	
DWI Grant Council	Jackie McKinney	
Economic Development Commission	Tony Tanner	
Economic Partnership	Sen. Clemente Sanchez	
Economic Partnership	Joe DiGregorio	
NM Finance Authority		
NM Board of Finance		
Four Corners Heritage Council		
Gaming Control Board		
Western Interstate Commission for Higher Education		
NM Hospital Equipment Loan Council		
Regional Housing Authorities	Alfred Abeita	
Commission on Indian Affairs		
Industrial Training Board (JTIP)		
Intertribal Ceremonial Board		
Small Business Regulatory Advisory Commission	Mary Jean Christenson	
State Library Commission		
Livestock Board		
MainStreet Revolving Loan Committee		
Mortgage Finance Authority		
Board of Nursing		
Off-Highway Motor Vehicle Advisory Board		
Public Schools Capital Outlay Oversight Task Force		
Public Schools Insurance Authority		
Tourism Commission		
Transportation Commission	Billy Moore	
Tribal Infrastructure Fund - Navajo Rep	Vacant	
UNM Board of Regents		
Water Trust Board		
Youth Conversation Corps Commission		

GALLUP-MCKINLEY COUNTY DAY
AT THE 2019 NEW MEXICO STATE LEGISLATURE
SINCE 2001

October 1, 2018

Dr. James Malm
Chief Executive Officer
UNM-Gallup
705 Gurley Avenue
Gallup, NM 87301



We invite your company's financial support for the 2019 Gallup-McKinley County Day at the New Mexico State Legislature.

The 2019 Gallup-McKinley County Day event will be held on Thursday, February 21, 2019 at the La Fonda On The Plaza, 100 E. San Francisco St. in Santa Fe, NM.

Our Event has become known as a hallmark of each year's Legislative Session.

Your contribution is greatly appreciated, and all contributors will be recognized in our promotional materials and at the event.

Contributions may be sent to Gallup-McKinley County Chamber of Commerce, 106 West Historic Highway 66, Gallup, NM 87301; ATTN: Cecilia Perez.

Planning activities are already underway. As the Legislators and staff in Santa Fe have come to expect, we'll bring gifts such as the famous Gallup-McKinley County Day Pin. We'll host legislators and guests in the gala reception, we'll distribute a professional brochure of our area's legislative priorities for the 2019 Legislative Session, and our region's Representatives and Senators will honor selected community members on their Chamber Floors.

Gallup-McKinley County Day at the Legislature is one of our community's most powerful promotional activities, and we look forward with appreciation and gratitude to your partnership and support.

A handwritten signature in blue ink, appearing to read "Fran Palochak".

Fran Palochak, Councilor, City of Gallup
Chair, GMCD
(505) 879-6570

A handwritten signature in blue ink, appearing to read "Bill Lee".

Bill Lee, McKinley County Commissioner
C.E.O. Gallup Chamber of Commerce
(505) 722-2228

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Research & Public Service Project (RPSP) and other Funding Requests

FY 2020

Print, sign, and submit packet to NMHED per instructions by 9/14/18

#NAME?	University of New Mexico-Gallup		
Primary Contact	Name and Title: Dr. Daniel T. Primozic, Dean of Instruction		
	Phone: 505-863-7591		
	Email: dprimozic@unm.edu		
Governing Board Signature:			Date:

Institutional Rank (priority)	Program/Project Title	Process and Mechanical Technology	Request in FY 20	New Program (X)
--------------------------------------	------------------------------	--	-------------------------	------------------------

1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
Total Funding Request			\$ 200,000.00	0

Please insert additional rows as necessary.

--	--	--	--	--

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Research & Public Service Project (RPSP)

FY 2020

Fill and submit packet to NMHED per instructions by 9/14/18

Institution:	UNM-Gallup
Name/Title of Project:	Process and Mechanical Technology
Indicate type	New
FY20 Funding	
If Previously Funded, Amount that was awarded in FY19	\$ -
Type of Project (X for type)	Research ___ Public Service ___ Academic ___ Athletics ___ Clinical ___ Economic Development ___ Other ___ (Please explain in the space below) Academic

1 **Number of years the project has received General Fund support:**
 (Disregard if new program)

2 **Project Description/Executive Summary:**

The University of New Mexico-Gallup has entered into a partnership with local refining industry to promote workforce development training for the Gallup community. First this partnership will provide Basic Operator Training for workers in the partner industry. Then it will provide the opportunity for a Certificate in Process Technology attainable within two years which can later progress to an Associate of Applied Science degree. The \$200,000 allotment for workforce development is seed money to cover the startup costs of this new partnership program. This program could generate between 30-40 new jobs annually as well as have the possibility of professional education for workers in the partner industry. The seed money will be used in the following manner:

1. A visiting professor will be hired to develop and coordinate the new program at a salary of \$70,000 with 35% for fringe benefits. This coordinator will:

- a) conduct needs assessments,
- b) write curriculum as needed for additional courses not being currently offered by the University of New Mexico Gallup,
- c) oversee the purchase of equipment needed for the program,
- d) schedule classes,
- e) create and monitor the budget for the new program,
- f) perform assessment of the program, and
- g) revise the program to reflect innovations in the field during this initial phase of the program.

2. This will be a two-year visiting position wherein the coordinator will also do some of the instruction for the program in conjunction with the existing industrial partner's training staff and supplemental professors from UNM Gallup. This position may be extended into a tenure track position if the program proves successful and mutually advantageous to both the university and the professor.

3. After several consultations and site visits with the industrial partner's on-site trainer, we have already determined that the university will have to supplement additional professors for specific modules of the program.

4. Initial purchases of instructional materials and supplies will be taken from the remainder of the \$200,000 allotment after the deduction of faculty salary and benefits. All equipment for the program will be housed at the industrial partner's work site where it is anticipated that all instruction will take place.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Research & Public Service Project (RPSP)

FY 2020

Fill and submit packet to NMHED per instructions by 9/14/18

3 **Budget Narrative (Overview only - Budget Detail follows on next Worksheet).**

Visiting Professor of Process and Mechanical Technology salary of 70,000.00 over 2 years @ 70,000.00 per year. Supplies and materials @ 11,000.00 over 2 years.

4 **Program Mission (include population served, other demographic info):**

To serve the Gallup community and the region by creating a workforce development program that may provide up to 30-40 new jobs per year and enhance the economic development for the people of our area.

5 **Key Project Objectives (Overview only - details and measures on following worksheet):**

Create instruction for partner in Basic Operator Instruction; Hire Visiting Professor to create and coordinate program; Visiting Professor Completes the creation of the Certificate in Process and Mechanical Technology; Visiting Professor finalizes program for Summer Semester, 2019 launch; Visiting Professor/ UNM Gallup faculty instruct program; Students complete Certificate Program.

6 **For Existing Projects, Describe Major Accomplishments and/or Obstacles Encountered the Previous Fiscal Year. For New Projects Identify the Top Objectives and Challenges for the Current FY:**

7 **Describe the Project Impact (Statewide Impact, Does it address the Governor's initiatives, and/or what are the Student Outcomes):**

This program can produce 30-40 new jobs in the Process and Mechanical Technology field per year for the people of our local and regional economy and provide our students with a certificate in Process and Mechanical Technology that can eventually lead to an AAS in that expanding field.

8 **Does the project receive Awards, private donations or Federal grants? Have you sought out funding from other sources?**

Not yet.

9 **Accomplishments / Highlights:**

Medical Projects

1 How many graduates stay in Practice in New Mexico:

0

NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Project (RPSP)
Project Budget Sheet

Institution:

RPSP Project: Total:

Budget versus Actual	Budget	Change	Request	
Revenue and Transfers	FY19		FY20	Comments
Beginning Fund Balance	\$ 200,000.00	\$ (200,000.00)		
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund		\$ -		
Local		\$ -		
Total Appropriations	\$ -	\$ -	\$ -	
Grants and Contracts				
Federal		\$ -		
State		\$ -		
Local		\$ -		
Total Grants and Contracts	\$ -	\$ -	\$ -	
Private Gifts, Grants and Contracts		\$ -		
Land & Permanent Fund or Local Property Taxes		\$ -		
Tuition and Fees		\$ -		
Endowment		\$ -		
Sales and Services		\$ -		
Other Sources - Detail in Comments		\$ -		
Total Revenues	\$ -	\$ -	\$ -	
Transfers (to) from				
Instruction and General		\$ -		
Student Social and Cultural		\$ -		
Research		\$ -		
Public Service		\$ -		
Internal Service		\$ -		
Student Aid		\$ -		
Auxiliary Enterprises		\$ -		
Athletics		\$ -		
Independent Operations		\$ -		
Capital Outlay		\$ -		
Renewal and Replacement		\$ -		
Total Transfers	\$ -	\$ -	\$ -	
Expenses				
Faculty Salaries	FTE \$ 140,000.00	FTE \$ (140,000.00)		
Professional Salaries		\$ -		
Other Staff Salaries		\$ -		
Student Salaries (GA/TA)		\$ -		
Other Salaries		\$ -		
Total All Salaries	0 \$ 140,000.00	0 \$ (140,000.00)	0 \$ -	
Fringe Benefits	\$ 49,000.00	\$ (49,000.00)		
Travel		\$ -		
Utilities		\$ -		
Institutional Support Charges		\$ -		
Plant Operation and Maintenance Charges		\$ -		
Supplies and Expenses	\$ 11,000.00	\$ (11,000.00)		
Equipment		\$ -		
Other Expenditures		\$ -		
Total Expenditures	0 \$ 200,000.00	0 \$ (200,000.00)	0 \$ -	
Ending Funding Balance	\$ -	\$ -	\$ -	

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Project (RPSP)
Project Objectives Sheet**

Institution:

University of New Mexico-Gallup

RPSP Project:

Process and Mechanical Technology

Total

\$ 200,000.00

Goal based on benefit to students (especially at-risk), generation of degrees (especially STEM-H) and the people of New Mexico

Comments - Demonstrate consistent improvement as a result of the awarded RPSs, trends, etc.

	Target for FY 18	Actuals for FY 18	Targets for FY 19	Targets for FY 20	
1		2019			
2	November, 2018				
3			August, 2019		
4			March, 2019		
5			May, 2019		
6			Summer, Fall Semesters	Spring, Summer Semesters	
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Add Additional lines as needed

THE UNIVERSITY OF NEW MEXICO - GALLUP



ANNUAL CLERY REPORT 2018

Purpose of the Annual Security and Fire Safety Report (ASFSR):

The Clery Act requires all colleges and universities across the country to publish an annual safety report by October 1st of each year. This report informs their respective campus community of Clery reportable crime statistics for the past three years and contains institutional policies and programs that pertain to sexual misconduct, safety and crime prevention. Doing so, informs the entire University of New Mexico Gallup, including current and prospective faculty, staff and students of what safety features UNM-Gallup has to offer and what Clery Crime Statistics have been reported at UNM-Gallup. The Annual Security and Fire Safety Report (ASFSR) is published and distributed by UNM-Gallup via e-mail to all current faculty, staff and students each year, as part of the requirements of the Clery Act. The ASFSR can also be found on the UNM-Gallup Campus Police Web Page, via the campus safety link: <https://www.gallup.unm.edu/campuspolice/>. The ASFSR is also available in print form from the UNM-Gallup Campus Police Office at 705 Gurley Avenue, Gallup, NM 87301, upon request.

Preparing the ASFSR:

Each year the ASFSR for UNM-Gallup Campus is prepared by the UNM-Gallup Police Sergeant with assistance of the UNM-Gallup Director of Student Affairs. Through the efforts of these individual entities, an annual review of the following is used to put together UNM-Gallup's ASFSR:

- A review of applicable policies that are required as part of the ASFSR;
- An inventory of crime prevention and educational programming efforts that are offered by UNM-Gallup for the campus community;
- A review of the reporting avenues for the UNM-Gallup Community to report crimes to at UNM-Gallup.
- A reconciliation and review of the Crime Statistics that are required to be entered as part of the ASFSR;
- Additionally, the UNM Clery Act Compliance Officer will keep updated with any new initiatives or compliance information to be placed in the ASFSR, as stated by the U.S. Department of Education.

Compiling Crime Statistics and Crime Reporting

The Crime Statistics that are included in this report are reported through one of the following areas for UNM-Gallup Campus

- UNM-Gallup Police Department
- Campus Security Authorities (CSAs) who handle the majority of conduct referrals at UNM-Gallup
- Campus Surveys are sent on an annual basis to all CSAs and law enforcement officials (according to UNM's Clery Geography), as determined by the Clery Act Compliance Officer, UNMGPD and the Clery Committee. CSAs generally would include the following:
 - Any individual or individuals who have responsibility for campus security, but who do not constitute a campus police department or a campus security department (e.g., an individual who is responsible for monitoring the entrance into institutional property).
 - Any individual or organization specified in an institution's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses.
 - An official of an institution who has significant responsibility for student and campus activities, such as:
 - Dean of Students/Director of Student Affairs
 - Director of Business Operations
 - Dean of Instruction

The intent of including non-law enforcement personnel as campus security authorities is to acknowledge that many people, students in particular, are hesitant about reporting crimes to the police, but may be more inclined to report incidents to other campus-affiliated individuals.

Examples of individuals who DO NOT meet the criteria for being campus security authorities include a faculty member who does not have any responsibility for student and campus activities beyond the classroom, clerical staff, custodians and maintenance personnel and cafeteria staff.

Whom should UNM Community Members specifically report Clery Crimes to:

It is preferred that UNM-Gallup students who are the victim of, or witness to, any crime on the UNM-Gallup campus accurately and promptly report incidents to UNM-Gallup Campus Police (505-863-7620). You can also report to one of our Anonymous/Statistical Reporting Sites, which include:

LoboRespect Advocacy Center, the LGBTQ Resource Center and the Women's Resource Center (WRC) – These centers are designated advocacy and support sites for those students who have experienced all types of crimes or violence including sexual misconduct. Students who utilize these centers may talk with anonymity to individuals employed at these centers. However, these centers will report the nature, date of report and general location of the incident to the Clery Act Compliance Officer in the Office of Equal Opportunity. These centers are housed on the UNM main campus in Albuquerque.

It is preferred that UNM-Gallup faculty and staff who are the victim of, or witness to, any crime on the UNM-Gallup Campus to accurately and promptly report incidents to UNM-Gallup Campus Police (505-863-7620). UNM –Gallup faculty or staff can also report an incident to the:

- Office of Equal Opportunity (OEO) (505-277-5251) - All members of the UNM community including faculty, staff, students and visitors can report hate crimes, sexual misconduct, stalking, domestic violence, dating violence and other discrimination based incidents to any professional staff member with OEO.

However, UNM-Gallup also encourages all faculty, staff and students who are the victim of, or witness to, any crime on the UNM-Gallup Campus to accurately and promptly report incidents to:

- UNM-Gallup PD (505-863-7620) – All members of the UNM community including faculty, staff, students and visitors can report crimes to the UNM-Gallup PD.
- To your local police department if you are not located on the UNM-Gallup Campus.
- Office of Equal Opportunity (OEO) (505-277-5251) - All members of the UNM-Gallup community including faculty, staff, students and visitors can report hate crimes, sexual misconduct, stalking, domestic violence, dating violence and other discrimination based incidents to any professional staff member with OEO.
- Dean of Students Office (505-863-7522) - All members of the UNM-Gallup community including faculty, staff, students and visitors can report crimes to the Student Conduct Officer or Dean of Students.
- Faculty/Staff Advisor of a Student Group – Students can report crimes to their faculty advisor to their student group.

Anonymous, Confidential and Voluntary Reporting:

We encourage all individuals to report crimes, however, when the victim or witness of a crime on the UNM-Gallup campus elects to or is unable to make such a report to the UNM-Gallup PD or their respective law enforcement agency, but wants it included as a statistic in the ASFSR can voluntarily make a confidential report by using one of the following reporting avenues below:

Anonymous, Confidential and Voluntary Reporting Sites (A person who reports a Clery crime to a counselor will not have that information shared beyond the counselor, unless there is a health and safety issue that legally permits sharing beyond a counselor):

- Student Health and Counseling (SHAC) - Professional counselors with UNM's SHAC are not CSAs, so that crime reports made to counselors by UNM-Gallup students are not disclosed by the counselor to the UNM-Gallup PD or the Clery Act Compliance Office for inclusion in the annual disclosure of crime statistics. Professional counselors with SHAC are required, when informed about crimes involving students, to inform the student being counseled of the procedures for reporting crimes to law enforcement or for reporting crimes voluntarily and confidentially to a campus security authority office or to the Office of Equal Opportunity (OEO).

Phone Number: (505)277-3136 Website: (<http://shac.unm.edu>)

- Counseling and Referral Services (CARS) – Professional counselors with UNM’s CARS are not CSAs, so that crime reports made to counselors by staff or faculty are not disclosed to the UNM-Gallup PD for inclusion in the annual disclosure of crime statistics.
Phone Number: (505)272-6868 Website (<https://cars.unm.edu>)

Anonymous, Confidential and Voluntary Statistical Reporting Only Sites (A person who voluntarily reports Clery crimes to one of the following areas will only have de-identified information shared with the Clery Act Compliance Officer-meaning your name will not be reported unless you would like it reported):

The following centers are designated advocacy and support sites for those students who have experienced all types of crimes or violence including sexual misconduct. Students who utilize these centers may talk with anonymity to individuals employed at these centers. However, these centers will report the nature, date of report and general location of the incident to the Clery Act Compliance Officer in the Office of Equal Opportunity.

- **LGBTQ Resource Center** – Phone Number: (505)277-5428 Website: <https://lgbtqrc.unm.edu>
- **LoboRESPECT Advocacy Center** – Phone Number: (505)277-2911 Website: <https://loborespect.unm.edu/>
- **Women’s Resource Center** – Phone Number (505)277-3716 Website: <https://women.unm.edu>

The following department is designated for faculty and staff who have experienced all types of crimes or violence, including sexual misconduct. Faculty and staff who utilize this department may talk with anonymity to individuals employed in this department. However, these centers will report the nature, date of report and general location of the incident to the Clery Act Compliance Officer.

- UNM Ombuds Office – Ombuds Services supplements existing compliance and formal reporting channels by offering a place where faculty and staff can talk privately about building communication and collaboration. They provide a variety of informal services to assist employees in preventing and/or resolving any workplace conflicts efficiently and effectively. They work with faculty and staff and their supervisors or coworkers. They listen respectfully and emphasize collaboration and fair consideration of all sides of an issue. Phone Number: (505)277-2993 Website <http://ombudsforstaff.unm.edu/index.html>

Confidential and Voluntary On-Line or Telephone Reporting Sites (Should the information from one of the two on-line or telephone reporting sites have enough detail that it is a Clery reportable crime, then this de-identified information will be shared with the Clery Act Compliance Officer):

- UNMPD’s Anonymous Tip or Incident Form by going to the following website: <https://police.unm.edu/default.aspx?MenuItemID=155&%20MenuGroup=Public+Home>
- EthicsPoint by calling 1-888-899-6092 or by going to the UNM Compliance Hotline website at <https://secure.ethicspoint.com/domain/media/en/gui/42682/index.html>

Not Reporting Crimes:

- Victims of crimes have the right not to report crimes to the local authorities or other departments, however UNM-Gallup encourages all victims of crimes to accurately and promptly report the incident to one of the Advocacy Centers or to either SHAC if you are a student or to CARS if you are an employee of UNM. We encourage the UNM community to reach out to one of these areas, so that you can get the assistance you need, find out about the UNM resources and to understand more about the investigative process, should you elect to have the incident investigated.

Crimes that must be reported are:

- Murder and Non-negligent Manslaughter
- Negligent Manslaughter
- Sex Offenses (Rape, Fondling, Incest, Statutory Rape)
- Robbery
- Aggravated assault
- Burglary
- Motor Vehicle Theft
- Arson
- Liquor Law Arrests
- Liquor Law Referrals for Disciplinary Action
- Drug Law Arrests
- Drug Law Referrals for Disciplinary Action
- Weapons Violations
- Dating Violence
- Domestic Violence
- Stalking

All Hate Crimes noted by category of bias (race, gender identity, religion, sexual orientation, ethnicity, national origin or disability), which include the following:

- Murder and Non-negligent Manslaughter
- Negligent Manslaughter
- Sex Offenses (Rape, Fondling, Incest, Statutory Rape)
- Robbery
- Aggravated assault
- Burglary
- Motor vehicle theft
- Arson
- Larceny – Theft
- Simple Assault
- Intimidation
- Destruction, Damage or Vandalism to Property



Reporting To and Overview of the UNM-Gallup Police Department

All UNM-Gallup police officers are required to meet state certification standards mandated by the New Mexico Department of Public Safety. UNM-Gallup police officers are commissioned by the UNM Board of Regents (Section 29-5-2 NMSA 1978). They have full power of peace officers on campus, including the authority to enforce all applicable laws, ordinances and campus traffic regulations, and the authority to arrest.

The UNM-Gallup Police Department investigates complaints of on-campus criminal activity, working closely with the McKinley County Judicial District Attorney's Office to ensure effective prosecution. By statute, New Mexico State Police already has jurisdiction to enforce state laws within the entire state of New Mexico, which includes the UNM-Gallup.

In an emergency, you may dial 911 or 505-722-2002 (McKinley County Metro Dispatch). The 911 system automatically traces the location of all calls, which enables officers to respond even when a caller cannot provide the location. If you dial 911 from a campus telephone, the call will be received by McKinley County Dispatch Authority. Outside of the Gallup area, you will reach the appropriate law enforcement agency where the 911 system is utilized.

UNM-Gallup Police Department encourages faculty, staff and students who are the victim of, or witness to, any crime on the UNM-Gallup Campus to accurately and promptly report the incident to the UNM-Gallup Police by calling 505-863-7620. Crimes committed off the UNM –Gallup Campus should be reported to the appropriate police agency (Gallup Police Department, McKinley County Sheriff's Department, etc.). Under New Mexico law, the original entry police report must be made available for review upon request by a member of the public. Supplemental police reports detailing the investigation, and including the names of the accused, and witnesses are not available for public inspection during the course of the police investigation. Following the closure of the police investigation, the UNM-Gallup PD maintains confidentiality of the information in the supplemental police reports to the extent allowed by law.

Daily Crime Log:

UNM-Gallup PD maintains a Daily Crime Log of all crimes reported on the UNM-Gallup campus; this log includes:

- Date/Time Crime was Reported
- Date/Time Crime Occurred
- Incident Type
- Location of Incident
- Deposition

The information in this daily log will not include any personal identifying information about the victim.

This information is public and can be found on the following webpage:

<https://www.gallup.unm.edu/campuspolice/>

Off Campus Students and Student Organization Reporting of Crimes

There are a number of recognized student groups at UNM-Gallup. At some point during the year, virtually all of the recognized student groups hold some type of meeting or event at an off-campus venue. Off-campus law enforcement, should it be needed, would fall to the police agency that has primary jurisdiction.

When a UNM-Gallup student is involved in an off-campus offense, the law enforcement agency that has primary jurisdiction handles the case. UNM-Gallup PD may assist with an off-campus investigation if asked to do so by the local, county, state or federal agency that has primary jurisdiction. The Gallup Police Department does not routinely notify UNM-Gallup PD of incidents that involve students who live within Gallup Police Department's jurisdiction.

UNM-Gallup PD routinely works and communicates with the Gallup Police Department, the McKinley County Sheriff's Office, The New Mexico State Police, and a variety of federal agencies, both on-campus and in areas within close proximity to the campus.

UNM-Gallup does not operate off-campus housing or off-campus student organization facilities. Many UNM-Gallup students live in off-campus apartments that are within close proximity to the campus. Gallup Police Department has primary jurisdiction in these areas. UNM-Gallup PD responds to incidents that are close to the campus when requested to do so by the Gallup Police Department.

Emergency Notification Processes

UNM-Gallup is required, as appropriate, to issue Emergency Notifications (Alerts) or Timely Warnings (Advisories) to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 (Clery Act). For more information, see [UAP 2745 \("Clery Act Compliance"\)](#).

Emergency Notification (Lobo Alert)

Emergency Notifications (Alerts) notify the campus community of any significant emergency or dangerous situation occurring on campus that involves an immediate threat to the health or safety of students or employees. If the UNM-Gallup PD determines and verifies that a situation is an immediate threat to the health and safety of students or employees, it will notify the Chief Executive Officer (or designee) for the campus. The UNM-Gallup Police Sergeant (or designee) and the Chief Executive Officer will without delay decide if an emergency notification is warranted and will craft a message that takes into the account the safety of the UNM-Gallup community and determine the content of the notification. This message will include safety precautions to take, where the problem exists and what areas to avoid to keep themselves safe. Once the message is determined, the UNM-Gallup Police Sergeant (or designee) and the Chief Executive Officer will inform the Communications Director to initiate the Lobo Alerts System. This system allows for a text alert to be sent out to all members of campus, who have not opted out of receiving the text via LoboAlerts. This will

be followed up by an e-mail notification to all individuals who have an un.m.edu e-mail address or members of the community who have signed up through the community site (as described below).

UNM-Gallup PD, in collaboration with first responders, will make an assessment if only a segment of the campus needs to take action and that information will be included within the e-mail notification sent out to all individuals with un.m.edu e-mail address. The UNM-Gallup Communications Director will notify, as appropriate, the local news media and inform the local community via UNM-Gallup's social media accounts.

UNM-Gallup provides Emergency Notifications (Alerts) to the campus community via text messaging, email and UNM-Gallup's website.

Some examples of Emergency Notifications (Alerts) are:

- Approaching extreme weather
- Armed intruder
- Bomb threat
- Explosion, fire, or gas leak
- Serious health-related outbreak
- Riot
- Terrorist incident

Enrollment for Lobo Alerts:

All faculty, staff and students are automatically opted into Lobo Alerts. If a student did not provide a cell phone number on their application or changes their cell phone number and would like to receive the text message alerts, they can update their information by going to <https://loboalerts.unm.edu/>

Community members can sign up for Lobo Alerts by going to <https://www.getrave.com/login/unmcommunity>

Timely Warning Processes

When a Clery Act crime is committed within UNM-Gallup Clery geography, and the situation poses a serious or continuing threat, the Communications Director, via directive from the UNM-Gallup Police Sergeant (or designee) or the UNM-Gallup Chief Executive Officer (or designee) will issue a Timely Warning (Advisory) to promote safety and aid in the prevention of similar crimes on campus. The Timely Warning (Advisory) should include appropriate information as soon as it becomes available, such as location, crime, description of subject (if known), and any other pertinent details. Additional updates may be issued as the situation evolves.

To require a Clery Act Timely Warning (Advisory), an incident must:

- Involve a Clery Act crime;
- Occur within the Clery Geography, which includes:
 - On-campus (buildings on the UNM –Gallup Campus);
 - Non-campus (buildings not reasonably contiguous to the UNM-Gallup Campus, but are leased or owned by UNM-Gallup); and,
 - Public property (public property that is immediately adjacent to the UNM-Gallup Campus).
- Be reported to a campus security authority or local police authority; and,
- Represent a serious or continuing threat to the students and employees on campus. An example would be that the alleged suspect(s) of a Clery related a crime who may still be on campus and has not been apprehended, could potentially pose a serious and continued threat to UNM-Gallup.

Once it has been determined that requirements above have been met the UNM-Gallup Police Sergeant (or designee) will notify the Communications Director (or designee) to initiate the Timely Warning Process. Ideally, the determination of a “serious or continuing threat” and the content of the message is made between the CEO, Communications Director, Campus PD and Clery Act Compliance Officer. However, each has the ability to make that determination unilaterally so as not to cause additional delay.

The Timely Warning will be sent out via the UNM Lobo Alert system, which includes an initial text alert sent out to all members of campus, who have not opted out of receiving the text, followed up by an e-mail notification to all individuals who have a un.m.edu e-mail address or members of the community who have signed up through the community site. The UNM-Gallup Communications Director will notify, as appropriate, the local news media and social media to inform the community outside of UNM-Gallup.

A Timely Warning (Advisory) might not be issued if it could compromise the apprehension of a suspect.

Emergency and Timely Warning Communication Avenues

UNM-Gallup will utilize the following avenues to convey Emergency Notifications and/or Timely Warning notices:

- UNM E-Mail Alerts – UNM-Gallup will utilize the un.m.edu e-mail as an avenue to distribute information to all faculty, staff and students regarding emergency information.
- UNM-Gallup Web Page – UNM-Gallup will also utilize the institution’s website as an avenue to distribute information.
- Lobo Alerts – Is the UNM emergency texting system, where information about Emergencies or Timely Warnings will be distributed. All employees and students are automatically enrolled into this system.

Security and Access to the UNM-Gallup Campus:

We strive to make our campus safe by limiting access to buildings after hours. Classroom and other buildings on campus are generally open during regular business hours, when class is in session and for special events. Access to these buildings after hours is only granted to those with key or card access to the respective building. Persons authorized to remain in the building after closing time are required to have proper identification at all times. Police personnel conduct frequent internal and external checks of all buildings on campus.

UNM-Gallup is concerned about the safety/security considerations and maintenance of their campus facilities. Each semester UNM-Gallup performs a Safety Walk, where students, faculty and staff members evaluate the lighting and other safety hazards around the campus. Results of this walk are submitted to the appropriate offices on our campus, so that these offices can work to rectify the issue.

Key UNM personnel, including UNM-Gallup PD are represented on committees that plan new buildings and the security utilized in the planning of those buildings. The UNM-Gallup Physical Plant will respond to safety and security hazards, such as broken windows or lighting concerns. The UNM-Gallup Physical Plant provides building maintenance with work orders being submitted through an online process.

Procedures to follow if a crime of sexual assault, Domestic Violence, dating violence or stalking (sexual misconduct) has occurred

The following information can be obtained in writing from the LoboRESPECT Advocacy Center and through the UNM Sexual Misconduct and Assault Response Team (Sexual Misconduct and Response Team - SMART) Brochure. Additionally, the LoboRESPECT Advocacy Center will assist students through these processes, should they wish to have the assistance.

First Steps to Consider:

- **Get to a safe place**
- **Preserve all physical evidence of the assault, even if you are unsure whether you want to report the crime.**
 - Don't shower or wash clothing
 - Save all text messages, emails, social media postings (taking screenshots can be helpful) or anything else that might relate to the assault, or that might be helpful later in reconstructing a timeline of events.
 - Write down the names of people who might have seen you immediately before or after, as it's easy to forget names or locations.
 - Even if you do not want to participate in the investigative process now, you might later change your mind, so it's helpful to preserve as much information as possible. This also may be helpful in obtaining a restraining order.
- **Obtain a forensic exam**
 - UNM-Gallup PD or the local police authority can provide transportation-even if you do not want to file a police report!
- **Go to a nearby hospital or medical center for medical attention**
- **Call a trusted friend, family member or someone else who can provide emotional support.**
- **Contact a resource center to help you navigate your options**
- **Contact a *University Survivor Advocate***

*For help 24 hours a day, contact the **LoboRESPECT Advocacy Center** | (505) 277-2911*

Getting Medical Attention:

Gallup Sexual Assault Nurse Examiner (SANE)

- Off Campus. SANE located at Gallup Indian Medical Center or Rehoboth McKinley Christian Hospital
- GIMC: 505.722.1000; RMCH: 505.863.7000
- 24-hour free medical and forensic exams by trained nurses; emergency contraception; treatment for sexually transmitted infection; evidence collection; forensic photography; follow-up services. UNMPD can provide transportation-even if you do not want to file a police report! *SANE may be able to collect evidence within 5 days of an assault.*

Reporting the Sexual Misconduct (Including Dating Violence, Domestic Violence and Stalking)

Although the university strongly encourages all members of the community (faculty, staff and students) to immediately report sexual misconduct to law enforcement, you have a choice to make such a report, or you can decline to involve the police. Whether or not anonymity is requested, information about sexual violence and misconduct will be treated privately and *only* be shared on a need-to-know basis, and as authorized under University policy and applicable federal and state law. However, should you wish to report an incident of Sexual Misconduct, you can review the following chart.

REPORTING INCIDENTS OF CRIMES OF VIOLENCE INCLUDING SEXUAL MISCONDUCT

Criminal Reporting Options (Should you wish to pursue this incident criminally)

If the incident occurred on the UNM Gallup Campus, contact the UNM-Gallup PD –

- UNM-Gallup PD can be reached by calling (505) 863-7620
- You may decline to notify law enforcement authorities

Anonymous Reporting and Advocacy Options (If you are unsure you would like to pursue this administratively or criminally and want to find out your options). **These resources can help you to do the following:**

- LoboRESPECT Advocacy Center: (505) 277-2911 (All UNM Students)
- LGBTQ Resource Center: (505) 277-5428 (All UNM Students)
- Women’s Resource Center (WRC): (505) 277-3716 (All UNM Students)
- UNM Ombuds Services: (505) 277-2993 (All UNM Faculty and Staff)

Administrative/Disciplinary Reporting Option (Should you wish to pursue administrative/disciplinary complaint)

Contact the Office of Equal Opportunity (OEO) at (505)277-5251 or by e-mail at oeounm.edu

- OEO only investigates incidents and does not sanction
- You may decline to notify OEO

Counseling and Medical Reporting Options (For medical assistance, counseling and examinations):

- Counseling and Referral Services (CARS) (505)272-6868 (Counseling for Faculty and Staff)
- Sexual Assault Nurse Examiner: (505)884-7263 (Examinations for cases of Sexual Violence for the entire UNM Community)
- Student Health and Counseling: (505) 277-3136 (Counseling for Students)

Protective and Supportive Measures:

There is detailed information that a person can find by going to the LoboRESPECT Advocacy Center; information on supportive measures, including a handout, can be found at <https://loborespect.unm.edu/support/supportive-measures.pdf>

Student Supportive Measures

Supportive measures, including accommodations, are available in writing if the complainant requests them and if they are reasonably available, regardless whether the complainant chooses to report the crime to UNM-Gallup PD or the local law enforcement or otherwise make a report to the University (OEO or Director of Student Affairs). UNM-Gallup will also maintain as confidential, any accommodations or supportive measures provided to the complainant, to the extent that maintaining such confidentiality would not impair the ability of the institution to provide accommodations or supportive measures. As a matter of practice, the advocacy centers or Office of Equal Opportunity will provide written notification via e-mail to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid and other services available to parties bringing forward a concern and to respondents, both within and outside the UNM-Gallup community.

The LoboRESPECT Advocacy Center, with the assistance of Director of Student Affairs Office has the authority to implement interim safety measures, as an administrative investigation is underway to ensure the safety of the campus community as a whole. The LoboRESPECT Office and the Director of Student Affairs Office will determine the necessity for and scope of any Interim Safety Measure prior to the completion of the University’s investigation. During Interim Safety Measures, the University will do its best to continue to allow involved students to obtain access to their education with as minimal interference as possible. Supportive measures are designed to protect the educational experience and safety of all involved, as well as the greater UNM-Gallup Community. UNM-Gallup will maintain the confidentiality of these supportive measures, as required by law. Protective and supportive measures may be temporary or permanent in nature. Such measures may include:

Protective and Supportive Measures
<ul style="list-style-type: none">• Assistance in communicating with law enforcement and/or administrative investigative resources on campus
<ul style="list-style-type: none">• Assistance in accessing counseling or health care resource both on the UNM Campus and in the community
<ul style="list-style-type: none">• Academic accommodations, which may include working with professors regarding completion of coursework and with absences
<ul style="list-style-type: none">• Course accommodations, which may include changing course sections to eliminate/limit interactions between affected parties or complete withdraws should a student wish to separate from the university

<ul style="list-style-type: none"> • Assistance with working with Financial Aid and Scholarships to help the student continue their financial assistance at UNM - Gallup
<ul style="list-style-type: none"> • Assistance with communicating with supervisors for on campus jobs, regarding work schedules and absences from work
<ul style="list-style-type: none"> • Assistance in creating safety strategies for the student
<ul style="list-style-type: none"> • Assistance with visa or immigration status, should there be a potential for impact on those statuses
<ul style="list-style-type: none"> • Potential to impose Interim Emergency Bans on students or employees, who are respondents
<ul style="list-style-type: none"> • Assistance with <u>no-contact directives</u>, which means students can request to have another person not contact them directly or through other avenues.

UNM Employees can seek supportive measures, through either:

<p>Counseling and Referral Services (CARS) (505) 272-6868 http://cars.unm.edu</p>
<ul style="list-style-type: none"> • Provides a safe and confidential setting in which clients may freely discuss concerns to promote emotional healing
<ul style="list-style-type: none"> • Offers assistance in identifying specific resources, University offices, and/or policies for guidance in addressing the client's situation.
<ul style="list-style-type: none"> • Offers assistance in developing options for reporting alleged violations of law or policy.
<p>UNM Ombuds Services: (505) 277-2993 https://ombudsforstaff.unm.edu</p>
<ul style="list-style-type: none"> • Offers confidential, neutral, informal, and independent assistance in the form of one-on-one visits in which an ombuds listens, without judgment, in order to help a visitor gain deeper understanding of his or her situation and options. While an ombuds may listen and provide a visitor with information, the visitor is solely responsible for deciding what actions to take.
<ul style="list-style-type: none"> • Offers assistance in identifying specific resources, University offices, and/or policies for guidance in addressing the visitor's situation.
<ul style="list-style-type: none"> • Offers assistance in developing options for reporting alleged violations of law or policy.

Investigative and Disciplinary Procedures:

OEO has the responsibility of investigating all matters of Sexual Misconduct, (including, sexual harassment, domestic violence, dating violence and stalking) for faculty, staff and students. Through the investigative process and disciplinary process, both the complainant and the respondent have the right to have an advisor of their choice present during any institutional investigative or disciplinary proceeding. Additionally, during the investigative process and disciplinary process, the complainant and respondent in crimes of violence (including sexual violence, dating violence, domestic violence and stalking) will be simultaneously notified, in writing, of the following:

- Notification of results of investigation and any disciplinary action
- Notification of appeal rights for both parties
- Notification of any change in results of the decision
- Notification of when the results of the investigation and any disciplinary action are final
- Notification to the next of kin, should the complainant be deceased due to result of such incident.

Per UAP 2740, both the person bringing the concern (Complainant) and the person responding to the concern (Respondent) shall be entitled to the following, (Per UAP 2740):

Complainants Shall Be Entitled:	Respondents Shall Be Entitled:
<ul style="list-style-type: none">• To be treated with respect, dignity, and sensitivity throughout the process.• To information on obtaining orders of protection and no contact orders.• To information on how the college will protect the confidentiality of the victim.• To notification of available services for mental health, victim advocacy, legal assistance, and other available community resources.• To be informed of the University's sexual violence policies and procedures.• To written notification about their right to change academic, living, transportation, or work situations even if they do not formally report or participate in the University's investigatory or disciplinary process.• To written notification of a student or employee's rights and options, regardless of whether the crime took place on campus or off campus.• To a timely and thorough investigation of the allegations.• To participate or decline to participate in the investigation or disciplinary process. However, these processes may	<ul style="list-style-type: none">• To be treated with respect, dignity, and sensitivity throughout the process.• To information on how the college will protect the confidentiality of the respondent.• To notification of the how to access all available resources (i.e., counseling services, advocacy/support).• To be informed of the University's sexual violence policies and procedures.• To timely written notice of all alleged violations within the complaint.• To a timely and thorough investigation of the allegations.• To participate or decline to participate in the investigation or disciplinary process. However, these processes may still occur and decisions made based on the information available.• To the same opportunity as the complainant to have others present at any meeting with University officials for support and/or consultation.• To the same opportunity as the complainant to present and have others present evidence about alleged violations in investigatory and/or disciplinary proceedings.

- still occur and decisions made based on the information available.
- To the same opportunity as the respondent to have others present at any meeting with University officials for support and/or consultation.
- To the same opportunity as the respondent to present and have others present evidence about alleged violations in investigatory and/or disciplinary proceedings.
- To be notified, in writing of the outcome of any investigative, disciplinary, or appeals proceeding (victim is free to share the outcome with anyone they wish).
- To appeal the decision and sanctions determined by the Investigation and/or disciplinary proceedings.
- To be notified, in writing of the outcome of any investigative, disciplinary, or appeals proceeding (respondent is free to share the outcome with anyone).
- To appeal the decision and sanctions determined by the Investigation and/or disciplinary proceedings.
- To be protected against retaliation for their involvement in university investigatory proceedings.

UNM-Gallup will take the appropriate course of action based on the incident in question and will handle this incident in a prompt, fair and impartial manner from the initial investigation until the conclusion of the appeals process. The preponderance of evidence standard will be utilized to decide the outcome of all administrative cases against faculty, staff and students. The investigators in OEO, who investigate cases of sexual misconduct (including, sexual harassment, sexual violence, domestic violence, dating violence and stalking) are trained annually specifically in investigating Title IX matters. Those whom sanction individuals for cases of sexual misconduct (including, sexual harassment, sexual violence, domestic violence, dating violence and stalking) are trained annually specifically in sanctioning Title IX matters. These trainings include in-person workshops, facilitated presentations and webinars, which cover proper techniques for questioning witnesses, evaluating evidence and basic rules for conducting investigations.

Through their investigation, if OEO makes a determination they will then provide the information to the appropriate areas who then handle the disciplinary/sanctioning phase of this process. UNM-Gallup Campus has the following disciplinary/sanctioning procedures for handling crimes of violence (including, sexual harassment, domestic violence, dating violence and stalking) for faculty, staff, students and visitors, which are as follows and described in more detail below:

- Students found responsible by OEO, will be referred to the Director of Student Affairs
- Faculty found responsible by OEO, will be referred to the Dean of Instruction and the UNM Provost Office
- Staff found responsible by OEO, will be referred to the Human Resources Department

FACULTY DISCIPLINARY PROCESS (This process is for all faculty misconduct, including allegations of Sexual Misconduct, including Sexual Assault, Dating/Domestic Violence, and Stalking)

Faculty who are found to be in violation of this policy may be subject to disciplinary action as provided in the Faculty Handbook Policy C07 (“Faculty Disciplinary Policy”), which states:

1. The university encourages a supportive problem-solving approach to workplace problems, but the university recognizes that misconduct may require disciplinary action. The university normally uses

progressive discipline to address possible misconduct. Progressive discipline is intended to be corrective, not punitive in nature. It is designed to provide faculty with notice of deficiencies and an opportunity to improve. However, some violations of policies and procedures, or continued negative behavior, may be of such serious nature that suspension without pay or discharge pursuant to Faculty Handbook policies may be appropriate.

2. Any member of the faculty, including any serving as an academic administrator, who violates a published university policy may be subject to warning, censure, suspension without pay, or dismissal. Teaching or research assistants in their faculty capacity are considered faculty members for purposes of this Policy.

a) "Warning" means an oral reprimand or expression of disapproval.

b) "Censure" means a written reprimand or expression of disapproval, which should include an explanation of the nature of the misconduct, and the specific action to be taken by the faculty member and/or chair to correct the problem, including mentoring, if appropriate, and a statement that further disciplinary action could occur should the problem persists.

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

d) "Dismissal" means termination of employment (see Faculty Handbook Sections B.5.3, B.6.4.3, and B.5.4).

3. The procedures specified in this policy provide for the consideration and determination of proposed disciplinary actions against faculty members short of dismissal. Consideration and determination of disciplinary actions that may result in a proposed dismissal of a tenured faculty member, or dismissal of an untenured faculty member prior to expiration of his or her contract term, are governed by sections B.5.3, B.6.4.3, or B.5.4, respectively, of the Faculty Handbook and are not covered by these procedures. However, cases in which faculty dismissal has been considered pursuant to sections B.5.3, B.6.4.3, or B.5.4, and a lesser sanction is ultimately proposed instead by the administration, shall be handled under this policy, without duplicating steps that have already taken place. In particular, if the chair and dean conclude that suspension without pay is appropriate in a case in which dismissal was considered but rejected, the faculty member is entitled to request a peer hearing as provided below in sections 10 and 11.

4. In the case of allegations against a faculty member that appear to be within the scope of another specific University policy that has its own procedures for investigation and resolution (including but not limited to allegations of research misconduct, discrimination, or sexual harassment), the chair or dean shall forward such allegations to the appropriate person or department for handling pursuant to the applicable policy. If such a process requires the chair to make a disciplinary determination after an investigation and recommendation from another University body, this policy will be followed in determining the appropriate discipline. If the other procedure involved a hearing before a faculty committee, any factual determinations will not be subject to reconsideration by faculty peer review under this policy.

5. References to the department chair in this policy also include 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, the next higher academic authority shall perform the functions assigned in this Policy to the chair, and the provisions shall be modified as appropriate. Any individual(s) bringing an allegation of faculty misconduct to the chair's attention is protected by, and subject to, the University's policy on reporting misconduct (UBPPM section 2200, Whistleblower Protection and Reporting Suspected Misconduct and Retaliation).

6. In all cases other than those set forth in paragraphs 3 and 4 above, if a member of the faculty is alleged to have violated a policy of the university, the department chair shall provide the faculty member a written notice explaining the nature and specific content of the alleged violation, together with a copy of this policy, and shall discuss the alleged violation with the faculty member. The written notice shall be given to the faculty member within ninety (90) days of the chair learning of the apparent violation of policy. The faculty member may be accompanied by one person in meeting with the chair. The faculty member and the chair shall notify each other at least two working days prior to the scheduled meeting who, if anyone, will be accompanying them at the meeting. The chair should issue a written report within five (5) working days after the meeting summarizing the discussion with the faculty member, keep a copy in the faculty member's file, and send a signed copy to the faculty member. Before, during or after the meeting, the chair may ask the faculty member to respond in writing to the notice and present any relevant written material within a reasonable time specified by the chair. Likewise, the faculty member shall be free to submit any materials reasonably desired on his/her own volition, no later than five (5) working days after meeting with the chair unless the chair grants additional time in writing. The matter may be concluded at this point by the mutual consent of all parties.

7. The department chair or the faculty member may initiate conciliation proceedings at any time prior to the chair's decision by contacting the Ombuds Dispute Resolution Services for Faculty program as provided in Section C345 with notice to the other parties. Conciliation may be undertaken if both parties agree.

8. If a mutually agreeable resolution (with or without conciliation) is not achieved, the department chair shall make a decision in the matter and communicate it to the faculty member in writing within ten (10) working days after meeting with the faculty member or the termination of conciliation efforts if they are unsuccessful, whichever is later. The faculty member shall have ten (10) working days from receipt of the written decision to submit a written request for review by the appropriate dean, who will issue a written decision concerning whether the chair's decision is upheld, modified or reversed. Prior to making a decision, the dean shall meet with the department chair and the faculty member, and their representatives if desired, together or separately, and shall receive and consider any documents the parties wish to submit. Documents shall be submitted within five (5) working days of the faculty member's request for review. If formal conciliation has not been attempted previously, the dean may refer the matter to Ombuds Dispute Resolution Services for Faculty. The dean will communicate his/her decision to the parties in writing within ten (10) working days after meeting with the faculty member or the termination of conciliation efforts if they are unsuccessful, whichever is later.

9. If the faculty member does not agree with the dean's action, he/she may submit a written request for review by the Provost or Chancellor within five (5) working days of receipt of the dean's decision. The Provost/Chancellor will decide the matter on the record unless he/she determines that it would be helpful to meet with the parties, together or separately. Within ten (10) working days after receipt of the complete record or after meeting with the parties, whichever is later, the Provost/Chancellor shall uphold, modify or reverse the dean's decision by written notice to the parties. The Provost/Chancellor may seek an advisory

investigation and opinion from the Faculty Ethics Committee. The decision of the Provost/Chancellor is subject to discretionary review by the President or Board of Regents if requested by the faculty member.

10. If the chair, after meeting with the faculty member and considering all materials submitted pursuant to section 6, proposes to suspend the faculty member without pay, the chair shall meet with the dean to review the matter. If the proposal is supported by the dean after meeting with the chair and the faculty member, the faculty member is entitled to a faculty peer hearing. The faculty member shall send such a request to the Provost/Chancellor within five (5) working days of receipt of the dean's determination.

11. If a faculty peer hearing is requested as provided in this Policy, the chair of the Faculty Ethics Committee will arrange for a hearing before two members of that committee from outside the faculty member's department, chosen by the Faculty Ethics Committee, and one uninvolved department chair from a different school or college chosen by the Provost/Chancellor. The hearing will be held as soon as reasonably possible and shall be conducted according to the university's Dispute Resolution Hearing Procedures. The University Secretary's office shall make arrangements for the hearing. Hearings shall be recorded and shall be private unless both parties agree that the hearing be open. The hearing panel may uphold or reverse the proposal to suspend the faculty member without pay. If the panel's decision is to reverse the proposal, the panel may direct the chair and dean to impose a lesser disciplinary measure. The panel's decision may be reviewed on the record by the Provost/Chancellor, but the panel's decision shall not be reversed or modified except in the case of clear error, which shall be detailed in writing by the Provost/Chancellor. The decision of the Provost/Chancellor is subject to discretionary review by the President or Board of Regents if requested by the faculty member.

12. The faculty member may bring a complaint before the Committee on Academic Freedom and Tenure (AF&T) if he/she believes the matter or its handling is within the jurisdiction of the Committee. The Committee 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, review by the AF&T Committee should be sought after the determination by the Provost/Chancellor. If the faculty member pursues the matter before the AF&T Committee, AF&T shall accept the facts as determined by the faculty peer hearing, if one was held.

13. If the final determination is that no misconduct occurred, efforts shall be undertaken to the extent possible and appropriate to fully protect, restore, or maintain the reputation of the faculty member.

14. These procedures do not supersede Appendix VIII to Part B of the Faculty Handbook, concerning the Faculty Ethics Committee, and a faculty member who believes that he/she has been improperly accused of unethical behavior may bring the matter to the attention of the Ethics Committee under Appendix VIII after determination by the Provost/Chancellor.

STAFF DISCIPLINARY PROCESS (This process is for all employee misconduct, including allegations of Sexual Misconduct, including Sexual Assault, Dating/Domestic Violence, and Stalking)

Staff who are found to be in violation of this policy may be subject to disciplinary action as provided in UAP 3215 ("Performance Management"), which states:

Progressive Discipline

The University uses progressive discipline for employees, when appropriate. Progressive discipline is designed to allow an employee a reasonable opportunity to meet the requirements of the job, comply with applicable standards, and improve performance. "Performance" for purposes of this policy is used broadly and includes all aspects of being successful in a job.

Progressive discipline may not be appropriate in all instances, such as when health or safety is at risk or a crime has been committed. It does not bar a supervisor from imposing more severe discipline depending on the individual circumstances. Some violations are of such a serious nature that they warrant severe disciplinary action, including but not limited to suspension or discharge without affording prior progressive discipline.

Progressive discipline may include the use of letters for improvement, written warnings, suspension, and discharge. Discipline should be administered equitably and consistently. See the HR website for tools to assist in ensuring appropriateness of actions. Depending on the nature of the matter, a supervisor may start progressive discipline at any appropriate point in the process. The following sections describe in detail the actions associated with the progressive discipline process.

Supervisors should advise employees:

- of the nature of the problem; policies or procedures violated; and expectations (including those job expectations that the employee did not meet, required actions to correct the problem, and timelines for completion);
- that further disciplinary action up to and including discharge may occur should the problem persist; and
- that disciplinary action may be disputed through the applicable appeal process noted in Section 10.

The employee may provide an explanation for the problem. In such cases, the supervisor should consider the employee's explanation for the problem prior to deciding on whether to take formal disciplinary action.

Since the purpose of discipline is to provide employees with an opportunity to correct problems, when an employee has sufficiently corrected a problem and the supervisor is satisfied that it will not reoccur, subsequent performance evaluations should reflect the improved performance.

5.1. Letter for Improvement

The letter for improvement is the lowest level of disciplinary action. It informs employees of the issues of concern and their supervisors' expectations for improvement. It is expected that such discussions will result in improved performance. A letter for improvement is not documented in an employee's official personnel file maintained by the Division of HR. However, the supervisor shall maintain a record of any letter for improvement in the departmental file. This document may be referred to in any further disciplinary action.

5.2. Written Warning

The written warning is the next level of disciplinary action and is used for more severe issues or for situations where issues have continued despite being given an opportunity to improve. A written warning is documented in the employee's official personnel file maintained by the Division of HR. After an employee has received at least two (2) positive performance evaluations, an employee may petition the applicable dean or director to have the written warning removed from the employee's official personnel file.

5.3. Suspension

A suspension is the third level of possible disciplinary action. It may be issued to an employee due to performance problems that have not been satisfactorily corrected through the use of prior discipline or for serious violations of policy, procedure, or other applicable standards. An employee whose suspension is being considered will be allowed an opportunity to know why the supervisor is considering the action and to respond to the contemplated action before the final decision is made. See Section 6.2 below. Suspensions are normally one (1) – five (5) days in length but may be longer depending on the severity of the issue. Proposed suspensions (notices of contemplated action for suspension) and final suspensions (notices of final action for a suspension) require approval, in advance, by the appropriate dean or director and the VP for HR. The manager must comply with the notice requirements listed in Section 6 of this policy.

5.4. Discharge

A discharge is a permanent involuntary separation of employment from the University for disciplinary reasons and is reserved for the most serious infractions or for continued issues that previously have been addressed but have not been corrected. An employee whose discharge is being considered will also be allowed an opportunity to know why the supervisor is considering the action and to respond to the contemplated action before the final decision is made. See Section 6.2 below. Proposed discharges (notices of contemplated action) and final discharges (notices of final action) requires approval, in advance, by the appropriate dean or director and the VP for HR. The manager must comply with the notice requirements listed in Section 6 of this Policy.

6. Notice of Contemplated Action and Notice of Final Action

The notice of contemplated action is a written notice that outlines the reasons for considering an employee's suspension or discharge. The notice of final action is the final written decision from the employee's supervisor or manager after having taken the employee's response to the notice of contemplated action into account.

Any time period noted under this policy does not include the day of the action from which this time period begins to run. If the last day of the time period falls on a Saturday, Sunday, or holiday, the last day of the time period shall be the next working day.

6.1. Notice of Contemplated Action

The Notice of Contemplated Action must include all of the following points:

- The acts that the supervisor believes constitute proper/just cause (see Section 7). These may include one (1) or more of the acts listed in this policy, but are not specifically limited as such.
- A summary of the evidence against the employee.
- An identification of the University policies, if any, the employee is alleged to have violated.
- Required timeframes in accordance with Section 6.2.

Notices shall be in writing and should be served in person, if possible. At the time of service, the employee should be asked to sign an acknowledgement of receipt. If the employee declines, the supervisor shall so note for the record. If the notice cannot be served in person, the notice may be sent by certified mail with a return receipt requested. The notice must be properly stamped and addressed to the last address provided by the employee. Service is complete when the notice is hand delivered or deposited with the United States Postal Service by certified mail with a return receipt requested. A copy of the notice will be sent to the Division of HR for placement in the employee's official personnel file.

6.2. Response to Notice of Contemplated Action

An employee may respond to the notice of contemplated action orally and/or in writing. The response is provided to the manager that signed the notice. An employee's written response must be received within eight (8) work days from receipt of that notice. If an employee wants to respond orally, a written request for the meeting to respond orally must be submitted within five (5) work days from receipt of the notice. Any extension of time to the employee's response must be in writing and agreed upon by both the employee and the manager.

If responding orally, the employee may have a support person in the meeting but that individual must not verbally advocate on behalf of the employee. When an employee advises the manager of an intent to respond orally, the employee also must advise the manager if the employee is bringing a support person and if that person is an attorney. Refer to the appropriate collective bargaining agreement regarding representation for employees in positions covered under labor agreements

A copy of the response will be sent to the Division of HR for placement in the employee's official personnel file.

6.3. Notice of Final Action

After considering the employee's oral and/or written response, the manager shall decide on the action to be taken. If it is determined that the employee is to be discharged, the supervisor must obtain approval by the VP for HR, and serve the employee with the written notice of final action. The notice of final action should be delivered within thirty (30) calendar days after receipt of the employee's response. Cases occasionally may require additional time. If so, a letter will be sent to the employee noting the need for additional time (bargaining unit members may refer to their union contract, if applicable). The notice of final action should include all of the following points:

- The final action to be taken.
- The acts constituting proper/just cause, which shall only include allegations specified in the notice of contemplated action.
- A summary of the evidence.
- A reply to the employee's response, if any.
- The effective date of the action.
- A statement of the appeal processes available to the employee.

A copy of the notice will be sent to the Division of HR for placement in the employee's official personnel file.

Discharges or suspensions may be appealed according to Section 10.

7. Proper/Just Cause for Disciplinary Action

Proper/just cause is generally significant or substantial misconduct relating to the employee's work that is inconsistent with the employee's obligation to the University and that violates policy, procedure, or other standards. A list of examples that could constitute proper/just cause for disciplinary action is shown below, but is not an all-inclusive list.

- Attendance issues (unsatisfactory attendance including tardiness).
- Abuse of sick leave. See [UAP 3410 \("Sick Leave"\)](#).
- Violation of departmental or University policy on confidentiality, or the release of confidential information in violation of law.
- Conviction of a felony or misdemeanor, depending on the nature of the offense and applicability to the type of position the employee holds, consistent with the Criminal Offender Employment Act.
- Discrimination against an individual or creation of a hostile work environment based on race, ethnicity, national origin, medical condition, gender, and other protected classes under state or federal law as determined by the Office of Equal Opportunity. See [UAP 2720 \("Prohibited Discrimination"\)](#) and [UAP 2740 \("Sexual Misconduct"\)](#).
- All allegations of discrimination, including sexual harassment, must be referred to the [Office of Equal Opportunity](#). Failure or refusal to appropriately refer allegations of discrimination, including sexual harassment, to the Office of Equal Opportunity.
- Deliberate falsification or misrepresentation of information on employment applications or resumes, timesheets, or other University records.
- Impairment in the workplace, in violation of [UAP 3270 \("Suspected Impairment at Work"\)](#).
- Illegal or inappropriate use of drugs or alcohol, including possession of substances or related paraphernalia. See [RPM 2.6 \("Drug-Free Environment"\)](#).
- Possession of or distribution of obscene or pornographic material unrelated to business needs or University research.
- Unacceptable computer use. See [UAP 2500 \("Acceptable Computer Use"\)](#).
- Inability to perform the job according to expectations, after documented performance coaching.
- Safety issues (violation of safety protocol).
- Sleeping during work hours.
- Theft, embezzlement, or fraud. Misappropriation or personal use of University funds, property, possessions, or resources. Failure to follow purchasing protocols. See [UAP 7205 \("Dishonest or Fraudulent Activities"\)](#).
- Insubordination – intentional or willful failure to obey a lawful and reasonable request of a supervisor.

- Inappropriate/unprofessional behavior or violation of Employee Code of Conduct. See [UAP 3720 \(“Employee Code of Conduct and Conflicts of Interest”\)](#).
- Vehicle use policy violation. See [UAP 7780 \(“Use of University Vehicles”\)](#).
- Violence or threat of violence, such as assault, battery, or stalking of individuals on the University campus. See [UAP 2210 \(“Campus Violence”\)](#).
- Violation of University policies or procedures.

Concerns about progressive discipline being misused or non-compliant with this policy may be reported to the VP for HR or according to [UAP 2200 \(“Reporting Suspected Misconduct and Whistleblower Protection from Retaliation”\)](#). See Section 10 for formal appeal processes.

8. Pay Status

Post-probationary and contract employees will remain on paid status at all times pending delivery of discipline. Post-probationary and contract employees may continue working or may be placed on administrative leave with pay pending completion of the investigative or disciplinary process. Requests for administrative leave must be sent to the HR Consultant. The VP of HR will coordinate with the respective executive vice president, who will approve or disapprove the leave. For more information, refer to Section 3.7 of [UAP 3415 \(“Leave With Pay”\)](#).

9. Required Approval by the Division of HR

It is recommended that supervisors speak with their HR Consultant and obtain guidance prior to issuing a Letter for Improvement. Supervisors contemplating a written warning, demotion, or discharge of any employee, including forced termination of probationary and temporary employees, must consult with their HR Consultant before taking such action. Suspensions and discharges must also be approved in writing by the department’s dean, director, or above and by the VP for HR.

10. Appeal Process for Suspension and Discharge

If a post-probationary employee who is in a non-bargaining unit position has been suspended or discharged, the employee may appeal by requesting a peer hearing as provided below. Appeals may be requested by contacting the Main Campus Compliance Office within ten (10) business days of receiving the notice of final action for suspension or discharge. The timeline is determined to begin the next working day after the action is issued. Employees who wish to appeal a suspension or discharge and whose position titles are covered under a collective bargaining agreement should review the [relevant agreement](#) for grievance procedures.

10.1. Peer Hearing

Peer hearings are coordinated by the Main Campus Compliance Office and consist of a Peer Review Panel of three (3) uninvolved University employees who have no connection with the dispute, nor any interest in the outcome of the hearing. Members of the Peer Review Panel will be randomly selected from a pool consisting of all University employees.

The employee who was suspended or discharged and the management representative who suspended or discharged the employee will select the panel members from the randomly chosen names.

10.2. Discretionary Review by President and Board of Regents

The results of a peer hearing may be appealed to the University President and the Board of Regents. Normally, they accept review only in extraordinary cases, such as those where proper procedures have not been followed, where the decision appears to be unsupported by the facts, or where the decision appears to violate University policy. If an appeal is accepted, it will first go to the University President. The Board of Regents has the discretion to review the University President's decision. The appeals are handled pursuant to [RPM 1.5 \(“Appeals to the Board of Regents”\)](#).

STUDENT DISCIPLINARY PROCESS

ARTICLE 4. DISCIPLINARY PROCESS

4.1. Prohibited Conduct

The university may take disciplinary action against a student for a violation of the Student Code of Conduct when the offense occurs on university premises or at a university-sponsored event, or when the violation occurs off campus and failure to take disciplinary action is likely to interfere with the educational process or the orderly operation of the university, or endanger the health, safety or welfare of the university community or any individual student or employee. The term "student" includes both full- time and part-time students pursuing undergraduate, graduate or professional studies. Student status continues for the entire period of enrollment, including university holidays, class breaks and summer session, if the student is enrolled for the preceding spring and following fall academic terms.

The university may take disciplinary action for a violation of the Visitor Code of Conduct when the offense occurs on university premises, as part of a university sponsored event or in connection with university activities. "Visitor" means a person who is not a student, a university employee or a member of the Board of Regents.

Under the University's Student Code of Conduct, which applies to the Main Campus and all of the branch campuses, a student who commits a violation of this Code, including an act of a crime of violence, sexual violence or misconduct, is subject to the following possible sanctions:

- Verbal warning - means an oral reprimand.
- Written warning - means a written reprimand.
- Disciplinary probation - means the establishment of a time period during which further acts of misconduct may or will result in more severe disciplinary sanctions depending upon the conditions of the probation. Conditions of probation can include community service, attendance at workshops and/or seminars regarding subjects including but not limited to alcohol, drug or safety workshops and/or seminars, mandatory mental health evaluation and/or counseling or other educational sanctions.
- Suspension - means losing student status for a period of time specified in the terms of the suspension. A suspension may commence immediately upon a finding of a violation or it may be deferred to a later time.

- Expulsion - means losing student status for an indefinite period of time. Readmission may not be sought before the expiration of two years from the date of expulsion, and it is not guaranteed even after that time.
- Dismissal - means termination of student employment, either for a stated time period or indefinitely.
- Barred from campus - means being barred from all or designated portions of the university property or activities.

Students living in UNM Residence Halls are subject to the following possible sanctions for misconduct occurring in the residence halls:

- Housing reassignment - means the transfer of the student from one dorm room to another or one residence hall to another.
- Restricted from entry into specific residence halls, dining hall, commons building, and other UNM housing facilities.
- Contract termination - means the termination of the housing contract either for a stated period of time or indefinitely.

Under the University's Visitor Code of Conduct, which applies to the Albuquerque and all branch campuses, a visitor who commits a violation of this Code, including a sex offense, is subject to the following possible sanctions:

- Verbal Warning - means an oral reprimand.
- Written Warning - means a written reprimand.
- Probation - means the establishment of a time period during which further acts of misconduct may or will result in more severe sanctions depending on the conditions of the probation.
- Removal from campus - means being physically escorted or forcibly removed to a location off property owned or controlled by the university, by UNMPD or other university agents.
- Barred from campus - means being barred from all or designated portions of university property or activities.
- The sanctions of denial of admission, readmission or employment by the university.
- Additionally or alternatively, any sanction applicable to a student under the Student Code of Conduct may be provisionally applied to a visitor, to be made effective should the visitor ever enroll or re-enroll at the university.

4.2. Referral of Misconduct to the Dean of Students Office

A. Except as provided in Article 4.2(B) below, allegations of misconduct in violation of the Student Code of Conduct must be in writing and submitted to the Dean of Students Office which has primary authority to deal with disciplinary matters.

Complaints of alleged misconduct should be submitted as soon as possible after the event takes place, preferably within sixty (60) days. Absent just cause, complaints must be submitted within one year following discovery of the suspected misconduct.

B. As set forth in Article 1.8, disciplinary matters involving allegations of discrimination as defined in that Article and Article 4.4 herein, including but not limited to allegations of sex discrimination/harassment/misconduct/violence, are addressed under Article 4.4.

C. Upon referral, or upon his or her own initiative, the Student Conduct Officer may review relevant evidence and consult with the person referring the allegation, the student accused, and any witnesses. The Student Conduct Officer will send written notification to the accused student indicating the nature of the activity in which the student was allegedly involved, and what university rules were allegedly violated. The student will be given the opportunity to meet with the Student Conduct Officer to review the options for resolving the charges. If the student fails to attend the meeting, the Student Conduct Officer may decide the charges based upon the information available and/or place a hold on the student's registration. The accused student will also be offered one or more of the following options to resolve the charges; however, the Student Conduct Officer is authorized to refer the charges for a formal hearing before the Student Conduct Committee even if the student does not elect a formal hearing. If a student fails to select a hearing process, the Student

Conduct Officer will decide which hearing process will be followed. The options for resolving the charges are:

i. Mediation: This option is reserved for situations where all relevant parties in an incident agree to have a conflict resolved through mediation and sign an agreement to mediate. If all parties agree to this process and mediation is successful, a formal finding will not be issued with regard to the Student Code of Conduct charges. However, failure to fulfill the terms of a final mediation agreement could lead to reactivation of these charges and additional disciplinary action. Mediation will not be used to resolve complaints alleging sexual violence.

ii. Informal Disposition Conference: The accused student and Student Conduct Officer will meet informally to discuss the alleged violation(s). If the substantive facts and sanction can be agreed upon, a disciplinary action agreement will be prepared by the Student Conduct Officer and signed by the accused student. A signed disciplinary action agreement will constitute a waiver by the student of the right to an administrative hearing or formal hearing as well as any appeal, and an acceptance of the findings and sanction.

iii. Administrative Hearing with the Student Conduct Officer: This option allows the accused student to present evidence to the Student Conduct Officer for consideration and suggest witnesses that the Student Conduct Officer may consider interviewing before a decision is rendered. The Student Conduct Officer may contact other individuals who have knowledge about the incident giving rise to the charges.

The party waives the right to question such individuals or otherwise participate in an evidentiary hearing. Administrative Hearings are not tape recorded. Within three weeks of the completion of all witness interviews, the Student Conduct Officer will send the party charged a letter which indicates the finding in the case and any disciplinary sanction imposed. The Student Conduct Officer may find the party charged not responsible for violating the Student Code of Conduct, or may find the party responsible and impose a disciplinary sanction in accordance with Article 4 of the Student Code of Conduct.

iv. Formal Hearing with the Student Conduct Committee: This option allows the accused student to respond to the charges, present witnesses on his or her own behalf and question witnesses. Formal hearings are tape-recorded. Within three weeks of the conclusion of the hearing, the Student Conduct Committee will send the party charged a letter which indicates the finding in the case and any disciplinary sanction imposed. The Student Conduct Committee may find the party charged not responsible for violating the Student Code of Conduct, or may find the party responsible and impose a disciplinary sanction in accordance with Article 4 of the Student Code of Conduct. A formal hearing with the Student Conduct Committee is conducted in accordance with the procedures outlined in Articles 5 and 6.

D. When a case involves Student Code of Conduct charges against more than one party, the Student Conduct Officer will determine whether to hold one hearing to resolve charges against all parties or hold separate hearings for each accused student.

E. A student allegedly committing a criminal offense under state or federal law that is also a violation of the Student Code of Conduct may be subject to university disciplinary proceedings. The university may pursue disciplinary action against a student at the same time the student is facing criminal charges for the same offense, even if the criminal prosecution is pending. The university may also pursue disciplinary action even if criminal charges were dismissed, reduced or resolved in favor of the student-defendant.

F. Unless otherwise specified in the decision, sanctions issued by the Student Conduct Officer (not including an Emergency Suspension as outlined in Article 4.3) or by the Student Conduct Committee shall not be implemented until the appeal process as set forth under Article 7 is completed.

G. The standard of proof utilized to resolve Student and Visitor Code of Conduct charges shall be that of preponderance of the evidence, meaning that the evidence, considered in its entirety, indicates that, more likely than not, the accused student (or chartered student organization or visitor) violated the Code of Conduct.

H. The party who is charged with violating the Code of Conduct is responsible for presenting his or her case; advisors are therefore not permitted to speak or to participate directly in any conference or hearing.

I. Upon written request, UNM will disclose to the individual who alleges that they were subjected to a crime of violence or a non-forcible sex offense the final results of the disciplinary proceedings conducted by UNM issued to the student who is the alleged perpetrator of the offense(s) alleged. If the individual who is alleged to have been subjected to the crime of violence or non-forcible sex offense at issue is deceased as a result of such offense(s), the next of kin of such individual shall be treated that individual for the purpose of disclosing the final result of the disciplinary proceedings.

Additionally, in cases of Sexual Violence as described in Article 7.7(C), the respondent and inquiring parties have the right to be notified in writing of the final determination and any sanctions imposed to the extent permitted by the federal Family Educational Rights and Privacy Act (FERPA).

J. Decisions by the Student Conduct Officer or Student Conduct Committee, in most cases, will be rendered within sixty (60) days of the filing of a complaint. This date can be modified at the discretion of the Student Conduct Officer if deemed necessary, such as to conduct a hearing that protects the rights of all parties.

4.3. Emergency Suspension and Banning from Campus

A. The Dean of Students may immediately suspend a student (or chartered student organization) and/or ban a student or visitor if the Dean concludes that the person's continued presence on the campus may endanger persons or property or may threaten disruption of the academic process or other campus functions.

B. When a person has been immediately suspended or banned by the Dean of Students under this article, the person may request to meet with the Dean to consider whether the emergency suspension should be continued. The meeting shall be held as soon as possible (no later than one week) after the request. The Dean of Students shall give the person an opportunity to explain his or her position and shall receive evidence or hear from witnesses with pertinent information, if requested by the person. In the case of a

chartered student organization, the Dean will meet, if requested, with the organization's president or other designated officer.

C. After the meeting, if the Dean finds that the person's continued presence may endanger persons or property or threaten disruption of the academic process or other campus functions, the Dean shall continue the suspension and/or ban. Otherwise, the emergency suspension and/or ban shall be revoked or modified.

D. For students and chartered student organizations, an emergency suspension or banning does not end the disciplinary process. Resolution of the charges will proceed as set forth in Article 4.2 (B) herein. For visitors, the Dean of Students will decide whether to maintain an emergency ban and make it permanent, or modify or end the emergency ban, ordinarily after giving the visitor an opportunity to meet. The decision of the Dean of Students concerning a visitor is final for the university.

4.4. Investigation of Complaints of Discrimination, Including Allegations of Sex Discrimination, Sexual Harassment, Sexual Misconduct, and Sexual Violence

A. Definitions - the following definitions apply to Article 4.4 of this Student Grievance Procedure:

i. "Discrimination" includes all forms of unlawful discrimination based on an individual's or group's protected class (es), including age (40 and over), ancestry/national origin, color/race, gender identity, medical condition, mental/physical disability, religion, sex/gender, sexual orientation, spousal affiliation, veteran status, and any other protected class as described in University Administrative Policy #2720; acts of sexual harassment as described in university

Administrative Policy #2730; and acts of sexual harassment, sexual misconduct, and sexual violence as described in University Administrative Policy #2740. For purposes of this Procedure, "discrimination" also includes retaliation for having made allegations of discrimination, having participated in an investigation into allegations of discrimination, or otherwise having engaged in opposition to unlawful discrimination. Retaliation is explicitly prohibited under university administrative policies #2720, 2730, and 2740.

ii. "Complaint" refers to allegations of prohibited discrimination as defined herein filed with the University's Office of Equal Opportunity.

iii. "Complainant" refers to the individual alleging that they have experienced discrimination as defined herein.

iv. "Accused student" refers to the individual accused by the complainant of having violated university policy prohibiting discrimination as defined herein.

v. "The Office of Equal Opportunity" or "OEO" is the university office that processes allegations of discrimination as defined herein, including but not limited to investigating such allegations and making determinations as to whether or not the university's policies prohibiting discrimination have been violated. OEO does not issue sanctions for violations of policy.

vi. "Probable Cause" means that the evidence submitted during the OEO investigation supports a finding that it is more likely than not that the acts alleged are in violation of university policy prohibiting discrimination.

vii. "No Probable Cause" means that the evidence submitted during the OEO investigation does not support a finding that it is more likely than not that the acts alleged are in violation of University policy prohibiting discrimination.

B. Allegation (s) that a student has engaged in an act of discrimination will be referred to OEO for investigation pursuant to OEO's Discrimination Claims

Procedure. If it accepts the matter for investigation, OEO will issue a Final Letter of Determination at the conclusion of that investigation finding either No Probable Cause or Probable Cause that the accused student has committed an act in violation of the university's prohibitions against discrimination as defined herein. The accused student and complainant have the right to appeal OEO's Final Letter of Determination as provided for in OEO's Discrimination Claims Procedure, which describes the sole method of appealing a determination made by OEO. Nothing in this Grievance Procedure provides an avenue to appeal OEO's final determination of an alleged policy violation.

C. If Probable Cause is found that a student committed an act of discrimination in violation of university policy, OEO will refer the matter to the Dean of Students Office to determine the sanction to be imposed. Sanctions should be designed to eliminate the misconduct, prevent its recurrence, and remedy its effects, while supporting the university's educational mission and obligations under university policy and state and federal law, including but not limited to Title IX of the Education Amendments of 1972, the Civil Rights Act of 1964, and the New Mexico

Human Rights Act. Ordinarily, after consulting with the accused student, the Student Conduct Officer will decide which of the options set forth in Article 4.2(B) (iii) and

(iv) Herein will be utilized to determine the sanction. The options of an administrative hearing with the Student Conduct Officer and the formal hearing with the Student Conduct Committee will be modified as appropriate so as to focus solely on determining what sanction(s) to impose. The options of mediation and informal disposition described in Article 4.2(B) (i) and (ii) respectively are not available when the accused student has been found to have engaged in prohibited discrimination in violation of university policy.

D. The decision on sanctions made by either the Student Conduct Officer or Student Conduct Committee may be appealed as provided for by Article 7.3 herein, except that the only permissible grounds for appeal is that there was significant procedural error in the sanctioning process of a nature sufficient to have materially affected the outcome of the sanction decision, and/or the severity of the sanction is grossly disproportionate to the violation(s) of university policy that OEO found to have been committed. Both the accused student and the complainant may appeal the sanction decision. Neither the accused student nor the complainant may appeal the findings and determination made by OEO in the Article 7 appeals process.

E. If OEO finds No Probable Cause that a student committed an act in violation of the university's prohibition against discrimination, OEO will refer the matter to the Dean of Students Office for review to determine whether charges under any other provisions of the UN M Student Code of Conduct or university policy are warranted or other action should be taken.

ARTICLE 5. STUDENT CONDUCT COMMITTEE

5.1. Jurisdiction

The Student Conduct Committee will hold a hearing when a party chooses the hearing option of a formal hearing before the Committee or when the Student Conduct Officer refers the matter to the Committee.

5.2. Composition

A. The Student Conduct Committee will consist of three members, ordinarily including one student, one faculty member and one staff member, with the Dean of Students serving as an additional, nonvoting member and Chair of the Student Conduct Committee. The student, faculty and staff members of a Student Conduct Committee are drawn from a standing pool consisting of faculty members designated by the Faculty Senate President; staff members designated by the Staff Council President and student members designated by the Presidents of ASUNM and GPSA.

B. Students may not serve on hearing panels in cases involving allegations of sexual harassment, sexual violence, or sexual assault as described in University Administrative Policy #2740. In such cases, the Student Conduct Committee will be comprised of a mixed-gender three-person committee, all of whom have received appropriate Title IX training.

C. No one may serve on the Student Conduct Committee who has a conflict of interest or bias with respect to the case to be heard such that he or she cannot hear the case fairly and impartially, however, prior knowledge of the parties in the case or of the conduct that is the subject of the case does not itself constitute a conflict of interest or bias. Allegations that a member of the Committee has a conflict of interest or is biased shall be reviewed by the Dean of Students, whose decision is final.

D. A party charged may be found responsible for violating the Code of Conduct by a majority vote of the Student Conduct Committee.

5.3 Investigation Report

The Student Conduct Officer will prepare an Investigation Report for the Student Conduct Committee. The Student Conduct Officer typically conducts interviews with the complainant, the accused student and any third-party witnesses; visits and takes photographs at relevant sites if appropriate; and gathers other relevant evidence.

The Investigation Report includes, among other things, summaries of interviews with the complainant, the accused student and any third party witnesses; photographs of the relevant site(s); other relevant evidence; and a detailed written analysis of the events in question. The Investigation Report will be provided to the Student Conduct Committee, the complainant and the accused student.

In cases involving allegations of discrimination as defined in Article 4.4 herein, the Final Letter of Determination issued by OEO will substitute for the Student Conduct Officer's Investigation Report. In such cases, the Student Conduct Committee may not consider the propriety of OEO's determination; rather, the Committee will be limited to determining what, if any, sanction will be imposed for the violation of policy as determined by OEO in the Final Letter of Determination. The Committee is limited to making its sanctioning determination based on the circumstances and the evidence presented to it by the parties and witnesses at the hearing.

ARTICLE 6. HEARING PROCEDURE

The following rules shall apply to formal hearings conducted by Student Conduct Committee:

6.1. The hearing shall be closed, unless the Dean of Students decides to let others attend if he or she deems that their presence may be helpful to the review and determination of the charges, or if there are other compelling reasons for their presence.

6.2. The accused student, the complainant and their advisors, if any, shall be allowed to attend the entire portion of the hearing at which information is received (excluding deliberations).

6.3. The accused student and the complainant may each have an advisor (including an attorney) attend the hearing. The role of the advisor is to provide his or her advisee with support and counsel regarding the process. The advisor (including an attorney advisor) cannot act as a representative of his or her advisee, cannot have a voice in the hearing and therefore is not permitted to present arguments or evidence or otherwise participate directly in the hearing.

6.4. Student Conduct Committee members may question the accused student, the complainant and any witnesses.

6.5. The accused student has the right, within reasonable limits set by the Dean of Students, to question all witnesses who testify. The Dean of Students may also permit the complainant to question the witnesses, within reasonable limits.

6.6. The accused student and the complainant will not be permitted to directly question each other in hearings to determine the sanction to be imposed on a student for whom UN M's Office of Equal Opportunity has issued a Probable Cause determination under Article 4.4 herein. Questions for the accused student and the complainant from the other party may be suggested by each of them to the Student Conduct Committee who will decide whether to pose them. In such cases, additional limitations on questioning may be imposed that are consistent with the complainant's rights as stated in Article 7.7 herein.

6.7. The accused student and the complainant may each request the presence of witnesses at the hearing by informing the Dean of Students of their names and expected testimony at least five business days before the hearing. Based upon the Investigation Report, the Student Conduct Committee may call witnesses not identified by either the complaint or the accused student. The Dean of Students may refuse to call a requested witness if he or she determines that the expected testimony is not sufficiently relevant to the charges, would be duplicative of other testimony, or would otherwise not be significantly helpful to the review and determination of the charges. The Dean of Students will try to arrange the attendance of witnesses who are members of the university community (students, staff and faculty). The accused student and complainant are responsible for arranging the attendance of persons from outside of the university. The Student Conduct Committee has no subpoena authority. The accused student and complainant will each receive a list of witnesses called to testify at least three business days before the hearing.

6.8. The accused student and the complainant may each submit pertinent documentary evidence for consideration by the Student Conduct Committee at least five business days before the hearing. As with witnesses, the Dean of Students may, for the reasons cited in Article 6.6. decline to accept a party's evidence. Both parties will be provided access to all documentary evidence accepted, consistent with the federal Family Educational Rights and Privacy Act (FERPA).

6.9. In its discretion, but consistent with the other provisions of this Grievance Procedure, the Student Conduct Committee may proceed independently to secure evidence for the hearing. Both parties will have

an opportunity to review any such evidence at least three business days before the hearing, consistent with the federal Family Educational Rights and Privacy Act (FERPA).

6.10. The hearing will be recorded in an appropriate format as determined by the Dean of Students, and the Dean of Students Office will keep the recording(s). The recording is the property of the university. No typed record will be made.

6.11. The rules of evidence used in civil or criminal trials are not applicable to formal hearings conducted by the Student Conduct Committee.

6.12. Within three weeks of the conclusion of the hearing, the Student Conduct Committee will send the accused student a decision letter which includes the

Committee's findings and any disciplinary sanction imposed. The Student Conduct Committee may find the party charged not responsible for violating the Code of Conduct, or may find the party responsible and impose a disciplinary sanction. As set forth in Article 7.7(C), in a case of alleged sexual violence, the complainant will also be notified of the Student Conduct Committee's decision, to the extent permitted by the federal Family Educational Rights and Privacy Act (FERPA).

6.13. The Student Conduct Committee may seek advice from the Office of University Counsel throughout the adjudication process on questions of law or procedure; however, factual determinations are the exclusive domain of the Committee.

6.14. Decisions of the Student Conduct Committee are subject to appeal to the Vice President for Student Affairs, as per Article 7.2 herein, if the sanction imposed by the Committee is suspension, expulsion or banning from the campus. In cases involving allegations of discrimination as provided in Article 4.4 herein, decisions of the Student Conduct Committee are subject to appeal to the Office of the President as provided in Article 7.3 herein.

ARTICLE 7. APPEALS, RECORDS AND RIGHTS

Decisions of the Student Conduct Committee or the Student Conduct Officer are final, unless a sanction of suspension, expulsion or banning from campus is imposed. Appeals in cases involving sanctions issued for violations of the university's prohibitions against discrimination as provided in Article 4.4 herein may be taken by the sanctioned student and/or the complainant, but such appeals must proceed pursuant to Article 7.3(A) herein.

7.1. Appeal to Dean of Students

A. A student receiving a sanction of suspension, expulsion, or banning from campus from the Student Conduct Officer may appeal the decision to the Dean of Students. A Dean of Students Office appeal form must be completed and received by the Dean of Students Office within seven working days of the date of the written decision from the Student Conduct Officer.

Except as provided in Article 4.4(D) and 7.3(A) of this Grievance Procedure, the following will be considered the only grounds for an appeal:

1. There was significant procedural error of a nature sufficient to have materially affected the outcome;

2. The decision was not in accordance with the evidence presented;
3. There is significant new evidence of which the appellant was not previously aware, that the appellant could not have possibly discovered through the exercise of reasonable diligence, and the absence of which was sufficient to have materially affected the outcome; and/or
4. The severity of the sanction is grossly disproportionate to the violation(s) committed.

On appeal the Dean of Students shall review the decision of the Student Conduct Officer and may schedule an appointment with the party appealing to discuss the reasons for the appeal.

B. After reviewing the case, the Dean of Students may:

- i. Affirm or overturn the findings of the Student Conduct Officer.
- ii. Affirm or alter the sanction imposed by the Student Conduct Officer.
- iii. Remand the case to the Student Conduct Officer. A remand will generally occur where new evidence is to be reviewed or as otherwise determined by the Dean of Students. Where a case is remanded, the decision of the Student Conduct Officer may be appealed to the Vice-President for Student Affairs.
- iv. The Dean of Students will send written notification of the decision to the appealing party within two weeks of meeting with the appealing party, with a copy sent to the Student Conduct Officer.

7.2. Appeal to Vice President for Student Affairs

A. Appeals to the Vice President for Student Affairs may be made from a decision of the Dean of Students to uphold a student's suspension, expulsion or banning from campus; or from a decision of the Student Conduct Committee imposing such a sanction.

B. An appeal form must be completed and submitted to the Vice President for Student Affairs within seven working days of the date of the written decision from the Dean of Students or the Student Conduct Committee. The grounds for appeal to the Vice President are the same as for an appeal to the Dean of Students (see Article 7.1 (A)). On appeal the Vice President for Student Affairs shall review the decisions of the Student Conduct Officer, Student Conduct Committee and/or the Dean of Students. The Vice President for Student Affairs may meet with the party appealing to discuss the reasons for the appeal.

C. After reviewing the case, the Vice President for Student Affairs may:

- i. Affirm or overturn the findings of the Dean of Students or the Student Conduct Committee;
- ii. Affirm or alter the sanction imposed by the Dean of Students or the Student Conduct Committee; or
- iii. Remand the case to the original tribunal (Student Conduct Committee or Student Conduct Officer) for further proceedings. A remand will generally occur where new evidence is to be reviewed or as otherwise determined by the Vice President for Student Affairs. Where a case is remanded, the decision of the Student Conduct Committee or Student Conduct Officer may be appealed after rehearing to the Vice President for Student Affairs.

iv. The Vice President for Student Affairs will send written notification of the decision to the appealing party within two weeks of meeting with the appealing party. A copy of the decision shall be sent to the Dean of Students.

7.3. Appeal to the President and the Board of Regents

A. Appeals of sanctions issued for violations of university policy prohibiting discrimination as provided in Article 4.4 of this Grievance Procedure.

i. Decisions of the Student Conduct Committee or the Student Conduct Officer regarding sanctions imposed for violations of the university's prohibition against discrimination as provided in Article 4.4 herein are final, unless a sanction of suspension, expulsion or banning from campus is imposed. A student receiving such a sanction may appeal the decision to the Office of the President. The appeal must be in writing, contain a statement of the sanction (s) being appealed and the grounds therefore, and must be received at the Office of the President within seven working days of the date of the written decision from the Student Conduct Committee or

Student Conduct Officer. Either the sanctioned student or complainant may appeal a sanctioning decision of the Student Conduct Officer or the Student Conduct Committee in cases involving sexual harassment, sexual misconduct, or sexual violence. Only the sanctioned student may appeal a sanctioning decision of the Student Conduct Officer or Student Conduct Committee in cases involving discrimination that is not related to sexual harassment, sexual misconduct, or sexual violence.

ii. As provided in Article 4.4(D) herein, appeals of sanctions issued for violations of the university's prohibition against discrimination, including sex discrimination, sexual harassment, sexual misconduct, or sexual violence, are only permissible if the grounds for such appeal are that there was significant procedural error during the sanctioning process of a nature sufficient to have materially affected the outcome of the sanction decision and/ or the severity of the sanction is grossly disproportionate to the violation (s) of university policy that OEO found to have been committed.

Nothing in this Procedure provides a means to appeal any decision issued by OEO that may provide the basis for a sanctioning decision.

iii. The President's consideration of whether the sanctioning decision(s) on appeal was procedurally erroneous or grossly disproportionate to the violations(s) of university policy as found by OEO will be limited to a review of the evidence submitted to the Student Conduct Committee and/or Student Conduct Officer relevant to the level of sanction(s) to be imposed; the evidentiary findings made by Student Conduct Committee and/or Student Conduct Officer; and/or the conclusions made by the Student Conduct Committee and/or Student Conduct Officer in determining the level of sanction(s) imposed. The President will not consider any evidence not submitted to the Student Conduct Committee or Student Conduct Officer for consideration of the sanction(s) at issue unless such evidence is newly discovered or was otherwise not reasonably available to the appealing party or parties at the time the sanctioning process was initiated.

iv. After reviewing the case, the President may:

a) Affirm the sanction (s) issued in its/their entirety;

b) Affirm the sanction (s) issued in part and remand the remainder to the Student Conduct Committee and/or Student Conduct Officer for further proceedings; or

c) Remand the decision issuing the sanction(s) on appeal in its/their entirety to the Student Conduct Committee and/or Student Conduct Officer for further proceedings.

A remand will generally occur only where new evidence, as provided in Article 7.3(A) (iii) herein, is to be reviewed or as otherwise determined by the President. Where a case is remanded, the subsequent decision of the Student Conduct Committee or Student Conduct Officer may be appealed after rehearing to the President as provided in Article 7.3 herein.

v. Appeals to the Board of Regents may be petitioned-for from a decision of the President to uphold the sanctioning decision (s) issued by the Student Conduct Committee and/or Student Conduct Officer regarding a student found by OEO to have violated the university's prohibitions against discrimination, including sex discrimination, sexual harassment, sexual misconduct, and sexual violence. Such an appeal must be submitted to the Board of Regents in writing, stating the sanction (s) appealed and the grounds upon which the appeal is based, within seven working days of the President's decision being issued. Appeals to the Board of Regents that are accepted will be handled pursuant to the policies of the Regents concerning discretionary reviews.

Investigation and Disciplinary Action for Title IX Incidents (Faculty, Staff and Student Process):

- OEO reviews report to determine jurisdiction.
- OEO meets with reporting party (referred to as “complainant”) and responding party (referred to as “respondent”) to determine scope of investigation and explain procedure.
- OEO gathers evidence from parties, analyzes to determine if it demonstrates that a violation of university policy more likely than not occurred (referred to as the “preponderance of the evidence” standard).
- OEO issues a Preliminary Letter of Determination (PLOD) finding that there is either probable cause or no probable cause that a violation of university policy occurred.
- Complainant and respondent have two weeks to submit any new information that OEO has not considered or previously seen.
- OEO issues a Final Letter of Determination (FLOD) either upholding the finding in the PLOD or altering it based on new information submitted.
- Either party has two weeks to seek a discretionary review of the FLOD from the Office of the President. Disciplinary Action.
- OEO forwards the matter to the Student Conduct Officer and/or Student Conduct Committee at the Dean of Students Office to determine what, if any, sanction to be imposed.
- At either party’s election or when referred by the Student Conduct Officer, Student Conduct Committee will hold a formal hearing regarding discipline imposed or lack thereof.
- Student Conduct Committee issues a formal decision on discipline imposed.
- Either party has seven working days to appeal certain types of disciplinary action to the Dean of Students or Vice President of Student Affairs depending on hearing option used and sanction given.

UNM WEAPON'S POLICY

With very few exceptions, employees, students and visitors are not permitted to use or possess weapons on any part of the campus. A weapon includes, but is not limited to: firearms; ammunition and other dangerous weapons, substances, or materials; and bombs, explosives, or incendiary devices.

Any person failing to comply will become subject to appropriate disciplinary and/or criminal action. The UNM Weapons Policy is printed in its entirety in The UNM Pathfinder, which is available on-line at <http://pathfinder.unm.edu/>.

There are certain items that are allowed on the UNM Campuses for self-defense purposes, which include:

Allowable Self-Defense Items
<ul style="list-style-type: none">• Pepper Spray – Members of the UNM campus community may carry pepper spray (A/K/A) oleoresin capsicum) in container no larger than 2.5 ounces, with a concentration of oleoresin capsicum of no more than ten (10) percent, for self-defense purposes• Stun Guns – with a maximum amperage of five (5) milliamps for self-defense purposes

POLICY ON ILLEGAL DRUGS & ALCOHOL

The Drug-Free Schools and Communities Act Amendments of 1989 (amends original law passed in 1986)

This law requires institutions receiving federal financial assistance to establish drug and alcohol abuse prevention programs for students and employees. This includes, at minimum, the following:

I. Create/have a campus alcohol and other drug policy that contains information on:

1. Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by employees and students on its property or as part of its activities;
2. A description of applicable legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol;
3. A description of health risks associated with the use of illicit drugs and the abuse of alcohol;
4. A description of available drug or alcohol counseling, treatment, or rehabilitation or re-entry programs;

5. A clear statement of the disciplinary sanctions that the institution will impose on employees and students and a description of termination of employment and referral for prosecution for the unlawful possession, use, or distribution of illicit drugs and alcohol. Disciplinary sanctions may also include completing an appropriate rehabilitation program.

II. The institution must distribute this policy to all students, faculty, and staff annually

Note: Until a few years ago, the Department of Education interpreted this to require that the policy be sent via printed documents through campus mail. The use of electronic distribution (email) is now considered appropriate given,

- 1) The email is distributed to all students, staff, and faculty, and,
- 2) The policy appears in the text of the email and not as an attachment

III. The institution has adopted and implemented an alcohol and other drug prevention program

IV. The institution must conduct a biennial report review of the program's effectiveness, implement changes, if needed, and ensure that the disciplinary sanctions are consistently enforced.

The University of New Mexico Drug Free Campus (applicable on all UNM campuses)

This Policy on Illegal Drugs and Alcohol is adopted pursuant to federal laws and because of the commitment of UNM to an environment for the pursuit of its educational mission free of drugs and the illegal use of alcohol. Drug and alcohol abuse on campus poses a serious threat to the health and welfare of faculty, staff and students; impairs work and academic performance; jeopardizes the safety and well-being of other employees, students and members of the general public; and conflicts with the responsibility of The University of New Mexico to foster a healthy atmosphere for the pursuit of education, research and service. Federal and State laws relating to controlled substances and alcohol are enforced by the UNMPD. The university enforces the state of New Mexico underage drinking laws and therefore does not permit the possession or consumption of alcoholic beverages by people under the age of twenty-one. Illegal uses of alcohol include, but are not limited to, serving, buying or drinking alcohol by a minor; assisting a minor or an intoxicated person to get alcohol; selling alcohol without a license and driving while under the influence.

This policy covers all property owned, used, leased or controlled by UNM, or any other site where official University business is being conducted. "Controlled substances" means those substances in Schedules I through V of section 202 of the Controlled Substances Act, 21 U.S.C. 812, and implementing regulations, 21 CFR 1308.11-1308.15. Controlled substances include, but are not limited to, marijuana, cocaine (including "crack"), amphetamines, heroin, PCP, hallucinogens, and certain prescription drugs. Illegal uses of alcohol include, but are not limited to, serving, buying, or drinking alcohol by a minor; assisting a minor or an intoxicated person to get alcohol; selling alcohol without a license and driving while under the influence. This policy is not intended to supersede or negate any existing policies on substance abuse, student or employee discipline, or any additional requirements imposed on The University of New Mexico or its students, faculty or staff by federal or state law.

I. Policy Statement

The unlawful manufacture, distribution, dispensing, possession or use of controlled substances or alcohol on UNM property or as part of any of its activities by any member of the UNM community faculty, staff or students strictly prohibited.

As a condition of continued registration and enrollment, any student of UNM shall abide by this policy. Violation of this policy shall result in disciplinary action, up to and including expulsion. For more detailed information, students should refer to the Student Code of Conduct and related policies printed in *The UNM Pathfinder* (<http://pathfinder.unm.edu>) and/or contact the Dean of Students Office.

UNM's response to any violation of this policy may include, as a total or partial alternative to disciplinary action, a requirement that the employee or student participate satisfactorily in an approved substance abuse treatment or rehabilitation program as a condition of continued employment or registration/enrollment. Any employee engaged in the performance of work under a federal contract or grant is required, as a condition of employment, to notify his/her supervisor if he or she is convicted of a criminal drug statute violation occurring in the workplace within five days of such conviction. The supervisor shall notify the University Counsel's Office. Failure of the employee to notify the supervisor shall be grounds for disciplinary action.

In recognition of the dangers of substance abuse in the workplace, UNM shall maintain alcohol and drug-free awareness programs to inform members of the University community about the issues and risks of substance abuse, and about counseling and treatment resources. The university shall assign responsibility for such awareness programs to specific administrative entities, which shall be provided sufficient resources to develop and maintain the programs. As a matter of policy, any referral, treatment, awareness or primary prevention programs established by the University shall play no role in enforcing or instituting possible disciplinary action.

II. Legal Sanctions for the Unlawful Possession or Distribution of Illicit Drugs and Alcohol

The penalties for even the most minor of violations of the Liquor Control Act can include fines of up to \$300, confiscation of property and imprisonment for up to seven months. More serious violations carry greater penalties, with larger fines and longer imprisonment.

Driving, using machinery after drinking, or using drugs creates the risk that the user may injure or kill someone. This can result in homicide charges. License revocation and vehicle impoundment are also possible results of driving while under the influence of liquor or drugs. The minimum blood alcohol levels at which drivers' licenses are revoked in New Mexico are .02% for those under 21 and .08% for those 21 and over. All drivers in New Mexico are presumed to be intoxicated at the .08% level.

In drug-related cases, a court can permanently suspend eligibility for federal benefits, including financial aid. A criminal record can seriously hurt educational and career opportunities.

Penalties for illegal drug use can include significant fines and imprisonment. Penalties for the illegal sale of drugs are greater, and may include property confiscation. Alternative penalties for illegal drug or alcohol use may also include mandatory community service. Violation of laws by a foreign national may result in deportation.

As required by federal regulations, the following charts (figures 1 and 2) detail federal and state sanctions for the unlawful possession or distribution of illicit drugs.

FEDERAL DRUG TRAFFICKING PENALTIES (Figure 1)

DRUG/ SCHEDULE	QUANTITY	PENALTIES	QUANTITY	PENALTIES
Cocaine (Schedule II)	500 – 4999 gms mixture	First Offense: Not less than 5 yrs, and not more than 40 yrs. If death or serious injury, not less than 20 or more than life. Fine of not more than \$2 million if an Individual, \$5 million if not an individual. Second Offense: Not less than 10 yrs, & not more than life. If death or serious injury, life in prison. Fine of not more than \$4 million if an individual, \$10 million if not an individual.	5 kgs or more mixture	First Offense: Not less than 10 yrs, & not more than life. If death or serious injury, not less than 20 or more than life. Fine of not more than \$4 million if an individual, \$10 million if not an individual. Second Offense: Not less than 20 yrs, & not more than life. If death or serious injury, life in prison. Fine of not more than \$8 million if an individual, \$20 million if not an individual. 2+ Prior Offenses: Life in prison
Cocaine Base (Schedule II)	5 - 49 gms mixture		50 gms or more mixture	
Fentanyl (Schedule II)	40 - 399 gms mixture		400 gms or more mixture	
Fentanyl Analogue (Schedule I)	10 - 99 gms mixture		100 gms or more mixture	
Heroin (Schedule I)	100 - 999 gms mixture		1 kg or more mixture	
LSD (Schedule I)	1- 9 gms mixture		10 gms or more mixture	
Methamphetamine (Schedule II)	5 - 49 gms pure or 50 – 499 gms mixture		50 gms or more pure, or 500 gms or more mixture	
PCP (Schedule II)	10-99 gms pure or 100 – 999 gms mixture	100 gm or more pure, or 1 kg or more mixture		
DRUG/ SCHEDULE	QUANTITY	PENALTIES		
Other Schedule I & II Drugs (& any product containing Gamma Hydroxybutyric Acid)	Any amount	First Offense: Not more than 20 yrs. If death or serious injury, not less than 20 yrs, or more than life. Fine \$1 million if an individual, \$5 million if not an individual.		
Flunitrazepam (Schedule IV)	1 gm or more	Second Offense: Not more than 30 yrs. If death or serious injury, not less than life. Fine \$2 million if an individual, \$10 million if not an individual.		
Other Schedule III drugs	Any amount	First Offense: Not more than 5 yrs. Fine not more than \$250, 000 if an individual, \$1 million if not an individual.		
Flunitrazepam (Schedule IV)	30 – 999 mgs	Second Offense: Not more than 10 yrs. Fine not more than \$500,000 if an individual, \$2 million if not an individual.		
All other Schedule IV drugs	Any amount	First Offense: Not more than 3 yrs. Fine not more than \$250,000 if an individual, \$1 million if not an individual.		
Flunitrazepam (Rohypnol) (Schedule IV)	Less than 30 mgs	Second Offense: Not more than 6 yrs. Fine not more than \$500,000 if an individual, \$2 million if not an individual.		
All schedule V drugs	Any amount	First Offense: Not more than 1 yr. Fine not more than \$100,000 if an individual, \$250,000 if not an individual.		

		Second Offense: Not more than 2 yrs. Fine not more than \$200,000 if an individual, \$500,000 if not an individual.	
DRUG	QUANTITY	1ST OFFENSE	2ND OFFENSE
Marijuana	1,000 kg or more mixture; or 1,000 or more plants	Not less than 10 yrs, not more than life. If death or serious injury, not less than 20 yrs, not more than life. Fine not more than \$4 million if an individual, \$10 million if not an individual.	Not less than 20 yrs, not more than life. If death or serious injury, mandatory life. Fine not more than \$8 million if an individual, \$20 million if not an individual.
Marijuana	100 kg - 999 kg mixture; or 100 – 999 plants	Not less than 5 yrs, or more than 40 yrs. If death or serious injury, not less than 20 yrs, not more than life. Fine not more than \$2 million if an individual, \$5 million if not an individual.	Not less than 10 yrs, not more than life. If death or serious injury, mandatory life. Fine not more than \$4 million if an individual, \$10 million if not an individual.
Marijuana	More than 10 kgs hashish; 50 – 99 kg mix. More than 1 kg of hashish oil; 50 – 99 plants	Not more than 20 yrs. If death or serious injury, not less than 20 yrs, not more than life. Fine \$1 million if an individual, \$5 million if not an individual.	Not more than 30 yrs. If death or serious injury, mandatory life. Fine \$2 million if an individual, \$10 million if not an individual.
Marijuana	1 – 49 plants; less than 50 kg mixture	Not more than 5 yrs. Fine not more than \$250,000 if an individual, \$1 million if not an individual	Not more than 10 yrs. Fine \$500,000 if an individual, \$2 million if not an individual
Hashish	10 kg or less		
Hashish Oil	1 kg or less		

NM DRUG LAWS (30-31-2 NMSA 1978) - (Figure 2)

DRUG	CONDITIONS QUANTITY	PENALTY Prison Fines
Methamphetamine PCP Rohypnol, GHB	Possession	18 mos. ≤ \$5,000 (4th degree Felony)
Methamphetamine PCP Rohypnol * GHB	1st Offense Trafficking (to sell, barter, give away, or distribute)	9 yrs. ≤ \$10,000 (2nd degree Felony)
Methamphetamine PCP Rohypnol, GHB	2nd or subsequent Offense Trafficking	18 yrs. \$15,000 (1st degree Felony)
Cocaine/Heroin LSD , Other drugs	Possession	≤1 yr. \$500 – 1,000
Prescription Drugs	Possession	≤1 yr. \$500 – 1,000 (higher for narcotics)

Cocaine/Heroin LSD Other drugs	1st Offense Trafficking (to sell, barter, give away, or distribute)	≤ 3 yrs. ≤ \$5,000 (3rd degree Felony)
Prescription Drugs Cocaine/Heroin LSD, Other drugs	2nd or subsequent Offense Trafficking	9 yrs. \$10,000 (2nd degree Felony)
Marijuana	Possession, <1 oz. 1st offense Possession, 1-8 oz. 1st offense Possession, 8+ oz. 1st offense	≤ 15 dys. \$50-100 < 1 yr. \$100-1,000 18 mos. \$5,000
Marijuana	1st Offense Trafficking (to sell, barter, give away, or distribute)	18 mos. \$5,000 >100 lbs = 3 yrs. \$5,000

III. Health Risks Associated with Use of Illicit Drugs and the Abuse of Alcohol

Excessive alcohol consumption and abuse of illicit drugs can lead to certain types of cancer, pathological changes in the liver, brain, heart and muscle, which can lead to disability and death, addiction, birth defects, shortened life span, stomach ulcers phlebitis, varicose veins, and other health problems. Alcohol and drugs are also a major factor in homicides, assaults, rapes, suicide, family and date violence. Alcohol is significantly involved in all types of accidents - motor vehicle, home, industrial, and recreational.

Unintended pregnancies and sexually transmitted diseases are often associated with alcohol or other drug abuse, as well as relationship, academic or work problems.

For more information on the possible effects and health risks associated with the use of illicit drugs and alcohol, contact the Student Health Center Health Education Program at (505) 277-1074 or the UNM Campus Office of Substance Abuse Prevention at (505) 277-2795. Information on the possible effects and health risks associated with the use of illicit drugs and controlled substances is also contained in the Policy on Illegal Drugs and Alcohol that appears on page 53 of the 2007-2008 UNM Pathfinder.

Campus Resources for Faculty and Staff:

If you are concerned about your own, an employee's or a colleague's alcohol or drug use, contact the CARS program. The intent of CARS is not to intrude into the private lives of university employees, but rather to provide services for those who choose to request help with their problems. Your contact with CARS is confidential within the limits of applicable law and ethical guidelines. Individual assessments, short-term counseling, consultation and referrals are available. CARS also offers presentations on a variety of topics, voluntary mediation services, group crisis intervention, and team building.

C.A.R.S. (Counseling, Assistance & Referral Service) 505-272-6868.

University Hospital employees may contact C.A.R.S. directly (505-272-6868) or call Human Resources (272-0942) for information about available counseling & referral resources.

Campus Resources for Students:

If you are concerned about the alcohol or other drug use of yourself or another, please contact the Student Health Center or the Campus Office of Substance Abuse Prevention. Confidential consultants, individual assessments and education are available.

Student Health and Counseling (Counseling Services) - 277-3136

Campus Office of Substance Abuse Prevention - 277-2795

Other Campus and Community Resources:

AGORA Crisis Center – 505-277-3013

NM Council on Alcoholism and Drug Dependence - 505- 256-8300

(for intervention services and information on community treatment resources and recovery groups, e.g., AA, ACOA, Al-Anon, Rational Recovery, Women for Sobriety)

Suicide Prevention Emergency Service (24 hours) – 505-247-1121

University Hospital Emergency Dept. – 505-272-2411

UNM Center on Alcoholism, Substance Abuse and Addictions (CASAA) – 505-925-2300

UNM Department of Psychology Clinic – 505-277-5164

UNM Employee Health Promotion Program – 505-272-4460

UNM Employee Occupational Health Services – 505-272-2517

UNM Mental Health Center, Crisis Unit – 505-272-2800

UNM Women’s Resource Center – 505-277-3716

SEX OFFENDER REGISTRATION

In accordance with the Campus Sex Crimes Prevention Act of 2000 (CSPA), the UNM-Gallup PD is providing a link to the New Mexico Department of Public Safety for law enforcement agency information concerning registered sex offenders. The CSPA requires institutions of higher education to inform the campus community where law enforcement information about registered sex offenders may be obtained. It also mandates that sex offenders who are required to register in a State must also give notice of each institution of higher education in that State at which the person is employed, carries on a vocation, or is a student. Additionally, the New Mexico Sex Offender Registration and Notification Act requires a convicted sex offender who is employed by, enrolled at, volunteering with or carrying on a vocation at an institution of higher education to register with the university's law enforcement department, the university registrar, the county sheriff for the county in which the higher education institution is located as well as the county sheriff for the county in which the sex offender resides.

A list of registered sex offenders is available online from the New Mexico Department of Public Safety at: <http://www.nmsexoffender.dps.state.nm.us/> or by calling the Bernalillo County Sheriff's Department at (505) 468-7100.

Educational Programs and Campaigns for Alcohol/Drug Use, Dating Violence, Domestic Violence, Healthy Relationships, Sexual Violence and Stalking:

UNM-Gallup is committed to educating members of its campus community through a number of ongoing educational and awareness programs. All incoming students receives the following mandatory training, which is the primary prevention and awareness program for students:

Grey Area Training:

This training module is an in-person and interactive training for students that is approximately one hour in length and includes content that:

- Covers sexual misconduct prevention risk reduction, including dating violence, domestic violence, sexual assault and stalking.
- States that sexual discrimination, which includes dating violence, domestic violence, sexual assault and stalking are prohibited acts
- Reporting Options – including areas that are anonymous and those individuals that are mandatory reporters
- Discusses the importance of “consent”
- Discusses safe bystander information such as:
 - Using Humor
 - Group Intervention
 - Distraction
 - Using I Statements
- Defines Sexual Violence terms, such as sexual assault, stalking and relationship violence

UNM-Gallup is committed to educating members of its campus community through a number of ongoing educational and awareness programs. All employees must complete the following mandatory training on an annual basis, which is the primary prevention and awareness programs for faculty and staff:

Intersections: Preventing Discrimination and Harassment:

The module raises awareness on the various topics of discrimination, harassment and sexual violence. Intersections includes animated scenarios, skill practices, UNM policies and resources, sound and closed caption (CC) capability. The training is one hour in length for both faculty and staff, which includes content that:

- Covers sexual misconduct prevention and risk reduction, including dating violence, domestic violence, sexual assault and stalking.
- States that sexual discrimination, which includes dating violence, domestic violence, sexual assault and stalking are prohibited acts
- Reporting Options – including areas that are anonymous and those individuals that are mandatory reporters
- Discusses the importance of “consent”
- Discusses safe bystander information such as:
 - Using Humor
 - Group Intervention
 - Distraction
 - Using I Statements
- Defines Sexual Violence terms, such as sexual assault, stalking and relationship violence

General Campus Crime Prevention and Safety Related Programs

In addition to the Grey Area and Intersections trainings that specifically address incidents of sexual misconduct (including dating violence, domestic violence, sexual assault and stalking), UNM-Gallup offers information about safety and security awareness/prevention programs that are available to the UNM-Gallup campus community, as well as crime prevention services and tips. This information is designed to keep faculty, staff and students safe at UNM-Gallup. Information about these ongoing no cost services is given out to new students at their incoming orientation. Employees (faculty and staff) of UNM must complete the Annual Basic Safety Training each year, via an on-line platform through Learning Central and receive safety information at new employee orientation. The following is a list of programs or themes that the UNM campus does to address:

- Sexual misconduct prevention training, including dating violence, domestic violence, sexual assault and stalking.
- Sexual discrimination, which includes dating violence, domestic violence, sexual assault and stalking are prohibited acts
- Reporting Options – including areas that are anonymous and those individuals that are mandatory reporters
- The importance of “consent”
- Safe Bystander Options for all
- Impact of Alcohol/Drugs on individuals
- Hazing related behavior

Protect the Pack:

This is UNM-Gallup’s campaign to promote a number of safety related items, including to be a good bystander and protect their fellow students by “Protecting the Pack” – a play on protecting other students (Lobos).

Office of Equal Opportunity:

Campaign (Prevention and Awareness)	Target Audience	Frequency
Know Your Title IX (Tabling)	UNM Community, including prospective students	Several Times Annually

Active Bystander Intervention:

A bystander is a person who observes a conflict or unacceptable behavior. The observed behavior may be serious or minor, one-time or repeated, but the bystander knows that the behavior is harmful or likely to make a situation worse. This person may be in a position to discourage, prevent or interrupt unacceptable behavior. The bystander has two options: to remain a passive bystander or become an active bystander. A passive bystander is one who observes but does not intervene in any way.

Steps to becoming an Active Bystander:

1. Notice a situation that is out of the ordinary. Does your "gut" tell you something is wrong?
2. Ask yourself if I could play a role here?
 - a. If nobody intervenes, what will likely happen?
 - b. Is someone else better equipped to respond?
 - c. What would be my purpose of responding?
3. Assess your options for providing help. Use your words; don't use violence to end violence.
4. Determine the potential risk(s) of taking action
 - a. Are there risks to myself and/or others? b. Is there a low-risk option?
 - c. How could I reduce risks?
5. Determine how to implement your choice(s) safely.

Examples of safe bystander interventions:

- Come up with an excuse to separate your friend from the situation
- Ask friends to assist when a situation seems to be going poorly
- Come up with some distraction if a situation is not going well

Definitions:

Awareness/Education Programs: These are programs designed by UNM to create more awareness and education about sexual misconduct, domestic violence, dating violence and stalking.

Ongoing Prevention and Awareness Campaigns: These are marketing pushes to make our UNM Campus Community more aware about sexual misconduct, domestic violence, and dating violence and stalking.

Bystander Intervention: These are programs or campaigns, which inform our UNM campus community of ways to intervene safely and positively in situations that may have potential for becoming unsafe situations.

Primary Prevention Programs: These are programs designed to educate our campus community about preventing sexual misconduct, domestic violence, dating violence and stalking.

Risk Reduction: Information or programs designed to lessen the risk of sexual misconduct, domestic violence, dating violence and stalking.

As Lobos, you should remember to "Protect the Pack"

University of New Mexico-Gallup Campus Crimes

The following tables contain statistics for Clery reportable crimes that have occurred within UNM-Gallup Campus Clery reportable geography and has been gathered from the Clery Act Compliance Officer, UNM-Gallup PD, Campus Security Authorities (CSAs) and Surveys sent to Local Law Enforcement Agencies. The data encompasses the following information within UNM-Gallup Clery Geography, as defined by the Clery Handbook unless otherwise noted.

Clery Reportable Crimes

Murder/Non-Negligent Manslaughter – is defined as the willful (non-negligent) killing of one human being by another.

Negligent Manslaughter – is defined as the killing of another person through gross negligence.

Rape – is the carnal knowledge of a person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth).

Fondling - is the touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental incapacity.

Incest – is non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape – is non-forcible sexual intercourse with a person who is under the statutory age of consent.

Robbery - is the taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Aggravated Assault – is an unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Burglary – is the unlawful entry of a structure to commit a felony or a theft. This category does include thefts from automobiles.

Motor Vehicle Theft – is the theft or attempted theft of a motor vehicle.

Arson— is any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Domestic Violence (Per Policy 2740) - Under state law, domestic violence is defined as felony and misdemeanor crimes under the New Mexico Crimes Against Household Members Act. Crimes included under the New Mexico Crimes Against Household Members Act are assault, aggravated assault, assault with intent to commit a violent felony, battery and aggravated battery. A “household member” is a spouse, former spouse, parent, present or former stepparent, present or former parent-in-law, grandparent, grandparent-in-law, a co- parent or a child, or a person with whom someone has had a continuing personal relationship. Cohabitation is not necessary to be deemed a household member under the Act. In addition, under the New Mexico Family Violence Protection Act, violation of a court-issued order or protection granted to protect an individual who has experienced sexual violence or misconduct or domestic abuse is a misdemeanor crime.

Dating Violence (Per Policy 2740) – Under New Mexico Crimes Against Household Members Act, someone with whom a person has a dating or intimate relationship is considered to be a household member. Any of the felony and misdemeanor crimes enumerated as domestic violence in the Crimes Against Household Members Act are also crimes when committed against someone with whom the offender has a dating or intimate relationship.

Stalking (Per Policy 2740) – Under New Mexico law, “stalking” is defined as knowingly pursuing a pattern of conduct, without lawful authority, directed at a specific individual when the person intends that the pattern of conduct would place the individual in reasonable apprehension of death, bodily harm, sexual assault, or restraint of the individual or another individual. “Aggravated stalking” consists of stalking perpetrated by a person who knowingly violates a court order, including an order of protection, or when the person possesses a deadly weapon or when the victim is under sixteen years of age.

Violence Against Women’s Act (VAWA) Definitions for Domestic Violence, Dating Violence and Stalking

Domestic Violence:

A felony or misdemeanor crime of violence committed by:

- a. A current or former spouse or intimate partner of the victim or
- b. A person with whom the victim shares a child in common
- c. A person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner
- d. A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred
- e. Any person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred

Dating Violence:

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

The existence of such a relationship shall be based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition:

- a. Dating Violence includes, but it is not limited to, sexual or physical abuse or the threat of such abuse.
- b. Dating Violence does not include acts covered under the definition of Domestic Violence.

Stalking:

Under New Mexico law, "stalking" is defined as knowingly pursuing a pattern of conduct, without lawful authority, directed at a specific individual when the person intends that the pattern of conduct would place the individual in reasonable apprehension of death, bodily harm, sexual assault, or restraint of the individual or another individual. "Aggravated stalking" consists of stalking perpetrated by a person who knowingly violates a court order, including an order of protection, or when the person possesses a deadly weapon or when the victim is under sixteen years of age.

Unfounded Crimes - Crimes that the UNM-Gallup PD have found to be baseless or false through investigation by their department. Only the UNM-Gallup PD can unfound a crime. Other Clery Reported incidents may have been found not to have occurred through other investigatory agencies, but still must be classified as a Clery Reported Crime on our UNM-Gallup Crime Statistics

UNM-Gallup Campus Geography includes the following areas as defined below:

On Campus Property - Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and

Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

Non-Campus Property - Any building or property owned or controlled by a student organization that is officially recognized by the institution; or Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

Public Property - All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Residential Facilities- (On Campus Student Housing) - any student housing facility that is owned or controlled by the institution, or is located on property that is owned or controlled by the institution, and is within the reasonably contiguous geographic area that makes up the campus is considered an on-campus student housing facility. UNM-Gallup does not have residential facilities.

UNM Gallup Campus - Clery Crime Statistics (2017, 2016 and 2015)

Crime Classifications		On Campus Property	Non Campus	Public	Total
Murder/Non-Negligent Manslaughter	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Negligent Manslaughter	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Rape	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Fondling	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Incest	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Statutory Rape	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Robbery	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Aggravated Assault	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Motor Vehicle Theft	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Arson	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Burglary	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Liquor Law Arrest	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0

Drug Arrest	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Illegal Weapons Arrest	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
VAWA Clery Crimes					
Dating Violence	2017	0	0	0	0
	2016	1 ¹	0	0	1 ¹
	2015	0	0	0	0
Domestic Violence	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Stalking	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Referrals for Disciplinary Action					
Liquor Law Referrals	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Drug Law Referrals	2017	0	0	0	0
	2016	0	0	0	0
	2015	0	0	0	0
Weapons Law Referrals	2017	1	0	0	1
	2016	0	0	0	0
	2015	0	0	0	0

¹ There was 1 report of Dating Violence in 2016 not included in our previous Clery Report. These numbers reflect the new totals.

Unfounded Crimes:

There were 0 unfounded crimes for 2017, 0 unfounded crime for 2016 and 0 unfounded crimes for 2015.

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GALLUP

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October 18, 2018

Via Email and Certified Mail

The University of New Mexico Gallup

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Navajo Nation

Russell Begaye, President
P.O. Box 7448
Window Rock AZ, 86515
russellbegaye@navajo-nsn.gov

Re: Industrial Revenue Bond Issuance Notice

Ladies and Gentlemen:

We have been authorized by McKinley County (the "County") to send this notice. The County has adopted an Inducement Resolution regarding the issuance of the County's industrial revenue bonds described below:

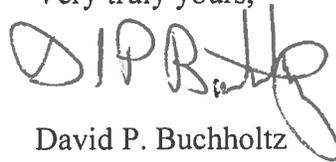
- Rhino Health, LLC, or its successor in interest for industrial revenue bonds, in one or more series, in an aggregate amount not to exceed \$30,000,000 for a term of not to

October 18, 2018
Page 2

exceed 30 years to finance the acquisition, construction, renovation, installation and equipping of a glove manufacturing facility to be located within the County.

The Board of County Commissioners is scheduled to take final action on the ordinance authorizing the issuance of industrial revenue bonds for the project described above at its regular meeting on November 20, 2018 at 9:00 a.m. Copies of relevant information are available for review at the office of the County Manager, 207 West Hill Ave, Gallup, NM 87301. Written comments regarding this project and the County's issuance of bonds may be submitted to the County Manager at the above address.

Very truly yours,

A handwritten signature in black ink, appearing to read "DIPB", with a large, stylized flourish extending from the end of the signature.

David P. Buchholtz

cc: Doug Decker, Esq.
Chris Muirhead, Esq.

RODEY, DICKASON, SLOAN, AKIN & ROBB, P.A.
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NEOPOST

FIRST-CLASS MAIL

10/18/2018

US POSTAGE \$006.67⁰



ZIP 87102
041M11280721

The University of New Mexico Gallup
James Malm, Chief Executive Officer
705 Gurley Ave.
Gallup, NM 87301



8730136979 0007

Placeholder for Financial Period 4



GENERAL SHEET NOTES

- A. ALL NORMAL INSPECTIONS AND TESTING (I.E. SOILS COMPACTION TESTING, CONCRETE SAMPLING AND TESTING, PERMIT AGENCY INSPECTIONS, ETC.) SHALL BE PAID FOR BY THE CONTRACTOR. ALL SPECIAL INSPECTIONS SHALL BE PAID FOR BY THE OWNER. ALL TESTING AND INSPECTIONS SHALL BE COORDINATED AND SCHEDULED BY THE GENERAL CONTRACTOR TO FIT WITHIN THE WORKFLOW OF THE PROJECT.
- B. CONTRACTOR SHALL TAKE PRECAUTIONS AS NECESSARY TO PROTECT FROM DAMAGING EXISTING UTILITY LINES, WALKS, LANDSCAPING, ETC. WHICH REMAIN AS PART OF THE FINAL SYSTEMS. CONTRACTORS SHALL REPAIR AND/OR RESTORE THESE ITEMS TO PRE-CONSTRUCTION CONDITIONS.
- C. DO NOT SCALE DRAWINGS
- D. THE CONTRACTOR SHALL REPORT ANY DISCREPANCIES BETWEEN DRAWINGS AND SITE CONDITIONS TO THE ARCHITECT BEFORE PROCEEDING WITH THE WORK. HE SHALL VERIFY AND COORDINATE ALL FOUNDATION PLAN DIMENSIONS WITH FLOOR PLANS AND SHALL BE RESPONSIBLE FOR PROPER EXECUTION OF ALL WORK.
- E. FINISH FLOOR ELEVATIONS ARE TO THE TOP OF CONCRETE OR PAVING UNLESS OTHERWISE NOTED. CEILING HEIGHT DIMENSIONS ARE TO FINISHED SURFACES.
- F. ALL SYMBOLS AND ABBREVIATIONS USED ON DRAWINGS ARE CONSIDERED TO BE CONSTRUCTION STANDARDS. IF THE CONTRACTOR HAS QUESTIONS REGARDING SAME, OR THEIR EXACT MEANING, THE ARCHITECT SHALL BE NOTIFIED FOR CLARIFICATION.
- G. CONTRACTOR IS RESPONSIBLE FOR EROSION CONTROL DURING THE CONSTRUCTION PHASE, INCLUDING ANY PROVISIONS THAT MAY NEED TO BE TAKEN TO DIVERT SEDIMENT FROM LEAVING THE SITE AND ENTERING ADJACENT STREETS OR PROPERTIES.
- H. THE CONTRACTOR SHALL PROMPTLY CLEAN UP ANY MATERIAL EXCAVATED WITHIN THE RIGHT-OF-WAY SO THAT THE EXCAVATED MATERIAL IS NOT SUSCEPTIBLE TO BEING WASHED DOWN THE STREET OR INTO THE STORM DRAIN SYSTEM.
- I. THE CONTRACTOR SHALL BE RESPONSIBLE FOR PROVIDING POSITIVE AND APPROPRIATE SLOPE TO DRAIN ALL DECKS, PATIOS, WALKS, DRIVEWAYS, GRADES ADJACENT TO BUILDINGS, FOUNDATION DRAINS, SWALES, INTERIOR SLABS WITH FLOOR DRAINS, SHOWERS, AND LOW SLOPE ROOFS. REGARDLESS WHETHER THE PLANS GRAPHICALLY PORTRAY OR INDICATE SLOPE. THE FINAL CONSTRUCTION SHALL NOT PERMIT PONDING OF WATER IN ANY OF THE FOREGOING AREAS.
- J. THE STRUCTURAL, MECHANICAL, & ELECTRICAL DRAWINGS ARE SUPPLEMENTARY TO THE ARCHITECTURAL DRAWINGS. IT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR TO CHECK WITH THE ARCHITECTURAL DRAWINGS BEFORE THE INSTALLATION OF STRUCTURAL, MECHANICAL AND ANY CONFLICTS BETWEEN THE ARCHITECTURAL DRAWINGS & OTHER DRAWINGS, SHALL BE BROUGHT TO THE ARCHITECT'S ATTENTION FOR CLARIFICATION PRIOR TO INSTALLATION OF SAID WORK. ANY WORK INSTALLED IN CONFLICT WITH THE ARCHITECTURAL DRAWINGS SHALL BE CORRECTED BY THE CONTRACTOR AT HIS EXPENSE AND AT NO ADDITIONAL EXPENSE TO THE OWNER OR ARCHITECT.

SHEET KEYNOTES

- 1. NEW SIDEWALK CONNECTING TO EXISTING. REFER TO CIVIL.
- 2. NEW STORM WATER SYSTEM (CURB, GUTTER, INLET, SUB-SURFACE PIPE) DRAINING TO MODIFIED EXISTING RETAINING POND. REFER TO CIVIL.
- 3. EXISTING RETAINING POND TO BE MODIFIED IN FUTURE. REFER TO CIVIL.
- 4. NOT USED.
- 5. RETAINING SLOPE WITH LANDSCAPING.
- 6. CONCRETE HEADER CURB.
- 7. TWO-WAY VEHICLE ACCESS DRIVE.
- 8. ASPHALT PAVED PARKING.
- 9. GRAVEL BASE COURSE.
- 10. EMPLOYEE / VISITOR PARKING.
- 11. FACILITY FLEET PARKING.
- 12. SECURITY FENCING.
- 13. ACCESSIBLE PARKING.
- 14. DUMPSTER ENCLOSURE.
- 15. CONCRETE APRON.
- 16. NOT USED.
- 17. PROPOSED NEW STOP SIGN. (CITY OF GALLUP APPROVAL IN PROCESS)
- 18. UTILITY ACCESS DRIVE.
- 19. ELECTRICAL TRANSFORMER.
- 20. IT/DATA CABLING VAULT.
- 21. POLE-MOUNTED SITE LIGHTING AND SECURITY CAMERA LOCATION. COORDINATE WITH ELECTRICAL.
- 22. CONCRETE SWALE WITH DROP INLET TO STORM DRAIN. REFER TO CIVIL.
- 23. MOTORCYCLE PARKING.
- 24. BICYCLE RACK.
- 25. NOT USED.
- 26. NOT USED.
- 27. ROUTE DESIGNATED FOR I.T. FROM EXISTING CALVIN HALL TO NEW DISTRIBUTION VAULT. COORDINATE SIZE, DEPTH, QUANTITY, AND ANY REQUIRED PULL BOXES / PEDESTALS WITH ELECTRICAL. COORDINATE VERTICAL EXTERIOR ROUTING ON CALVIN HALL, INTO THE PLENUM SPACE WITHIN CALVIN HALL. CABLING AND TERMINATIONS AT VAULT, PPD, AND CALVIN HALL BY OWNER.
- 28. FLUSH MOUNTED CONCRETE HEADER CURB DELINEATING ASPHALT FROM BASE COURSE AGGREGATE.

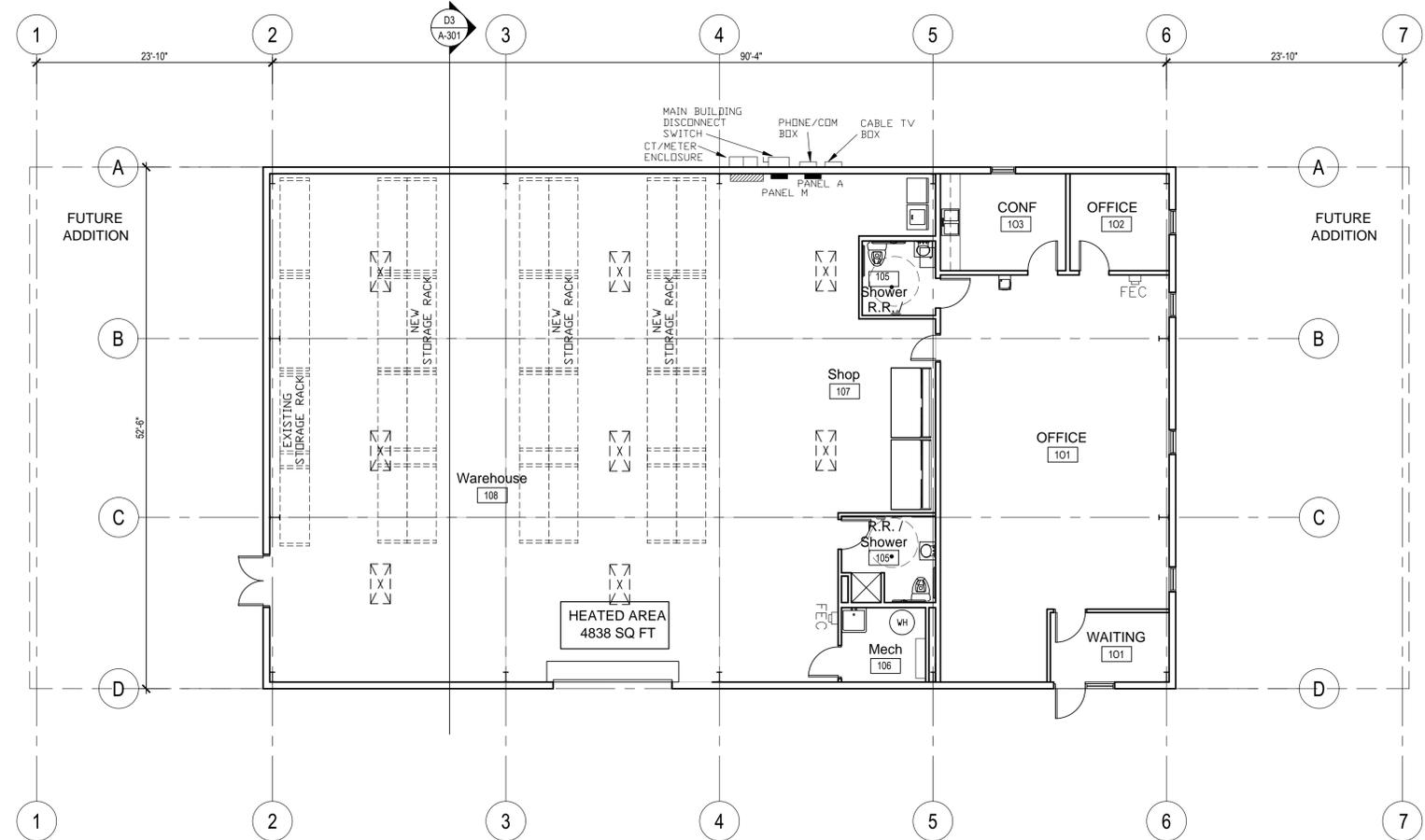
UNM Gallup Campus Physical Plant and Storage Facility Project

UNM PDC

date: OCTOBER 25, 2018
 drawn by: V&A
 checked by: RRV
 file name: XXXXXX_AXXX.dwg
 revisions:

AS-101

LEGEND	SHEET KEYNOTES	GENERAL SHEET NOTES
	<ol style="list-style-type: none"> 1. PREFABRICATED METAL BUILDING COLUMN. 2. 8" WALL GIRTS. 3. LINE OF CEILING ABOVE. 4. MOP SINK. SEE PLUMBING. 5. 2 TIER 15" W X 18" D LOCKERS. 6. TACK BOARD AND MARKER BOARD. 7. TRENCH DRAIN. SEE PLUMBING. 8. SLOPE FLOOR 1/8" PER FOOT TO DRAIN. 9. WATER HEATER. SEE PLUMBING. 10. FIRE RISER. SEE PLUMBING. 11. 20" WIDE STEEL ROOF HATCH LADDER. SEE DETAIL D1/A-502. 12. 36" X 36" ROOF HATCH. SEE DETAIL D1/A-502. 13. 22" DIA. SKYLIGHT. SEE DETAIL A1/A-501. 14. CONTROL JOINT. SEE STRUCTURAL. 15. UTILITY SINK. SEE PLUMBING. 16. 3'-0" WIDE CONCRETE MOW STRIP/SWALE W/ ROOF DOWNSPOUT INLETS. SEE CIVIL. 	<ol style="list-style-type: none"> A. SEE FIRE PLANS FOR FIRE EXTINGUISHER LOCATIONS. B. ALL NORMAL INSPECTIONS AND TESTING (I.E. SOILS COMPACTION TESTING, CONCRETE SAMPLING AND TESTING, PERMIT AGENCY INSPECTIONS, ETC.) SHALL BE PAID FOR BY THE CONTRACTOR. ALL SPECIAL INSPECTIONS SHALL BE PAID FOR BY THE OWNER. ALL TESTING AND INSPECTIONS SHALL BE COORDINATED AND SCHEDULED BY THE GENERAL CONTRACTOR TO FIT WITHIN THE WORKFLOW OF THE PROJECT. C. CONTRACTOR SHALL TAKE PRECAUTIONS AS NECESSARY TO PROTECT FROM DAMAGING EXISTING UTILITY LINES, WALKS, LANDSCAPING, ETC. WHICH REMAIN AS PART OF THE FINAL SYSTEMS. CONTRACTORS SHALL REPAIR AND/OR RESTORE THESE ITEMS TO PRE-CONSTRUCTION CONDITIONS. D. DO NOT SCALE DRAWINGS. E. THE CONTRACTOR SHALL REPORT ANY DISCREPANCIES BETWEEN DRAWINGS AND SITE CONDITIONS TO THE ARCHITECT BEFORE PROCEEDING WITH THE WORK. HE SHALL VERIFY AND COORDINATE ALL FOUNDATION PLAN DIMENSIONS WITH FLOOR PLANS AND SHALL BE RESPONSIBLE FOR PROPER EXECUTION OF ALL WORK. F. FINISH FLOOR ELEVATIONS ARE TO THE TOP OF CONCRETE OR PAVING UNLESS OTHERWISE NOTED. CEILING HEIGHT DIMENSIONS ARE TO FINISHED SURFACES. G. ALL SYMBOLS AND ABBREVIATIONS USED ON DRAWINGS ARE CONSIDERED TO BE CONSTRUCTION STANDARDS. IF THE CONTRACTOR HAS QUESTIONS REGARDING SAME, OR THEIR EXACT MEANING, THE ARCHITECT SHALL BE NOTIFIED FOR CLARIFICATION. H. CONTRACTOR IS RESPONSIBLE FOR EROSION CONTROL DURING THE CONSTRUCTION PHASE, INCLUDING ANY PROVISIONS THAT MAY NEED TO BE TAKEN TO DIVERT SEDIMENT FROM LEAVING THE SITE AND ENTERING ADJACENT STREETS OR PROPERTIES. I. THE CONTRACTOR SHALL PROMPTLY CLEAN UP ANY MATERIAL EXCAVATED WITHIN THE RIGHT-OF-WAY SO THAT THE EXCAVATED MATERIAL IS NOT SUSCEPTIBLE TO BEING WASHED DOWN THE STREET OR INTO THE STORM DRAIN SYSTEM. J. THE CONTRACTOR SHALL BE RESPONSIBLE FOR PROVIDING POSITIVE AND APPROPRIATE SLOPE TO DRAIN ALL DECKS, PATIOS, WALKS, DRIVEWAYS, GRADES ADJACENT TO BUILDINGS, FOUNDATION DRAINS, SWALES, INTERIOR SLABS WITH FLOOR DRAINS, SHOWERS, AND LOW SLOPE ROOFS. REGARDLESS WHETHER THE PLANS GRAPHICALLY PORTRAY OR INDICATE SLOPE, THE FINAL CONSTRUCTION SHALL NOT PERMIT PONDING OF WATER IN ANY OF THE FOREGOING AREAS. K. THE STRUCTURAL, MECHANICAL, & ELECTRICAL DRAWINGS ARE SUPPLEMENTARY TO THE ARCHITECTURAL DRAWINGS. IT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR TO CHECK W/ THE ARCHITECTURAL DRAWINGS BEFORE THE INSTALLATION OF STRUCTURAL, MECHANICAL AND ANY CONFLICTS BETWEEN THE ARCHITECTURAL DRAWINGS & OTHER DRAWINGS. SHALL BE BROUGHT TO THE ARCHITECT'S ATTENTION FOR CLARIFICATION PRIOR TO INSTALLATION OF SAID WORK. ANY WORK INSTALLED IN CONFLICT W/ THE ARCHITECTURAL DRAWINGS SHALL BE CORRECTED BY THE CONTRACTOR AT HIS EXPENSE AND AT NO ADDITIONAL EXPENSE TO THE OWNER OR ARCHITECT. L. THE GENERAL CONTRACTOR SHALL PROVIDE ALL ELECTRICAL AND PLUMBING HOOK UPS AND/OR CONNECTIONS FOR ALL OWNER FURNISHED EQUIPMENT.



A1 FLOOR PLAN
SCALE: 1/8" = 1'-0"

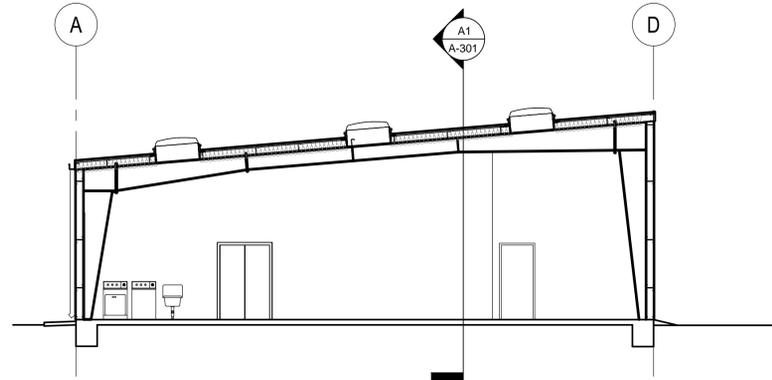


**UNM Gallup Campus Physical Plant
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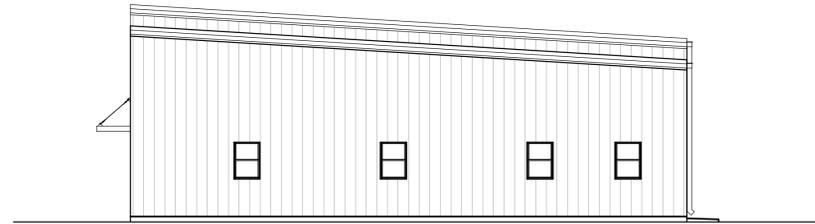
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drawn by: V&A
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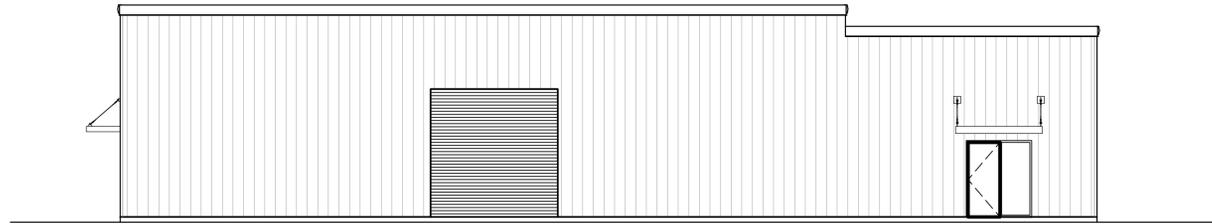




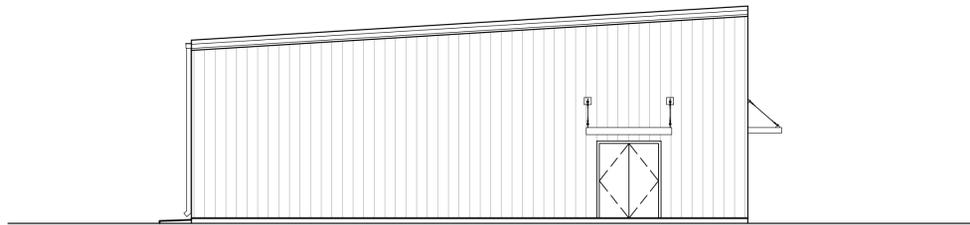
D3 BUILDING SECTION
SCALE: 1/8" = 1'-0"



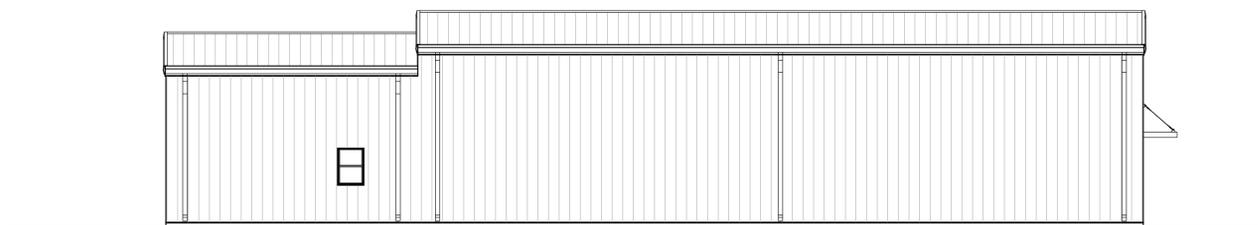
B1 EAST ELEVATION
SCALE: 1/8" = 1'-0"



B3 SOUTH ELEVATION
SCALE: 1/8" = 1'-0"



A1 WEST ELEVATION
SCALE: 1/8" = 1'-0"



A3 NORTH ELEVATION
SCALE: 1/8" = 1'-0"



**UNM Gallup Campus Physical Plant
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UNM PDC

date: OCTOBER 25, 2018
drawn by: V&A
checked by: RRV
file name: XXXXXX_A_XXXX.dwg
revisions:

A-201

Robert Paul Griego

From: Lynn Anderson <landerson@FederalHeath.com>
Sent: Monday, November 5, 2018 1:32 PM
To: Maria Probasco
Cc: Robert Paul Griego; Ronald - Ronnie Petranovich
Subject: Re: Update on Gallup Pylon Sign

Categories: Plant

Hi Maria,

Sandy got the foundation for the new sign partly excavated last week but then he ran into large rocks that could not be taken out with the backhoe. On Wednesday he will have a crew on site with jackhammers to finish the excavation. If all goes well, we should be ready for the underground inspection by Friday, and should be ready to pour the foundation and sit steel next week.

I will be back to you with another update as soon as I have further information.

Thanks

Sent from my iPhone

On Nov 5, 2018, at 10:16 AM, Maria Probasco <mprobasc@unm.edu> wrote:

Good Morning again Lynn,

Please see the schedule below and let me know if the tasks highlighted were completed last week, and also the status of the upcoming tasks:

They are:

October 29: Disconnect power from existing sign and removal of existing sign.

October 30 & 31: Demolition and removal of old foundation.

November 1 & 2: Installation of steel support pipe for new sign and pour concrete for the new foundation.

NLT November 20: Vantage to produce the electronic message center and deliver to Federal Heath to be incorporated into the Pylon sign and ship to the Gallup Campus. —
Is Vantage on schedule on this? Please provide shipping and delivery dates of the new sign.

December 10 through December 14: Installation of new sign; run power to new sign and make final connection. Relocate meter socket and add breaker panel for sign connection.

December 17 through December 19 - Tentative: UNM IT fiber installation.

Thank you so much,

Maria

From: Maria Probasco

Sent: Monday, November 5, 2018 11:08 AM

To: Lynn Anderson <landerson@FederalHeath.com>

Cc: Robert Paul Griego <rpgriego@unm.edu>; Ronald - Ronnie Petranovich <ronp@unm.edu>

Subject: Update on Gallup Pylon Sign

Good Morning Lynn,

Please, give us an update if whether Sign Art completed the demo and poured the new foundation for the new sign last week.

Thank you,

Maria

From: Lynn Anderson <landerson@FederalHeath.com>

Sent: Thursday, November 1, 2018 12:12 PM

To: Maria Probasco <mprobasc@unm.edu>

Subject: Update on Gallup Pylon Sign

Hi Maria,

Sandy told me this morning that the old sign is now down, and the crew is working on the foundation for the new sign.

Thanks,

Lynn Anderson, PMP | Senior Project Manager

O: 760.941.0715 x 225 | Fax: 760.631.5065 | landerson@federalheath.com

<[image001.png](#)>

4602 North Avenue | Oceanside, CA 92056

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