



**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS
REGULAR MEETING
September 15, 2022 at 9:00 AM**

The hybrid meeting will be held at Room 001,
Educational Services Center, 1780 East University
Avenue, Las Cruces, NM and Webcast at the following
address: <https://nmsu.zoom.us/j/93914730638>

Regents of New Mexico State University

Chair Ammu Devasthali, Vice Chair Arsenio Romero, Secretary/Treasurer Neal Bitsie, Dina Chacón-Reitzel, Christopher T. Saucedo

Non-Voting Advisory Members - ASNMSU President Garrett Moseley, Faculty Senate Chair Gaylene Fasenko, Ph.D., Employee Council Chair Susanne Berger

University Officials - Chancellor Dan E. Arvizu, Ph.D., Interim Provost Dorothy Campbell, Ph.D., Vice Chancellor Ruth A. Johnston, Ph.D., General Counsel Roy Collins III, J.D.

AGENDA

A. Call to Order, Chairwoman Ammu Devasthali

Pledge of Allegiance

- 1. Confirmation of Quorum, Chairwoman Ammu Devasthali**
- 2. Approval of the Agenda, Chairwoman Ammu Devasthali**
- 3. Introduction of NMSU Police Chief Andy Bowen, Vice Chancellor Ruth Johnston**
- 4. Introduction of Chief Audit Officer Ken Glascock, Vice Chancellor Ruth Johnston**
- 5. Introduction of College of Health, Education, and Social Transformation Dean Yoshi Iwasaki, Interim Provost Dorothy Campbell**
- 6. Introduction of College of Business Dean Bryan Ashenbaum, Interim Provost Dorothy Campbell**
- 7. Introduction of Director of Chicano Programs Ana López, Vice President Teresa Maria "Linda" Scholz**
- 8. Introduction of Associate General Counsel Jeff Jensen, General Counsel Roy Collins III**

B. Public Comment, Associate Vice President Justin Bannister

C. Approval of the Minutes and Confirmation of Prior Closed Session, Chairwoman Ammu Devasthali

- 1. Special Meeting Minutes August 24, 2022**
- 2. Confirmation of Prior Closed Executive Session August 25, 2022**

D. Regent Committee Reports

1. **Real Estate Committee Report**, *Regent Dina Chacón-Reitzel*
2. **Audit and Risk Committee Report**, *Regent Ammu Devasthali*
3. **Financial Strategies, Performance and Budget Committee Report**, *Regent Christopher Saucedo*
4. **Student Success Committee Report**, *Regent Arsenio Romero*

E. Advisory Member Reports

1. **Associated Students of NMSU Report**, *President Garrett Moseley*
2. **NMSU Faculty Senate Report**, *Chair Gaylene Fasenko*
3. **NMSU Employee Council Report**, *Chair Susanne Berger*

F. Affiliated Entity Reports

1. **Arrowhead Center Inc. Report**, *Director & CEO Kathryn Hansen*
2. **NMSU Foundation Inc. Report**, *President Derek Dictson*

G. Consent Items, *Chairwoman Ammu Devasthali*

1. **Temporary Investments Report for the Quarters Ended June 30, 2022**, *Associate Vice President D'Anne Stuart*
2. **Disposition/Deletion of Property**, *Associate Vice President D'Anne Stuart*
3. **NMSU Las Cruces: Health and Social Services (HSS) Building Roof Replacement**, *University Architect Heather Watenpaugh*
4. **NMSU Las Cruces: Engineering Complex I (ECI) Roof Replacement, including removal of obsolete solar panels**, *University Architect Heather Watenpaugh*
5. **NMSU Las Cruces: Gerald Thomas Hall Fire Alarm Upgrade**, *University Architect Heather Watenpaugh*
6. **NMSU Las Cruces: Clayton Feed Mill Renovations**, *University Architect Heather Watenpaugh*
7. **NMSU Las Cruces: Agricultural Extension Services Statewide Weather Stations**, *University Architect Heather Watenpaugh*
8. **NMSU Las Cruces: Aggie Memorial Stadium Artificial Turf Replacement**, *University Architect Heather Watenpaugh*
9. **NMSU Las Cruces: Ag Modernization Phase 2, Biomedical Research Building (Interior Fit-out)**, *University Architect Heather Watenpaugh*
10. **El Paso Electric Easement for Arrowhead Park CMT Building**, *Special Assistant to the President Scott Eschenbrenner*
11. **City of Las Cruces Natural Gas Easement – Arrowhead Park CMT Building**, *Special Assistant to the President Scott Eschenbrenner*
12. **NMDOT Acquisition – DACC/Gadsden Right of Way**, *Special Assistant to the President Scott Eschenbrenner*
13. **Lease at Central New Mexico Community College**, *Special Assistant to the President Scott Eschenbrenner*

14. **Associate in Counseling and Community Psychology – NMSU-Grants**, *Interim Provost Dorothy Campbell*
15. **Organizational Leadership – Master of Arts (Online)**, *Interim Provost Dorothy Campbell*
16. **Transborder and Global Human Dynamics – Doctor of Philosophy**, *Interim Provost Dorothy Campbell*
17. **Non-I & G Funding Requests**, *Associate Vice President Ricardo Rel*
18. **Acceptance of New Mexico Higher Education Department (HED) Endowment Grants**, *President Derek Dictson*
19. **Acceptance of honorary naming request from NMSU Alamogordo campus**, *President Derek Dictson*
20. **Acceptance of philanthropic naming request from NMSU Foundation (Nusenda Center for Financial Capability)**, *President Derek Dictson*
21. **Acceptance of philanthropic naming request from NMSU Foundation (Nusenda FinTech Lab)**, *President Derek Dictson*
22. **Amendment Title 21, Chapter 1, Part 1 of the New Mexico Administrative Code (21.1.1 NMAC, Rulemaking Procedures) - Proposed Amendments to Sections 9, 10, 11, 12, 14, 15, and 16**, *Cabinet Secretary & Director Jeff Witte*

RECESS (10 MINUTES)

- H. **Action Items**, *Chairwoman Ammu Devasthali*
 1. **Tax Increment Development Districts (TIDD) Proposal**, *Arrowhead Park Executive Director Wayne L Savage*
- I. **Report from the New Mexico Department of Agriculture to the Regents of New Mexico State University (Board of Agriculture)**, *Cabinet Secretary & Director Jeff Witte*
- J. **NMSU System Report**, *Chancellor Dan E. Arvizu*
- K. **Announcements and Comments**, *Chairwoman Ammu Devasthali*
 1. **Good News for NMSU!**
- L. **Adjournment**, *Chairwoman Ammu Devasthali*



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # C-1

- Action Item
- Consent Item
- Informational Item

Presented By: Neal Bitsie
Secretary/Treasurer,
Board of Regents

Agenda Item: Special Meeting Minutes August 24, 2022

Requested Action of the Board of Regents: Approval of the Special Meeting Minutes for August 24, 2022 as presented.

Executive Summary:

As required by the New Mexico Open Meetings Act, the board shall keep written minutes of all its meetings. The minutes shall include at a minimum the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open to public inspection. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the board.

References:

NM Open Meetings Act §10-15-1 G.

Prior Approvals:

N/A



**NEW MEXICO STATE UNIVERSITY
BOARD OF REGENTS
SPECIAL MEETING MINUTES
August 24, 2022 at 9:30 AM**

Regents Room (Room 001)
Educational Services Building
NMSU Las Cruces Campus,
1780 East University Avenue
Las Cruces, NM

Regents of New Mexico State University

Chair Ammu Devasthali, Vice Chair Arsenio Romero, Secretary/Treasurer Neal Bitsie, Dina Chacón-Reitzel, Christopher T. Saucedo

Non-Voting Advisory Members - ASNMSU President Garrett Moseley, Faculty Senate Chair Gaylene Fasenko, Ph.D., Employee Council Chair Susanne Berger

University Officials - Chancellor Dan E. Arvizu, Ph.D., Interim Provost Dorothy Campbell, Ph.D., Vice Chancellor Ruth A. Johnston, Ph.D., General Counsel Roy Collins III, J.D.

MINUTES

A. Call to Order, Chairwoman Ammu Devasthali

Chairwoman Devasthali called the meeting to order at 9:31am.

1. Confirmation of Quorum and Roll Call

The Chief of Staff confirmed the quorum and took the roll call. Four members of the regents were present in the board room: Regent Devasthali, Regent Romero, Regent Bitsie, and Regent Chacón-Reitzel. Regent Saucedo joined the meeting via Zoom. Also present in the board room were Chancellor Arvizu, Vice Chancellor Johnston, Employee Council Chair Berger, and Faculty Senate Chair Fasenko. Joining via Zoom were Interim Provost Campbell and ASNMSU President Mosley.

B. Approval of Agenda, Chairwoman Ammu Devasthali

Regent Chacón-Reitzel made a motion to approve the agenda as presented. Regent Romero seconded the motion. All were in favor and none opposed. Motion passed.

C. Approval of Minutes and Prior Closed Executive Session, Chairwoman Ammu Devasthali

1. Special Meeting Minutes July 8, 2022

Regent Bitsie made a motion to approve the agenda as presented. Regent Chacón-Reitzel

seconded the motion. All were in favor and none opposed. Motion passed.

2. **Confirmation of Prior Closed Executive Session July 8, 2022**

The Chief of Staff read the following statement:

“The Board of Regents met in an online closed executive session at 2:10pm on July 8, 2022. The meeting was held to discuss the bargaining strategy preliminary to collect bargaining negotiations between the Regents of New Mexico State University and United Electrical Radio and Machine Workers of America in accordance with the New Mexico Open Meetings Act, NMSA Section 10-15-1, subsection (H)(5).”

A roll call vote was taken to confirm that only matters of that nature were discussed.

Regent Saucedo – Yes
 Regent Chacón-Reitzel – Yes
 Regent Bitsie – Yes
 Regent Romero – Yes
 Regent Devasthali – Yes

D. **Consent Items, Chairwoman Ammu Devasthali**

1. **Authorization of Doña Ana Community College District to Issue General Obligation Education Technology Lease Purchase Arrangement and Notes NTE \$3,750,000, DACC President Mónica F. Torres**
2. **Ratification of a Collective Bargaining Agreement between Regents of New Mexico State University and American Federation of State, County and Municipal Employees, Local 2393, Associate Vice President Gena Jones**

Regent Romero made a motion to approve the items on the consent agenda as presented. Regent Chacón-Reitzel seconded the motion. All were in favor and none opposed. Motion passed.

E. **Action Items**

1. **Resolution No. 2022-03: New Mexico Finance Authority (NMFA) Application for Financial Assistance and Project Approval, Associate Vice President D’Anne Stuart**

Associate Vice President D’Anne Stuart presented the Resolution No. 2022-03: New Mexico Finance Authority (NMFA) Application for Financial Assistance and Project for approval. Joining her was Erik Harrigan, who serves as the NMSU’s financial advisor from RBC Capital Markets. Resolution No. 2022-03 authorizes the administration to proceed with the New Mexico Finance Authority Application for funding. By going through the New Mexico Finance Authority financing mechanism, it provides a streamlined funding process for NMSU and will result in a

slightly more favorable rate.

2. Resolution No. 2022-04: Resolution Authorizing Revenue Bond Issuance Series 2022,

Associate Vice President D'Anne Stuart

Associate Vice President D'Anne Stuart presented the Resolution No. 2022-04: New Mexico Finance Authority (NMFA) Application for Financial Assistance and Project for approval. This resolution authorizes administration to proceed with the issuance and delegates authority to administration to approve the final terms of the bond sell within established parameters. Once the sale is final, they will bring it back to the board for the final sale conditions. Revenue bonds are typically issued to fund capital projects for facilities that don't qualify for other types of money, such as auxiliaries and athletics. Those do not qualify for state funding for capital projects. Unlike other types of capital funding, the university has to pay back the debt when they do the bonding issuance. They pledge their system revenues to back those bonds. NMSU's practice is to make sure that they have a dedicated revenue stream to pay back the debt service on the bonds. In this case, the debt service will be paid by student fees allocated for that service. In March, when tuition was brought forward to the board with the student fee, there was a line item specific for debt service, which was approved. The students have agreed to keep that line item for allocation for debt service flat. In this case, they are aware that there is retiring debt that is currently funded through that student debt service allocation. As the debt is retiring, that frees up the capacity to issue more bonds. The issuance will be structured so that there is no increase. They can pull the student fee allocation, which is approximately \$3.6 million flat. In the first three years, they will need to capitalize some interest. Currently, they continue to evaluate and take a conservative approach to the financing. Because of the critical nature of some of the projects that will be funded through the proceeds and a significant need of prosperity for capital investment, they feel that moving forward with the issuance at this time is in the best interest of the university. Net proceeds back to the university will give is expected to be approximately \$28 million.

Associate Vice President Stuart stated that they worked with all of the service administrators as well as facilities and services to identify what the critical priority areas that the funding could be used for. The first project is for the University Recreation Activity Center. The second is within Aggie Memorial Stadium. The third is for Corbett Center Student Union. The fourth is for the Pan American Center. In their applications to NMFA, the project plan, which describes renovation and facility updates, will be included. ASNMSU is working on a master plan for the facility. They will work with ASNMSU to align all of the enhancement projects.

The first project is for facility upgrades and improvements to the University Recreation Activity Center and the Aquatic Center. Those enhancements include chlorination and nutrition equipment, other equipment updates, lighting. These will be aligned with ASNMSU's master plan. The second project is for a new locker room addition as well as training rooms and health and nutrition spaces at Aggie Memorial Stadium. The third project is to bring the fire alarm

system up to code in the Corbett Center Student Union building. Because it is not up to code, they cannot make any modifications to the facility. This is holding up other enhancements to make in the building. Also included in the project are upgrading dining areas, expansion and renovation for e-sports, HVAC system upgrades, and student recommended projects. Lastly, are updates to improve the Pan American Center. The critical need is replacing the retractable seating. The seating is planned to be replaced after basketball season. After that, they will work with Athletic Director Moccia to review what the next priorities are among the lower bowl seat replacement, new sound system, lighting replacement, and upper bowl replacement.

Regent Romero asked if the projects would be in order and if there is a proposed timeline to when those projects will be completed. Associate Vice President Stuart stated that they do not have that level of detail; however, they are hopeful in bringing the fire alarm system up to code over the summer. The upgrades to the University Recreation Activity Center will depend on the masterplan. They will begin putting together the project timeline and details. Regarding the locker room addition, they already have some architectural designs. Once they have the funding, they can move forward. Sequencing around the use of the facilities will be the most difficult part of doing the projects.

Erik Harrigan presented the funding timeline. They compared the university's traditional financing method of going through the public markets versus going through the New Mexico Finance Authority. The New Mexico Finance Authority provides a lower interest rate to the university than going to the public markets, in part because it saves a certain amount of issuance costs as well as providing a slightly lower interest rate. The New Mexico Finance Authority has a AAA and the university has a rating of A1-A+. The differential in rating impacts the rate to achievement. The way New Mexico Finance Authority works is that an application is submitted, then a resolution is passed requesting to borrow money through the New Mexico Finance Authority. It's a simultaneous borrowing. The Finance Authority goes into the market and sells the bonds. The interest rate that on those bonds are passed directly to the university. The university effectively achieves those AAA rates that the New Mexico Finance Authority receives. New Mexico Finance Authority has their own process of going into the market and selling bonds, which is one of the reasons this item is brought before the board today, in order to align with when the New Mexico Finance Authority will be going into the market to sell PPRF bonds. An HED application has been submitted to their board for September and subject to their approval they will go to either the State Board Finance in September or October. The New Mexico Finance Authority would then be in the market in late October or early November to sell those bonds, which is when the rates would be locked in. Then they would close approximately 30 days thereafter, which is when funds will be available for the university to expend on the projects that are outlined. They will need to expend 85% within three years. Inflation hit a forty-year high a couple of months ago. They've gone from what would be considered as an accommodated federal reserve last year, during the pandemic, to a federal reserve that is intent on combating inflation. There were two back-to-back 75 basis point

increase in interest rates. Since January, interest rates have gone up significantly. As an example, interest rates last year were be around 1.4% and today they are 3.4%. That is an aberration of the market and increasing interest rates. The federal reserve is expected to continue to raise interest rates at its next meeting, September 26 and 27, 2022. The market has priced that in, but there is still the question of, 'What will the federal reserve do after that? What will inflation continue to do?' While inflation related to energy prices can be somewhat controlled, that core inflation can be difficult to bring down. That's what the Federal Reserve is focused on. From an interest rate standpoint, it's important to get in the market and lock in rates as soon as possible. Financing will deliver \$28 million in projects. It contemplates capitalized interests, similar to what the university did in 2017. Capitalized interest is borrowing to pay a portion of the debt service in order to maintain the \$3.6 million combined service of the university's outstanding debt that's being paid by student fees as well as this debt that is being paid by student fees. From 2031 – 2032 the debt service drops from \$3.6 million to \$2.6 million. This allows the university to go back to the markets and sell additional debt if it so desires to fund future projects at that time. Additionally, the bonds will have a 10-year optional redemption date, which is standard for municipal bonds. This gives the university the option to redeem bonds or refund the bonds, if interest rates are such that it would generate present value savings.

Chairwoman Devasthali asked if the timeline is accelerated. Erik Harrigan answered that the timeline, with the exception of the State Board of Finance meeting, is fairly consistent. Generally, the Board of Regents would authorize the resolution sometime before the HED meeting. Attached is a draft of the authorizing resolution and they will submit the signed version once approved.

The first resolution authorizes the submission of the application to the New Mexico Finance Authority. A copy of the application has been preliminarily submitted to the Finance Authority for their consideration.

The second resolution is a standard authorizing resolution, similar to the 2019 financing resolution, this will be the only official action by the Board of Regents. In the resolution, the regents delegate authority to approve the final terms within the parameters outlined in the resolution to the Chancellor, Vice Chancellor, and Vice President for approval of the final terms once the New Mexico Finance Authority prices their bonds on the market. These bonds will be senior lien bonds on a parody with the 2013, 2017, and 2019 bonds and superior to the lien of the 2014 subordinate lien note. Section 5.D of the resolution outlines the parameters for the issuance of the bonds, including a maximum maturity of April 1, 2043. The optional redemption provision will be provided in the sales certificate, but it is expected to be the 10-year call. A bond purchase agreement will be entered with the Finance Authority once the bonds are priced in the market. The bonds will be issued as tax exempt bonds. There will be requirements as to the investment of the proceeds, as well as the use of bond finance facilities. The proceeds

have to have a minimum of 85% within three years. They have reviewed the contracts that the university has in place at each of the four facilities to which the university plans to make improvements and they have found those to be in compliance with the safe harbors to permit this on a tax basis.

There were no questions for Resolution No. 2022-03: New Mexico Finance Authority (NMFA) Application for Financial Assistance and Project nor Resolution No. 2022-04: Resolution Authorizing Revenue Bond Issuance Series 2022.

Regent Romero made a motion to approve the Resolution No. 2022-03: New Mexico Finance Authority (NMFA) Application for Financial Assistance and Project. Regent Chacón-Reitzel seconded the motion. The Chief of Staff took a roll call vote:

Regent Saucedo – Yes
 Regent Chacón-Reitzel – Yes
 Regent Bitsie – Yes
 Regent Romero – Yes
 Regent Devasthali – Yes

Motion to approve Resolution No. 2022-03: New Mexico Finance Authority (NMFA) Application for Financial Assistance and Project passed.

Regent Bitsie made a motion to approve the Resolution No. 2022-04: Resolution Authorizing Revenue Bond Issuance Series 2022. Regent Chacón-Reitzel seconded the motion. The Chief of Staff took a roll call vote:

Regent Saucedo – Yes
 Regent Chacón-Reitzel – Yes
 Regent Bitsie – Yes
 Regent Romero – Yes
 Regent Devasthali – Yes

Motion to approve the Resolution No. 2022-04: Resolution Authorizing Revenue Bond Issuance Series 2022 passed.

F. Informational Items, Chairwoman Ammu Devasthali

1. None.

G. Adjournment, Chairwoman Ammu Devasthali

Regent Chacón-Reitzel motioned to adjourn. Regent Bitsie seconded the motion. Meeting adjourned at 10:05am.



**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS
REGULAR MEETING
September 15, 2022**

Item C-2

Confirmation of Prior Executive Session – August 25, 2022

The Board of Regents met in closed executive session at 1:00 pm on August 25, 2022.

The closed executive session meeting was held to discuss bargaining strategy preliminary to collective bargaining negotiations between the Regents of New Mexico State University and the United Electrical, Radio and Machine Workers of America in accordance with the New Mexico Open Meetings Act, NMSA Section 10-15-1, subsection (H)(5) and discussion of limited personnel matters concerning individual NMSU employees in accordance with NMSA Section 10-15-1 H(2).

Those board members who were present please certify that only matters of that nature were discussed.

Regent Saucedo ____
Regent Chacón-Reitzel ____
Regent Bitsie ____
Regent Romero ____
Regent Devasthali ____



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item #: F-1

- Action Item
- Consent Item
- Informational Item

Presented By: Kathryn Hansen
Director & CEO
NMSU Arrowhead Center Inc.

Agenda Item: Report from NMSU Arrowhead Center Inc.

Requested Action of the Board of Regents: N/A Information only

Executive Summary:

A quarterly recurring report to the Board of Regents from NMSU Arrowhead Center Inc.

References:

N/A

Prior Approvals:

N/A

Arrowhead Center

NMSU Board of Regents Meeting

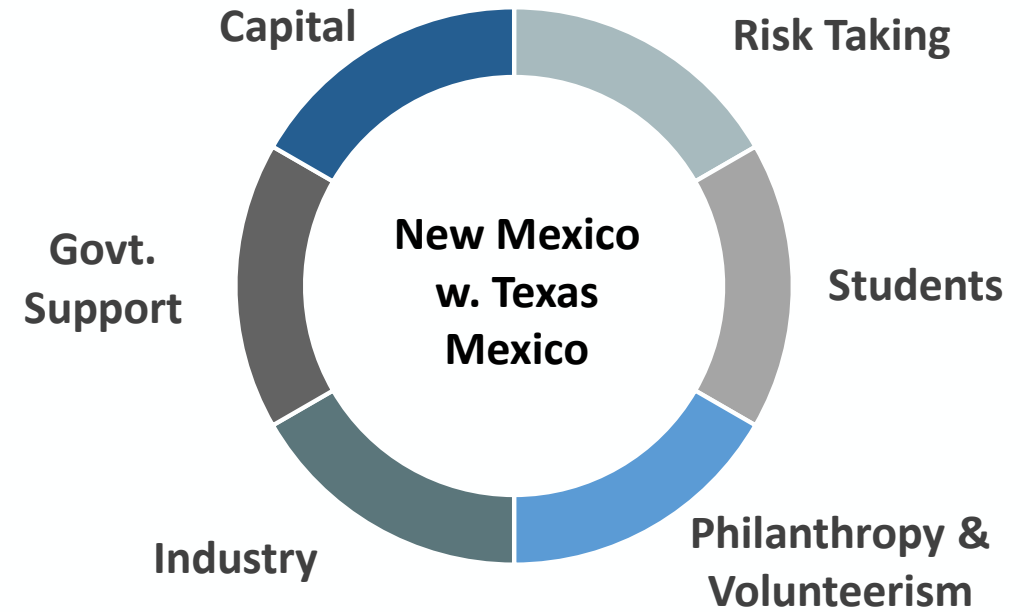
September 15, 2022



BE BOLD. Shape the Future.

Report Topics

- Performance
- Recent Highlights
- Upcoming Events



Contributions to the Ecosystem

Performance



BE BOLD. Shape the Future.

By the Numbers

- Client investment and funding: \$26.4M
- Client revenue: \$34.5M
- Communities served: 72
- Sprint business accelerators: 13
- Enterprise Advisors: 61
- Arrowhead business clients: 1,587
- Economic impact analysis underway



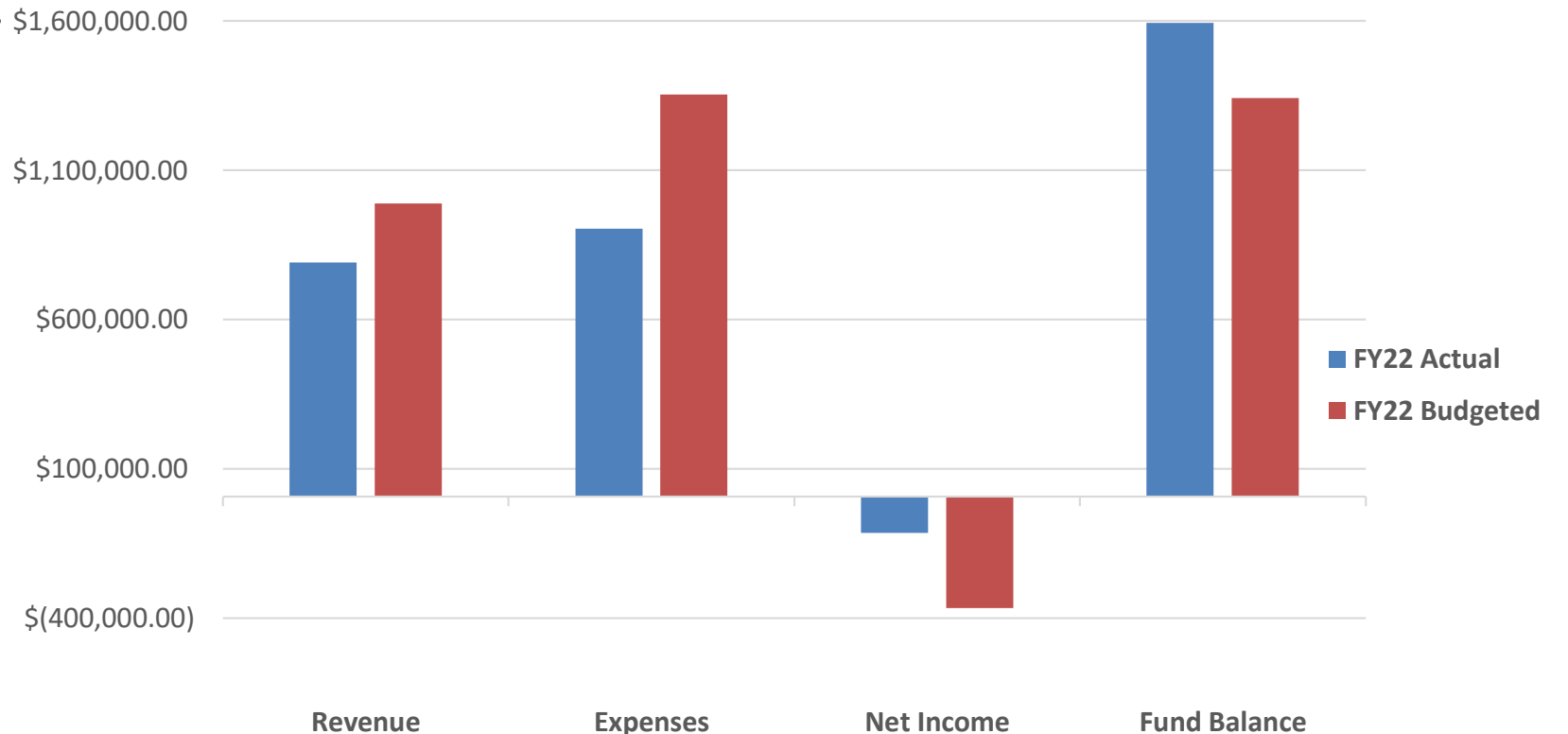
Rodrigo Fuentes, Entrepreneur in Residence

Financial Summary

FY22 Actual vs FY22 Budgeted

- Total revenue is \$791,694 (80% of the \$989,124 budget).
- Total expenses are \$905,130 (67% of the \$1,354,693 budget).
- Net Income (loss)-(\$113,436)
Projected loss-(\$365,569).
- Fund Balance \$1,594,132.
Projected Fund Balance \$1,341,999

*\$1,707,568 beginning year Fund Balance



Recent Highlights



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Parting Stone

- Arrowhead Innovation Fund was an early-stage investor of \$200K, the maximum amount the fund would invest in a company.
- Currently raising a Series A financing round.
- Parting Stone has been approved for a \$2M loan from New Mexico Finance Authority.
- Parting Stone received a \$175K LEDA award, announced by Governor Michelle Lujan Grisham.
- Grew 135% from 2020 to 2021 and currently has 36 employees in New Mexico.
- Featured in the national press by Fast Company, Bloomberg, and Entrepreneur Magazine.
- Parting Stone is expanding to Australia.



Backyard Farms



- Backyard Farms LLC, promoted as a success story by the USDA in May 2022, seeks to improve the food system in the Borderland using freeze drying and reaching vulnerable populations
- Rachel Ryan, owner, PhD student at NMSU
- Assistance from Arrowhead
 - Started as a member of Studio G
 - Participant in Aggie Shark Tank and AgSprint
 - Won a Value-Added Producer Grant from USDA Rural Development

NMSU FinTech Lab

Fostering the entrepreneurial mindset of our community and developing new financial technologies



Assistance to entrepreneurs with resources including:

- In-house software engineers
- Research related software applications (FactSet)
- Cloud credits
- Coworking space
- Computing systems
- Networking opportunities

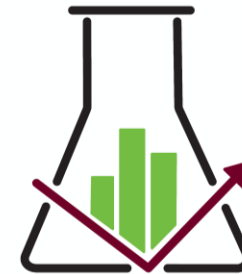


Vast academic and industry experience through the **FinTech Advisory Network**



“FinTech” initiatives through events:

- **Speaker Series**
 - Challenges to Fintech Companies (Oct 6th)
 - Alternative Investment Strategies (Nov 15th)
- **Pitch Competition** (Nov 8th)
- **Workshops** (during the academic semester)

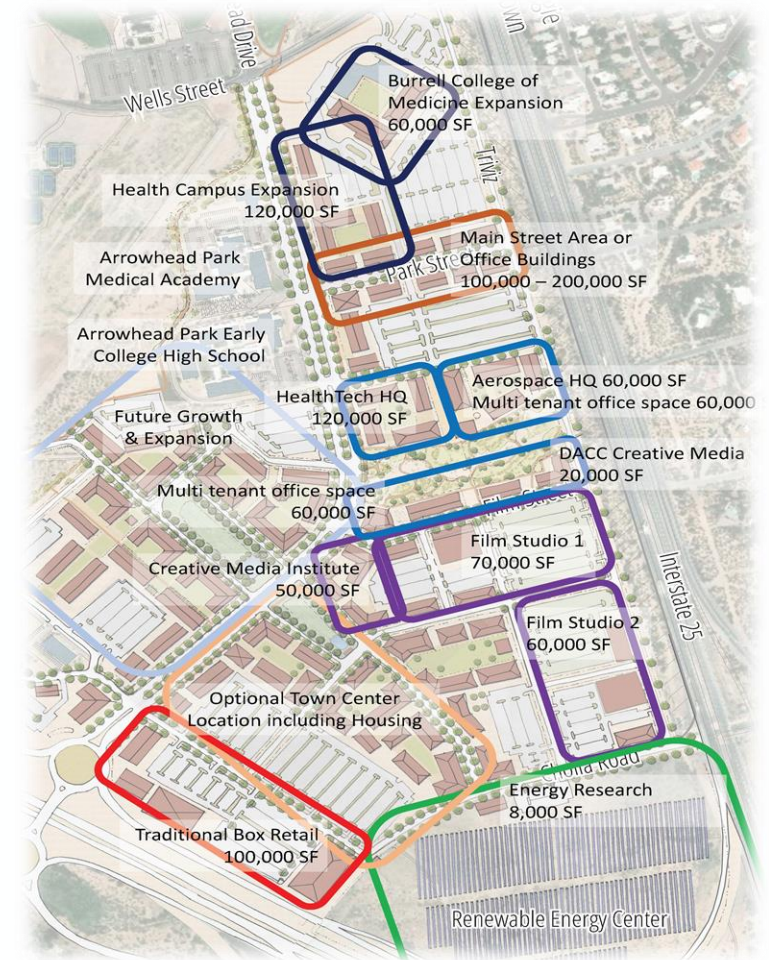


FINTECH LAB

powered by  **NUSENDA**
CREDIT UNION

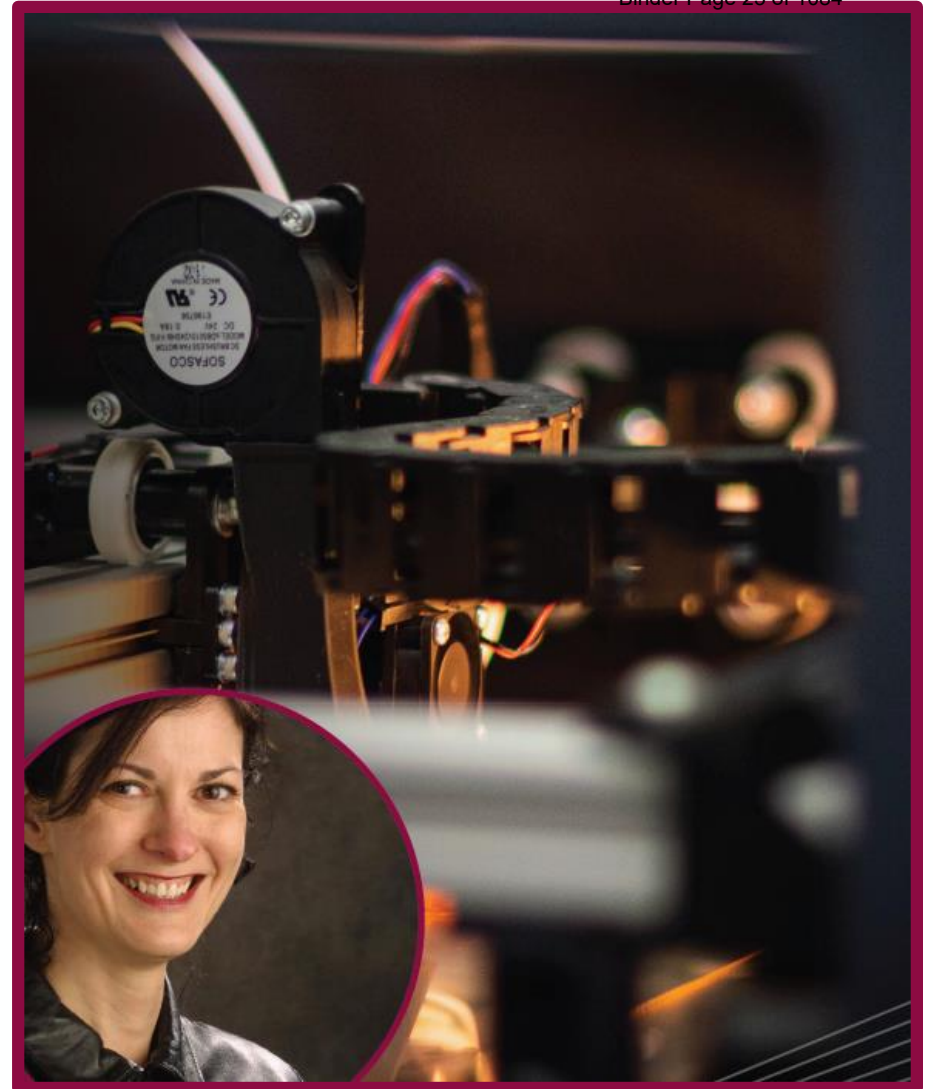
Arrowhead Park Update

- NMSU research collaboration with El Paso Electric has begun. Joint steering committee established and initial projects slated for January 2023.
- The Creative Campus at Arrowhead Park breaks ground in October with the Doña Ana Community College Creative Media Technology building. The NM Film Office has committed to build their new training soundstage for virtual production as part of the Creative Campus in 2023.
- The NM DOT will issue an RFP for the Arrowhead Drive/I-10 interchange study in September, preparing the way for final design in 2023-2024.



Sprint Accelerators

- In FY22, Arrowhead facilitated 13 Sprint accelerator cohorts, engaging 167 individual entrepreneurs.
- Cohorts focused on:
 - Women entrepreneurs
 - Native American entrepreneurs
 - Spanish speakers
 - Clean energy
 - Tourism
 - Procurement
 - Borderplex
 - Community-specific



New Initiatives



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Congressionally-Directed Awards



Arrowhead Sprints

10 accelerators: intensive, cohort-based programs, available virtually across the region, industry-focused and export based



Arrowhead Community Entrepreneurship Program

Working with seven New Mexico communities to provide entrepreneurs with access to capital, networks, and support



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Collaboration with San Juan College

Native American Business Incubator

Teamed with San Juan College's Business Center to start a business incubator for Native American entrepreneurs



San Juan Ag Entrepreneurship

Teamed with San Juan College's Food Hub to provide entrepreneurship resources to value-added ag enterprises



Border Task Force Report

Key Findings

- There is an immediate need for investment in infrastructure projects.
- All stakeholders are unanimously focused on building efficient border crossings.
- “The time is now” to unlock potential and become a “region of the future.”
- U.S. and Mexican governments are engaged, each with plans for multibillion dollar investments on both sides of the border.

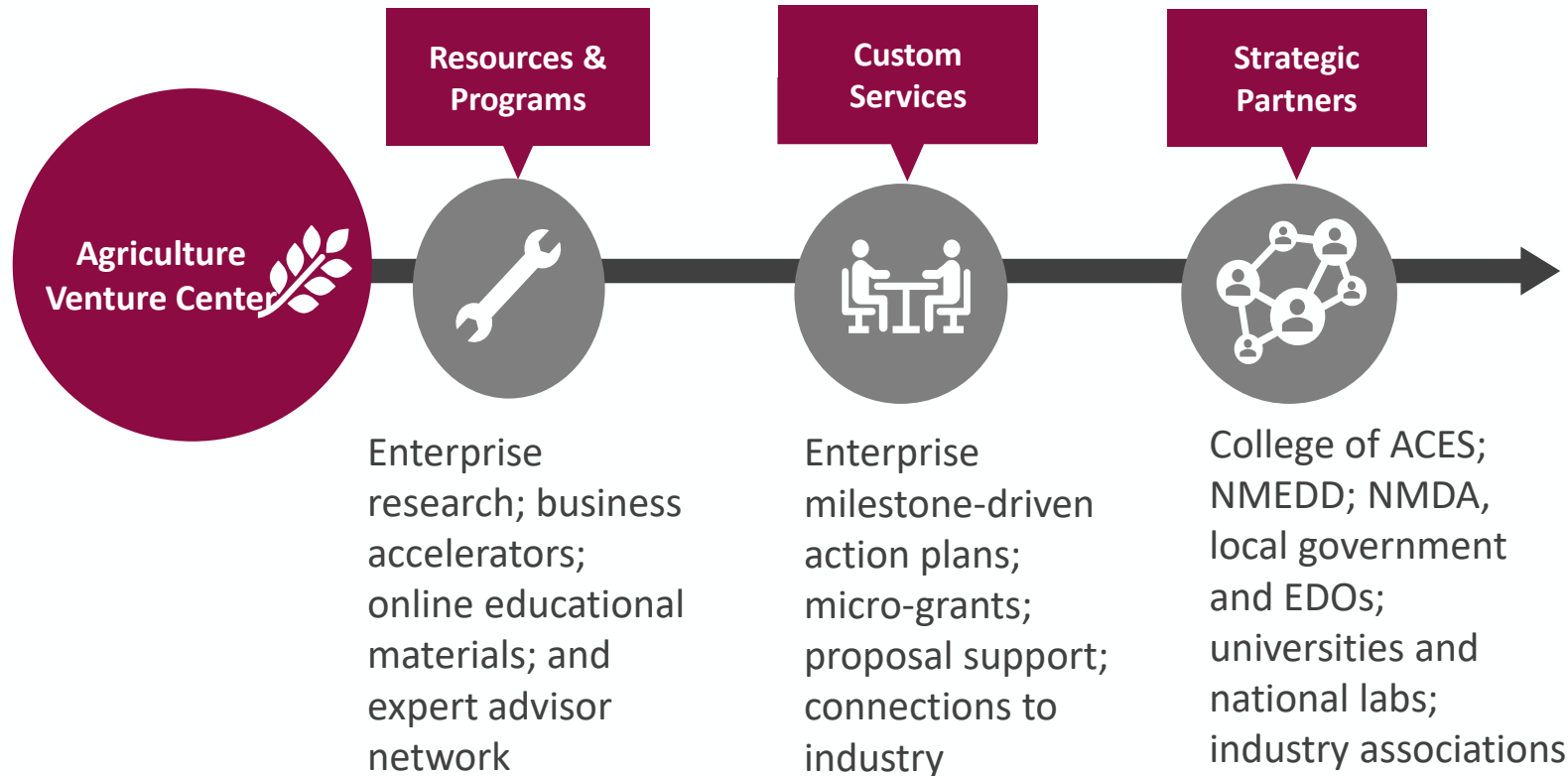
Metrics

- 40 Border projects identified
- 41 Stakeholders contributed to the report
- \$3B identified in immediate regional needs



Arrowhead Center Agriculture Venture Center

Offering Arrowhead programs, resources, and specialized services to Agricultural Value-Added Enterprises



Benefits

- ✓ Enhanced ecosystem for NM's ag industry
- ✓ Increased number of businesses
- ✓ Access to investment and funding for businesses
- ✓ Increased per capita GDP and reduced unemployment
- ✓ Enhanced diversification of NM's ag industry



NMSU's National Science Foundation I-Corps Site -> I-Corps Hub

SCIENCE & TECHNOLOGY

© Sep 08, 2022

Discovery to Impact at UT Austin Selected to Lead National Science Foundation Innovation Hub with \$15 Million Investment



Goal: to support university student and faculty research teams as they transition technologies to the marketplace.

Recently awarded NSF Southwest I-Corps Hub will support I-Corps at NMSU over the next five years

- \$15M Award, \$1.2M to NMSU
- Partnered with UT-Austin, LSU, OSU, Rice, TAMU, UTEP, and UTSA

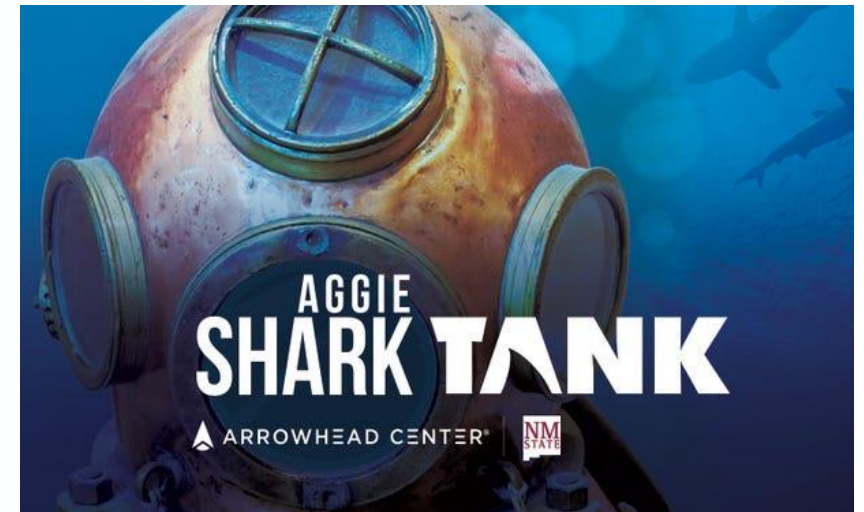
Upcoming Events



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Aggie Shark Tank

- 7th annual Aggie Shark Tank to be held in October 18, 2022, at NMSU's Center for the Arts
- Place for student entrepreneurs to make connections that can lead to investment in their business
- A forum for student entrepreneurs to get valuable feedback from a broader community
- Sponsored by the Hunt Center for Entrepreneurship at Arrowhead Center



WE Mean Business

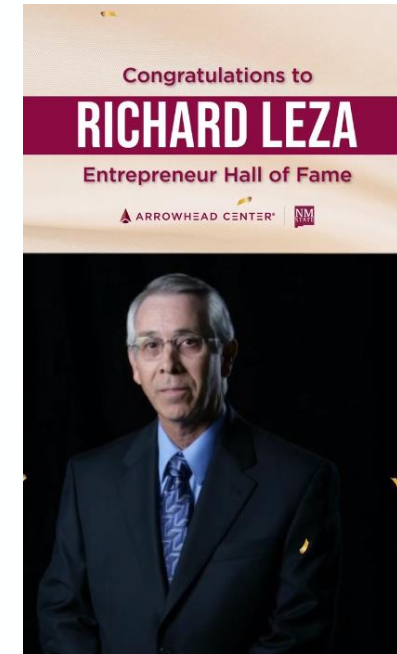
- WE (Women Entrepreneurs) Mean Business Conference 2022: November 17
- Annual average of 160 participants from across New Mexico and the Borderplex
- Increased statewide engagement in WE programs through virtual delivery
- Features keynote presentations, panels, networking sessions, and interactive workshops
- Will recognize 1st recipient of WE Mean Business Woman of the Year Award



BE BOLD. Shape the Future.

NMSU Entrepreneur Hall of Fame

- Annual recognition of outstanding NMSU alum entrepreneur; celebration at the end of Fall semester
- Honors the entrepreneurial careers and innovative contributions of NMSU graduates
- Call for nominations in October
- Past recipients include Richard Leza in 2021 and Dino Cervantes in 2020



NM SBIR/STTR Innovation Summit

December 14, 2022; Virtual Conference

- Panels that will break down the SBIR/STTR process for first-time applicants, discuss innovation as a business practice, and illustrate the importance of teaming and partnering
- Rapid-fire pitches from federal agency program managers and representatives
- Presentation on the differences between grants and contracts and what they mean for businesses
- Private one-on-one sessions with program managers, key personnel, and organizations, granting companies invaluable face-time with SBIR/STTR decision-makers to discuss their technology or innovation



USMCA Trade Innovation Cluster

- A development, validation, and growth model that will create a robust support pipeline for startups and small businesses looking to trade goods in North America under the new USMCA Agreement
- 2-day event with exhibition space (**Sprint 2023**)
- Impact and trends analysis of USMCA and supply chain restructuring implications
- Participation of USMCA Expert and Government Entities from **U.S., Mexico, and Canada**
- Four themes: **Manufacturing, Agriculture, Software, and Social Responsibility**
- B2B professional program with pre-arranged meeting and networking



Thank You

Kathryn Hansen

Director, Arrowhead Center

hansen@nmsu.edu

575 202 7171



BE BOLD. Shape the Future.



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item #: F-2

- Action Item
- Consent Item
- Informational Item

Presented By: President Derek Dictson
NMSU Foundation

Agenda Item: Foundation Report

Requested Action of the Board of Regents: N/A Information only

Executive Summary:

A quarterly recurring report to the Board of Regents from Foundation.

References:

N/A

Prior Approvals:

N/A



To: NMSU Board of Regents
 From: Derek Dictson, NMSU Foundation President
 Date: September 9, 2022
 Subject: NMSU Board of Regents Update

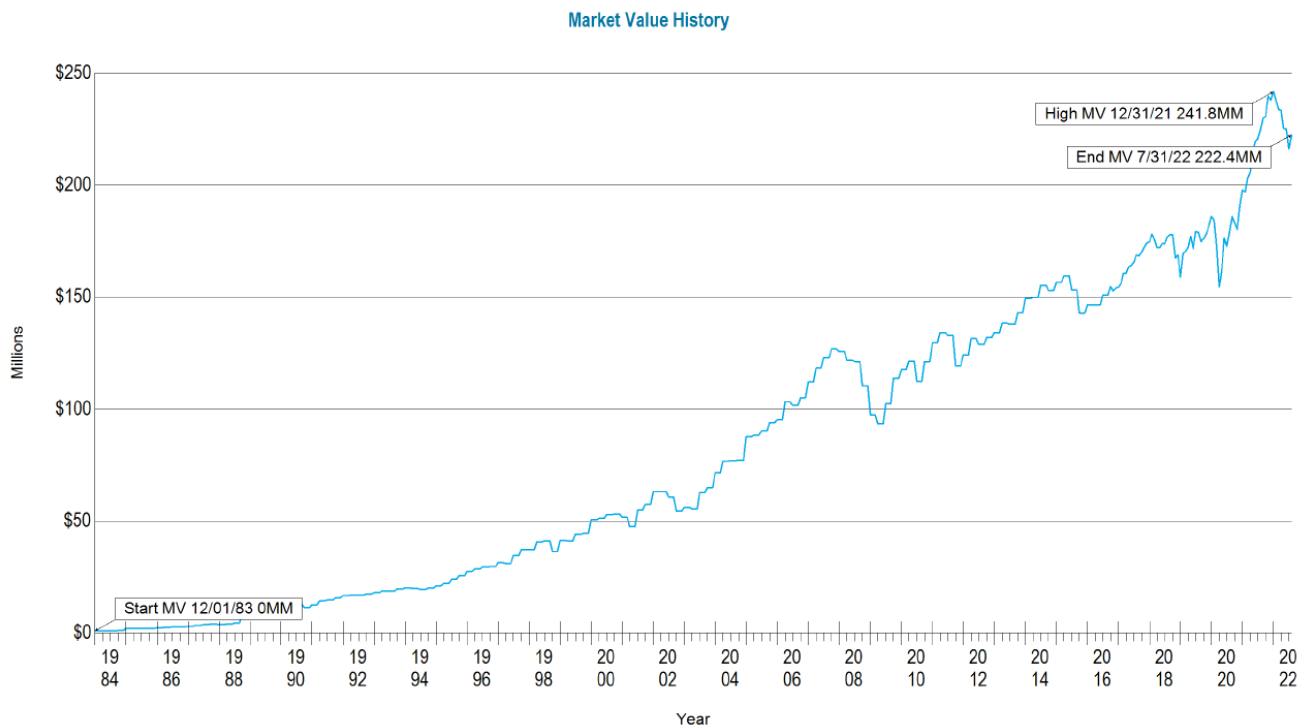
Greetings. I am pleased to present the following update on behalf of the NMSU Foundation and Alumni Association. As you review this report, please consider publicly thanking the thousands of alumni and friends who continue to provide unprecedented levels of support for NMSU. Over the past three fiscal years, donors have committed over \$150 million in gifts, which is more than double the university's previous three-year record.

1. Assets

Foundation total assets are \$360,903,941 as of July 31, 2022, an increase of 29% compared to total assets of \$279,754,608 on July 31, 2021.

2. Endowment

The long-term investment pool is valued at \$222,444,922 as of July 31, 2022, down from a high of \$241.8 million in December 2021. Please see the chart below illustrating the growth of our endowment since December 1983.



Endowment returns (net of fees) as of July 31, 2022:

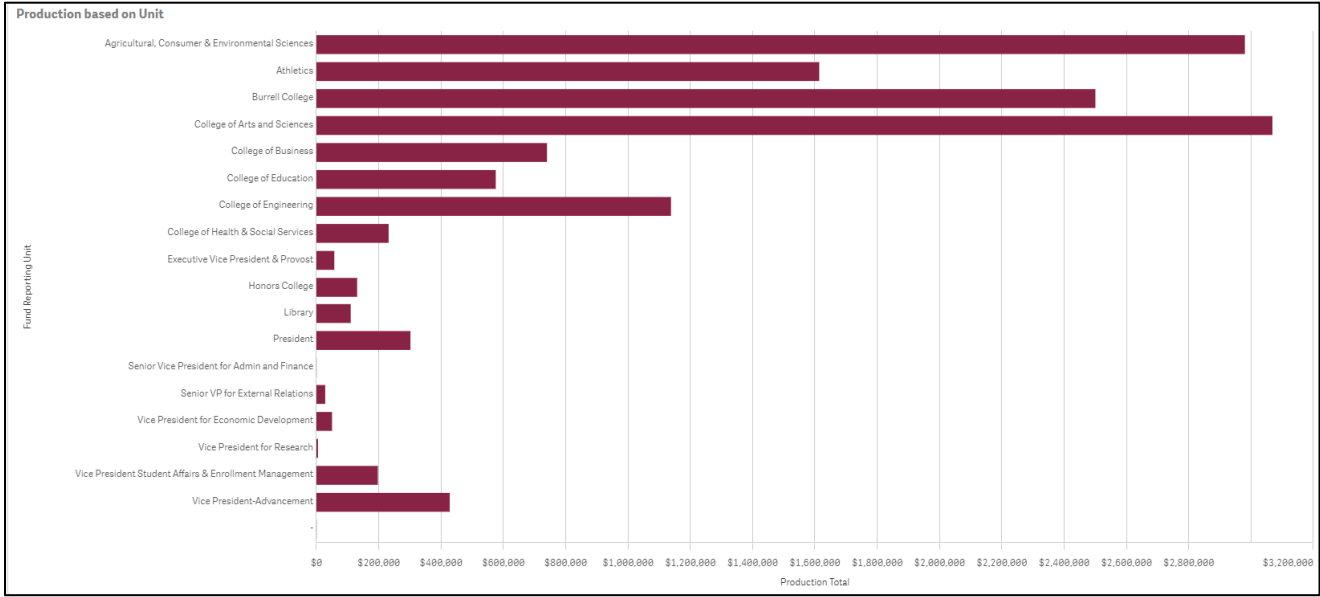
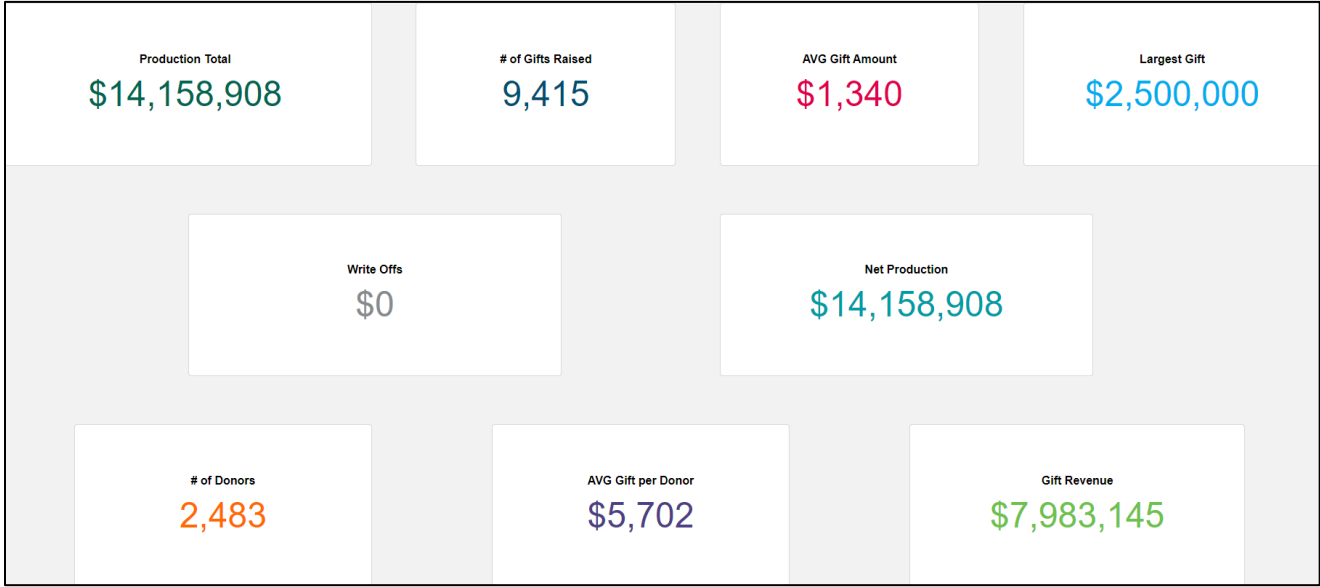
1 Year:	-9.0%
3 Year:	6.2%
5 Year:	6.0%
10 Year:	6.6%
Inception (1983):	8.3%

3. Fundraising

As of September 7, 2022, with 69% of the year elapsed, fundraising for calendar year 2022 totaled \$14.16 million (85% of \$16.66 million fundraising goal), with a return-on-investment of 390% (178% of 219% ROI goal).

9,415 gifts have been received from 2,483 donors in 2022. The largest gift was \$2.5 million and the average gift is \$5,702 per donor.

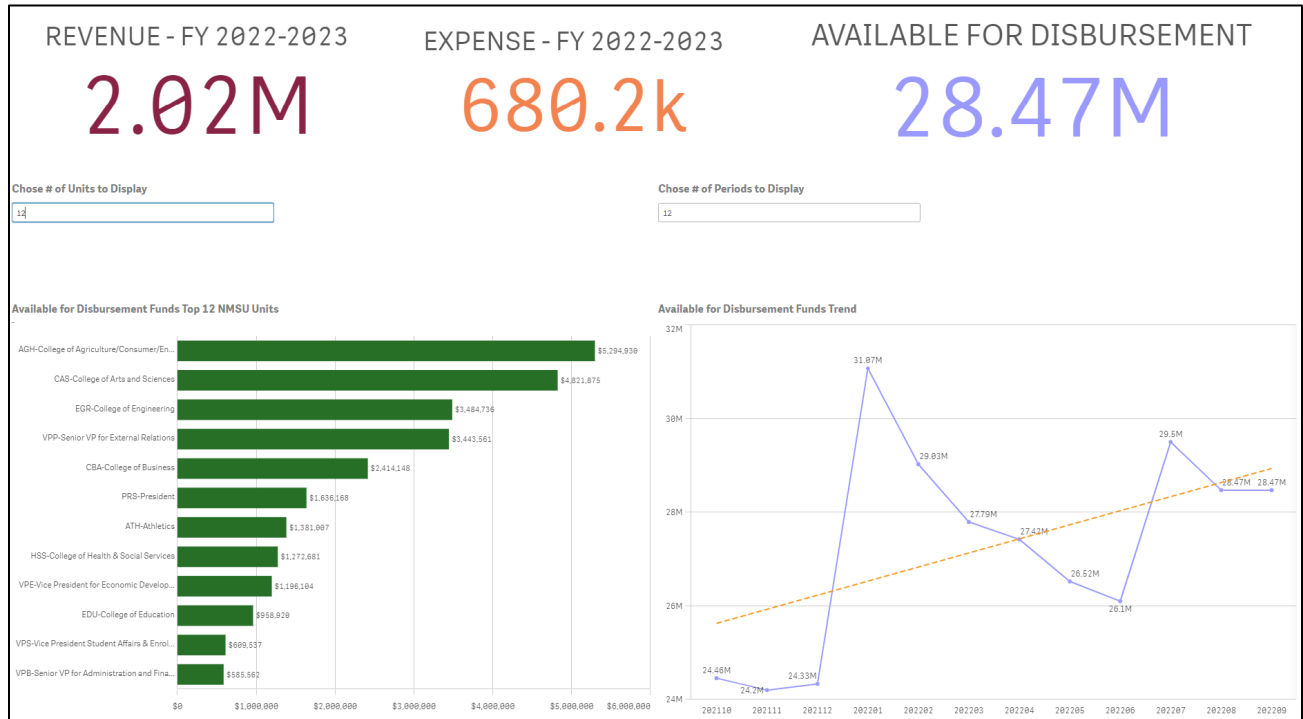
The College of Arts & Sciences leads fundraising with \$3.07 million, followed by ACES with \$2.98 million. Five units have received gifts exceeding \$1 million during 2022.



4. Available Gift Funds

NMSU currently has access to spendable donor gift funds totaling \$28.47 million. This balance remains extremely high (~\$12 million would be about normal) and has been trending upward. According to the University/Foundation Collaboration Agreement, the University is responsible for utilizing gift funds in a timely manner and according to donor intent, and for informing the Foundation about the use and impact of gift funds for compliance and donor stewardship purposes. An online application is available for each unit head (Dean, Director, VP, etc) and their business officer or designee showing available fund balances and donor-designated purpose/restrictions for each donor gift fund.

Solving this ongoing issue is a top priority for the Foundation and we remain readily available to consult with NMSU leadership to develop process and policy solutions.



5. Foundation Staffing

In June 2022, the Foundation underwent a workforce transition and began hiring its own employees. Entering this transition, the Foundation was staffed with 16 out of 49 budgeted positions. We are pleased to report that the transition has been smooth and successful. The Foundation has hired 21 new staff members in 3 months and has achieved a 95% offer letter acceptance rate. New hires include 4 major gift development officers, 7 external relations officers, 3 Directors of Information Services & Data Analytics, Talent & Culture, and Prospect Management & Research, and a Chief Financial Officer. We have had high quality applicant pools for almost all postings and expect our 13 remaining positions to be filled by the end of 2022.

The Foundation is excited about the diverse and talented staff that is quickly being assembled and we look forward to introducing the Board of Regents to our new Foundation staff in conjunction with Homecoming and the Fall Foundation Board Meeting.

6. Alumni Association / External Relations

The Foundation External Relations department and Alumni Association have been extremely active, and output is increasing as new staff are hired. The External Relations / Alumni Association staff has grown from 1 staff member in May to 9 staff in September and is anticipated to reach 13 staff members by the end of 2022.

The current External Relations / Alumni Association calendar is included on the following pages.

DATE	EVENT/ACTION	DESCRIPTION	DATE/TIME
AUGUST			
8/15/2022	ALUMNI ATTITUDE SURVEY	Alumni Attitude Survey sent to NMSU alumni to understand Alumni motivations and interests, including engagement, programs, and communication preferences. Results available Oct. 2022	10/21/2022
8/27/2022	CLUB 27 - Host NMSU Leadership (NMSU vs. Nevada)	Club 27 to host the NMSU Leadership Team for the NMSU vs. Nevada football game. Digital invitations sent out to invitees.	8/27/2022 7:30pm to game end
SEPTEMBER			
9/10/2022	AWAY TAILGATE: NMSU @ UTEP	Host Away Patio Party at Hoppy Monk for the NMSU Alumni. Start time at 5pm. Appetizers/NMSU swag provided. Communication via email to regional Alumni with details.	9/10/2022 5pm to 7pm
9/17/2022	AWAY TAILGATE: NMSU @ Wisconsin	Host Away Tailgate with Athletics at in Wisconsin parking lot close to the stadium. Communication via email to regional Alumni with details.	9/17/2022 12pm - 2:30pm
9/24/2022	CLUB 27 - Host Arts & Sciences (Hawaii @NMSU)	Club 27 will host Arts & Sciences top donors/prospects for the Hawaii @NMSU football game. Digital invitations sent out to invitees.	9/24/2022 5:30pm to game end
9/24/2022	HOUSTON ALUMNI ROUNDUP	Regional activity for Houston-area alumni	09/24/2022
9/30/2022	COLLEGE APPEALS LETTERS	College-specific letters from the Deans to be mailed the last week of September to donors who have previously supported those colleges (ACES, Arts & Sciences, BUS, HEST, ENG, Honors, and LIB). Letters will also highlight an NMSU student from that college.	09/30/2022
OCTOBER			
10/1/2022	CLUB 27 - Host HEST (FIU @NMSU)	Club 27 will host HEST's top donors/prospects for the FIU @NMSU football game. Digital invitations sent out to invitees.	10/01/2022
10/15/2022	CLUB 27 - Host Business (UNM @NMSU)	Club 27 will host Business' top donors/prospects for the UNM @NMSU football game. Digital invitations sent out to invitees.	10/15/2022 5:30pm to game end
10/15/2022	HOME TAILGATE: UNM @NMSU	Host Home Tailgate in NMSU Parking Lot between Pan Am & Aggie Memorial Stadium Along Stewart St. Digital invitations set out to all Aggies	10/15/2022 Time TBD
10/19-21/2022	FOUNDATION BOARD MEETING	Bi-Annual Foundation Board Meeting at the Farm and Ranch Museum in Las Cruces.	10/19 - Dinner 10/20 - All Day Meeting 10/21 - Afternoon
10/21/2022	ALUMNI BOARD MEETING	Bi-Annual Alumni Board Meeting at the Farm and Ranch Museum in Las Cruces.	10/21 - Afternoon meeting
10/21/2022	HOMECOMING: 1888 SOCIETY REUNION	The 1888 Society Luncheon honors new inductees into the 1888 Society. All 1888 Society members invited to luncheon. Printed invitations mailed week of 9/5/22. RSVP by 10/1/22.	10/21/2022 12pm - 1:30pm
10/21/2022	HOMECOMING: DISTINGUISHED ALUMNI CELEBRATION	Honoring 6 Distinguished Alumni, 1 James F. Cole Memorial Award for Service recipient, and 1 Young Alumni Service Award recipient at the Farm and Ranch Museum.	10/21/2022 6pm-8pm
10/22/2022	HOMECOMING: HOMECOMING PARADE	Organized by ASNMSU. Parade starts at the Pan Am Center at 9:30a. Travels west on University Ave. NMSU Alumni has a trolley hosting the Distinguished Alumni	10/22/2022 9:30am
10/22/2022	HOMECOMING: GOLDEN AGGIES REUNION CLASS OF '72	Luncheon honoring the class of 1972. A Time-honored tradition of honoring 50-year reunion classes. To be held at the Farm and Ranch Museum.	10/22/2022 11:30am-1:00pm
10/22/2022	HOMECOMING HOME TAILGATE: SJSU @NMSU	Host Homecoming Tailgate in NMSU Parking Lot between Pan Am & Aggie Memorial Stadium Along Stewart St. Digital invitations set out to all Aggies	10/22/2022 2pm-4pm
10/22/2022	HOMECOMING: CLUB 27 Host Distinguished Alumni (SJSU @NMSU)	Club 27 will host the Distinguished Alumni (DA) honored the previous evening at the NMSU vs. San Jose State football game. DA recipients are also honored on the field at halftime.	10/22/2022 3:30pm to game end
10/25/2022	GRAD FAIR	Host tables at the Grad Fair in the NMSU Bookstore letting graduating seniors know about Balfour Ring purchases, the Ring Ceremony, purchase of diploma frames and graduation pictures	10/25/2022

DATE	EVENT/ACTION	DESCRIPTION	DATE/TIME
NOVEMBER			
11/12/2022	CLUB 27 - Host ENG (Lamar @NMSU)	Club 27 will host Engineering's top donors/prospects for the Lamar @NMSU football game. Digital invitations sent out to invitees.	11/12/2022 1:30pm to game end
11/15/2022	LOOK TO THE FUTURE - FALL	Planned Giving publication written and produced by NMSU Foundation for current and prospective planned giving donors. Distributed in print/digitally.	11/15/2022
11/17/2022	THANKSGIVING CARDS	Thanksgiving cards/small gifts to be sent to Foundation top donors expressing gratitude and appreciation for their support.	11/17/2022
11/19/2022	AWAY TAILGATE: NMSU @ Missouri	Host Away Tailgate with Athletics at Missouri parking lot at stadium. Details provided via email to regional Alumni.	11/19/2022 Game time TBD
11/22/2022	PANORAMA MAGAZINE - FALL	Jointly written/produced by Univ. Marcomm and NMSU Foundation Communications. Distributed in print/digitally. Print/postage per issue is \$22K; paid for by NMSU Foundation.	11/22/2022
TBD	GRAND IN THE STANDS	A \$1,000 scholarship giveaway to 7 full time, main campus students in good standing, over the course of the NM State Basketball season presented by the NMSU Foundation.	Dates/times TBD
11/29/2022	DAY OF GIVING/GIVING TUESDAY	A special day of the year where NMSU Aggie alumni/friends rally to support the mission of NMSU by funding scholarships, supporting students and creating new opportunities.	11/29/2022
DECEMBER			
12/7/2022	FALL RING CEREMONY	Ring ceremony with family and friends for students who have purchased a class ring, hosted by the Afamily and friends	12/7/2022 Time TBD
12/9/2022	OUTSTANDING GRADUATES CELEBRATION	The Outstanding Graduate Awards Luncheon is hosted by the NMSU Alumni team, and honors an outstanding student nominated from each academic college, as well as a Master's and Doctoral student from the Graduate School.	12/9/2022 12pm
12/9/2022	GRADUATE COMMENCEMENT CLASS OF 2022	Attend Graduate Commencement; provide all new graduates with an Aggie pin, information on "Always An Aggie" and ways to connect with the NMSU Alumni Association.	12/9/2022 6pm
12/10/2022	UNDERGRADUATE COMMENCEMENT CLASS OF 2022	Attend Undergraduate Commencement; provide all new graduates with an Aggie pin, information on "Always An Aggie" and ways to connect with the NMSU Alumni Association.	12/10/2022 10am
TBD	GRAND IN THE STANDS	A \$1,000 scholarship giveaway to 7 full time, main campus students in good standing, over the course of the NM State Basketball season presented by the NMSU Foundation.	Dates/times TBD
12/16/2022	2022 NMSU FOUNDATION ANNUAL REPORT	Summary of NMSU Foundation fiscal year financial performance and key accomplishments. Distributed in print to donors and digitally via the NMSUF website.	12/16/2022
JANUARY			
1/28-30/2023	LAS CRUCES DAYS NMSU LEGISLATIVE ROUNDUP	Host Legislative Reception at the El Dorado Hotel during <i>Las Cruces Days</i> in coordination with the Las Cruces Chamber of Commerce and NMSU Leadership to showcase NMSU.	1/28-30/2023 Time/Date TBD
TBD	GRAND IN THE STANDS	A \$1,000 scholarship giveaway to 7 full time, main campus students in good standing, over the course of the NM State Basketball season presented by the NMSU Foundation.	Dates/times TBD
FEBRUARY			
2/15/2023	ENDOWMENT REPORTS	Annual endowment reports are mailed to donors/donor representatives of each fund and provide timely, accurate fiscal status and growth of each fund. Recipient names are included.	02/15/2023
TBD	GRAND IN THE STANDS	A \$1,000 scholarship giveaway to 7 full time, main campus students in good standing, over the course of the NM State Basketball season presented by the NMSU Foundation.	Dates/times TBD

DATE	EVENT/ACTION	DESCRIPTION	DATE/TIME
MARCH			
3/6-11/2023	WAC BASKETBALL (M) TOURNAMENT ALUMNI ROUNDUP	Hosting Alumni Reception at the Orleans Hotel during Men's Basketball WAC Tournament to rally support for the team!	Dates/times TBD
TBD	DENVER ALUMNI ROUNDUP	Regional activity for Denver-area alumni	Dates/times TBD
APRIL			
TBD	FOUNDATION BOARD MEETING	Bi-Annual Foundation Board Meeting in Denver, Colorado.	Dates/times TBD
TBD	ALUMNI ASSOCIATION BOARD MEETING	Bi-Annual Alumni Association Board Meeting. Location TBD.	Dates/times TBD
MAY			
5/1/2023	AGGIE MEMORIAL DAY	NMSU Alumni Association honors Fallen Aggies over the prior year by reading their names at the Memorial Day event hosted by the Dean of Students.	5/1/2023 Time TBD
5/10/2023	SPRING RING CEREMONY	Ring ceremony with family and friends for students who have purchased a class ring, hosted by the Afamily and friends	5/10/2023 Time TBD
5/12/2023	OUTSTANDING GRADUATES CELEBRATION	The Outstanding Graduate Awards Luncheon is hosted by the NMSU Alumni team, and honors an outstanding student nominated from each academic college, as well as a Master's and Doctoral student from the Graduate School.	5/12/2023 12pm
5/12/2023	GRADUATE COMMENCEMENT CLASS OF 2023	Attend Graduate Commencement; provide all new graduates with an Aggie pin, information on "Always An Aggie" and ways to connect with the NMSU Alumni Association.	05/12/2023
5/13/2023	UNDERGRADUATE COMMENCEMENT CLASS OF 2023	Attend Undergraduate Commencement; provide all new graduates with an Aggie pin, information on "Always An Aggie" and ways to connect with the NMSU Alumni Association.	05/13/2023
5/22/2023	LOOK TO THE FUTURE - SPRING	Planned Giving publication written and produced by NMSU Foundation for current and prospective planned giving donors. Distributed in print/digitally.	05/22/2023
JUNE			
6/21/2023	PANORAMA MAGAZINE - SPRING	Jointly written/produced by Univ. Marcomm and NMSU Foundation Communications. Distributed in print/digitally. Print/postage per issue is \$22K; paid for by NMSU Foundation.	06/21/2023

* Additional regional roundups TBD



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-1

Action Item

Consent Item

Informational Item

Presented By: D'Anne Stuart

Associate Vice President

Agenda Item: Temporary Investments Report for the Quarter ended 06/30/2022

Requested Action of the Board of Regents: Approval of the Temporary Investments Report for the Quarter ended 06/30/2022.

Executive Summary: The report reflects a weighted average yield of 0.87% for the quarter ended 06/30/2022, compared to the average one-year U.S. Treasury Bill yields of 2.33%. NMSU Administrative Rules and Procedures establish the goal to achieve a rate of return on investments at least equal to the average rate of return on the on-year U.S. Treasury Bill.

References:

None

Prior Approvals:

None

NEW MEXICO STATE UNIVERSITY
Temporary Investments Report
Quarter Ended June 30, 2022

Temporary Investments consist of funds which make up NMSU's working capital, and are used primarily to fund short-term operating liquidity needs; large cash uses in this category include the University's semi-monthly payroll, draws on construction projects and major capital acquisitions. NMSU's Treasury Services Office continuously monitors sources and uses of operating capital to ensure that temporarily idle funds are optimally invested in accordance with the University's Investment Policy. Our goal is to exceed the average one-year Treasury yield for the current quarter.

Total Temporary Investments (at 06/30/22)	\$144.07 million
Weighted average yield (Quarter Ended 06/30/22)	.87%
Average 1-Year Treasury yield (Quarter Ended 06/30/22)	2.33%

Temporary Investments at 06/30/22 (cost):

Federal Agency and Corporate Bonds	\$ 45.36 million
Treasury Notes and Treasury Bills	38.86 million
Money Market Investments	59.84 million
Other Cash	.02 million

Breakdown of Investment Instruments (par):

<u>Federal Agency and Corporate Bonds by Maturity</u>	<i>Avg Yield</i>	1.77%
Maturing within one year	\$ 4.00 million	
Maturing one-two years	8.50 million	
Maturing over two years	32.72 million	

<u>Treasury Notes and Treasury Bills by Maturity</u>	<i>Avg Yield</i>	.95%
Maturing within one year	\$ 26.00 million	
Maturing one-two years	7.00 million	
Maturing over two years	6.00 million	

<u>Money Market Investments</u>	<i>Avg Yield</i>	1.17%
Wells Fargo Bank	\$ 59.84 million	

NEW MEXICO STATE UNIVERSITY
Weighted Average Yield
Quarter Ended June, 2022

		Investments	Weighted avg Yield		One-Yr Treasury Yield
Apr	Securities and CD's	\$75,244,444.92			
	Money Market	\$65,700,000.00			
	Other Interest Bearing	\$11,674.82			
		<u>\$ 140,956,119.74</u>	0.54%	\$ 756,968.15	2.10%
May	Securities and CD's	\$68,181,544.92			
	Money Market	\$65,700,000.00			
	Other Interest Bearing	\$15,462.19			
		<u>\$ 133,897,007.11</u>	0.76%	\$ 1,023,934.77	2.08%
Jun	Securities and CD's	\$84,219,464.92			
	Money Market	\$59,838,080.00			
	Other Interest Bearing	\$15,832.05			
		<u>\$ 144,073,376.97</u>	1.29%	<u>\$ 1,857,161.60</u>	2.80%
Totals		<u>\$ 418,926,503.82</u>		<u>\$ 3,638,064.52</u>	

Average for Quarter

0.87%

2.33%



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-2

- Action Item
- Consent Item
- Informational Item

Presented By: D'Anne Stuart

Associate Vice President

Agenda Item: Disposition/Deletion of Property

Requested Action of the Board of Regents: Approval of Disposition/Deletion of Property

Executive Summary: The Property Disposition and Deletion Report represents tangible personal property on the capital asset list identified for disposition and/or deletion from the university's capital inventory.

References:

N/A

Prior Approvals:

N/A

**NMSU-BoR
Capital Property Disposition Report - Summary
As of 08-30-2022**

Categories	Count	Total Cost	Accumulated Depreciation	Net Book Amount
surplus	46	\$807,484.81	\$805,178.00	\$2,306.81
surplus vehicle	8	\$119,636.29	\$119,636.29	\$0.00
Grand Total	54	\$927,121.10	\$924,814.29	\$2,306.81

NMSU-BoR
Capital Property Disposition Report - Detail
As of 08-30-2022

#	Department	Barcode	Manufacturer / Model / Serial	Acquisition Date	Total Cost	Accumulated Depreciation	Net Book Amount
surplus vehicle							
2	Admin and Pgm Unit Mora Cnty	U330479	SEDAN 4DR 1997 FORD TAURUS G34040FORDTAURUS1FALP52UXVA307186	9/2/1997	\$14,711.00	\$14,711.00	\$0.00
3	Admin and Pgm Unit Santa Fe Cnty	U331040	TRUCK PICKUP 1/2 TON 1993 G01304FORDF1501FTEX15N4PKA96466	3/8/1993	\$12,185.00	\$12,185.00	\$0.00
4	Anthropology	U332454	TRUCK SPORTS UTILITY 2001 G47907FORDU14Y1FMNU41S01EC74171	4/6/2001	\$30,586.00	\$30,586.00	\$0.00
6	Athletics Equip Mgmt 1	U332965	TRUCK PICKUP 1/2 TON 1991 G07345CHEVROLETGM41GCEK14K4MZ199119	6/28/1991	\$12,748.00	\$12,748.00	\$0.00
7	Chemistry and Biochemistry	U334295	SEDAN 4 DOOR 1999 G51851OLDSMOBILECUTLASS1G3NB52MXX6311441	7/3/2002	\$10,416.80	\$10,416.80	\$0.00
8	FS Facilities Maintenance	U406279	UTILITY VEHICLECLUB CAR272QG0547-572647	6/29/2005	\$6,493.49	\$6,493.49	\$0.00
9	KRWG Radio	U411782	2007 JEEP LIBERTY 4x4 37L V6 G68785JEEP2007 LIBERTY 4X41J4GL48K27W624001	3/28/2007	\$20,322.00	\$20,322.00	\$0.00
11	Museum University	U412127	VEHICLE 2007 CHEVROLET 12 PASSENGER VAN G70078CHEVROLETG234061GAGG25U671229362	6/29/2007	\$12,174.00	\$12,174.00	\$0.00
Sub-Total surplus vehicle					\$119,636.29	\$119,636.29	\$0.00
surplus							
25	Admin and Pgm Unit Bernalillo Cnty	U423886	Printer Model Z3200H.P.Z3200SG02N2900T	6/28/2010	\$7,479.00	\$7,479.00	\$0.00
71	Business College	U426904	Vaddio Camera Trackview 70VADDIOTRACKVIEW 70998700000010911001	5/5/2011	\$6,155.00	\$6,155.00	\$0.00
74	Business College	U435783	Rack Mount Codec HDX9000 720 HDX 9006 codecPOLYCOMHDX9000-720109C50	6/23/2014	\$15,904.13	\$15,904.13	\$0.00
79	Chemistry and Biochemistry	U434496	Nucleus probe w gradients temp controlVARIAN4- NUCLEUS2301	10/29/2013	\$9,180.00	\$9,180.00	\$0.00
84	Civil and Geological Engineering	U312127	OSCILLOSCOPE DIGITALLECROY9310A3085	6/1/1994	\$6,542.00	\$6,542.00	\$0.00
99	Computer Science	U419309	Overland Storage PN OV LXN1010124OVERLANDLAS 2662P2B80900103	12/18/2008	\$8,486.65	\$8,486.65	\$0.00
112	Creative Media	U408583	Multimedia Projector NEC GT5000CCS PRESENTATION SYSTEMSGT50005ZA0141NW	3/29/2006	\$8,345.00	\$8,345.00	\$0.00
116	Creative Media	U414004	Single Channel Video Server and remoteDoremiV1 MP2 420V1 11409	10/11/2007	\$10,553.00	\$10,553.00	\$0.00
141	DACC Commercial Technologies Dept	U436900	Cuda Automatic Parts WasherCUDAH20284010434170- 1000S2	9/19/2014	\$17,860.00	\$17,860.00	\$0.00

142	DACC Commercial Technologies Dept	U318651	DYNAMOMETER	2/1/1982	\$7,243.00	\$7,243.00	\$0.00
256	DACC Radiologic Technology Pgm	U326346	MANIKIN X RAY POSITION AA7AA7800	2/4/2000	\$11,500.00	\$11,500.00	\$0.00
270	Deputy Provost	U422226	Replace Equipment in Distance Ed classroomsTELEMETRIRCP-TS081103004	9/16/2009	\$9,650.00	\$9,650.00	\$0.00
271	Deputy Provost	U422232	HD one third inch CMOS HD box camera HV HD30HITACHIHV-D3009909932	9/16/2009	\$5,775.00	\$5,775.00	\$0.00
273	Deputy Provost	U423861	HITACHI HD CAMERAHITACHIHV D3009909931	9/16/2009	\$5,775.00	\$5,775.00	\$0.00
278	Deputy Provost	U429122	Telemetrics RCP Touch Screen Control SystemTELEMETRISRCRCP-TS110206026	11/17/2011	\$12,811.98	\$12,811.98	\$0.00
279	Deputy Provost	U429126	Roland LVS 800 Video switcherROLANDLVS-800Z8A1209	11/17/2011	\$22,164.97	\$22,164.97	\$0.00
280	Deputy Provost	U430666	Camera System Polycom HDX 7000POLYCOMHDX 7000116E7B	6/5/2012	\$12,958.00	\$12,958.00	\$0.00
282	Deputy Provost	U424749	Integerator PackTANDBERGG202274	6/22/2010	\$45,769.00	\$45,769.00	\$0.00
311	Extensn Plant Sciences	U330357	FILM RECORDER POLAROID HR6000 DIGITAL	9/9/1998	\$5,609.92	\$5,609.92	\$0.00
391	Fishery and Wildlife Sciences	U403802	WASHER MICROPLATEBIO-TEKBTELX405R190971	7/26/2004	\$7,525.28	\$7,525.28	\$0.00
392	Fishery and Wildlife Sciences	U409621	Xerox WorkCentre 7132 copierXEROXWORKCENTRE 7132 HFD17897973827726	8/2/2006	\$6,600.00	\$6,600.00	\$0.00
400	FS SIGN SHOP	U400956	ENGRAVING MACHINE LASEREPILOGLEGEND 24TTN/A	11/20/2003	\$17,095.00	\$17,095.00	\$0.00
451	ICT Computer Systems	U438667	Server HP Proliant DL380p Gen8H.P.D1380P2M251920MQ	5/19/2015	\$10,314.49	\$10,314.49	\$0.00
455	ICT Enterprise Network Operations	U415893	SP CONTROL SYSTEM ICT WO AV26 4SP CONTROLS10106	4/15/2008	\$6,347.68	\$6,347.68	\$0.00
476	ICT Telecomm,Network,Cust Support	U413239	CISCO CATALYST 3750E SWITCH 24 10 100 1000 2 10GECISOCATALYST 3750ECAT1113R14N	6/20/2007	\$5,886.90	\$5,886.90	\$0.00
477	ICT Telecomm,Network,Cust Support	U419891	Switches Catalyst 3750E 24 10 100 1000 plus 2 10GE x2CISCO3750EFD01308ROCL	4/7/2009	\$5,791.95	\$5,405.82	\$386.13
536	KRWG Television	U337960	CAMERA DIGITAL STUDIOIKEGAMIHK-387WBT	5/15/2003	\$91,186.66	\$91,186.66	\$0.00
537	KRWG Television	U337961	CAMERA DIGITAL STUDIOIKEGAMIHK-387WBT	5/15/2003	\$91,186.67	\$91,186.67	\$0.00
538	KRWG Television	U337962	CAMERA DIGITAL STUDIOIKEGAMIHK-387WBT	5/15/2003	\$91,186.67	\$91,186.67	\$0.00
544	KRWG Television	U337968	CAMERA PEDESTALVINTEN3374-3C	5/15/2003	\$30,080.00	\$30,080.00	\$0.00
545	KRWG Television	U337969	CAMERA PEDESTALVINTEN3374-3C	5/15/2003	\$29,260.00	\$29,260.00	\$0.00
546	KRWG Television	U337970	CAMERA PEDESTALVINTEN3374-3C344700519	5/15/2003	\$29,260.00	\$29,260.00	\$0.00
551	Library	U414845	Xerox PrinterXEROX7335FKA622284	2/14/2008	\$13,941.88	\$13,941.88	\$0.00
552	Library	U414846	XEROX COPIERXEROXW5632WRT610131	2/14/2008	\$8,326.88	\$8,326.88	\$0.00
553	Library	U414847	XEROX Copier ItemXEROX5030FLB020356N	2/14/2008	\$6,416.88	\$6,416.88	\$0.00
555	Library	U414851	XEROX CopierXEROX5030F1B020917N	2/14/2008	\$6,416.88	\$6,416.88	\$0.00
559	Library	U414856	XEROX PRINTERXEROX5632WRT610132	2/14/2008	\$9,225.88	\$9,225.88	\$0.00

574	Mechanical Engineering	U305869	MEASURING ASSEMBLYMOORE3M161	11/1/1995	\$18,267.00	\$18,267.00	\$0.00
595	Nursing	U415815	SimMan Patient Simulator PN 211 00050LAERDAL211-00050N/A	3/25/2008	\$39,982.30	\$39,982.30	\$0.00
605	Office of Research Development	U420617	Plotter Model Q6721AH.P.Q6721AMY8C51C02T	5/7/2009	\$6,198.00	\$6,198.00	\$0.00
613	Physics	U449094	TASKalfa 6501iKYOCERATASKALFA 6501IL8X6804828	2/14/2019	\$5,762.00	\$3,841.32	\$1,920.68
616	Police Department NMSU	U338923	WORKSTATION EMERGENCY DISPATCHWATSON DISPATCH	7/7/2003	\$9,916.00	\$9,916.00	\$0.00
623	PSL Space Aerospace	U421584	Xi MTower 2P64X Workstation per Quotation 232974XI2P64X034219	10/26/2009	\$13,549.16	\$13,549.16	\$0.00
624	PSL Space Aerospace	U416962	Color Printer FS C8100DNKYOCERAFS-C8100DNAPU7X00440	8/19/2008	\$5,106.00	\$5,106.00	\$0.00
637	PSL Telemetry Missile Systems	U439413	Software SolidWorks ProfessionalSOLID WORKSNONE	9/2/2015	\$5,490.00	\$5,490.00	\$0.00
672	Univ Advancement VP Office	U317727	DESK EXEC WOODBERNHARDT	10/16/1995	\$7,403.00	\$7,403.00	\$0.00
Sub-Total surplus					\$807,484.81	\$805,178.00	\$2,306.81
Total					\$927,121.10	\$924,814.29	\$2,306.81



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-3

- Action Item
- Consent Item
- Informational Item

Presented By: Heather Zack Watenpaugh
University Architect

Agenda Item: NMSU Las Cruces-Health and Social Services (HSS) Building Roof Replacement

Requested Action of the Board of Regents: Approval of NMSU Las Cruces- Health and Social Services (HSS) Building Roof Replacement (\$458,757)

Executive Summary: This project will include a new roof replacement, new loose laid PVC membrane roofing over existing flat roof section, new roof flashing and new counter flashing at existing metal walls and equipment, Installation of a new cementitious paver system, and Removal of the existing duct supports and the installation of new duct supports.

References:

Prior Approvals:

Regents Real Estate Committee, 9/01/22

Board of Regents

LAS CRUCES: HEALTH & SOCIAL SERVICES BUILDING ROOF REPLACEMENT

Heather Watenpaugh
University Architect

Bart Lane
Interim Associate Vice
President

Facilities and Services



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Proposed Scope of Work

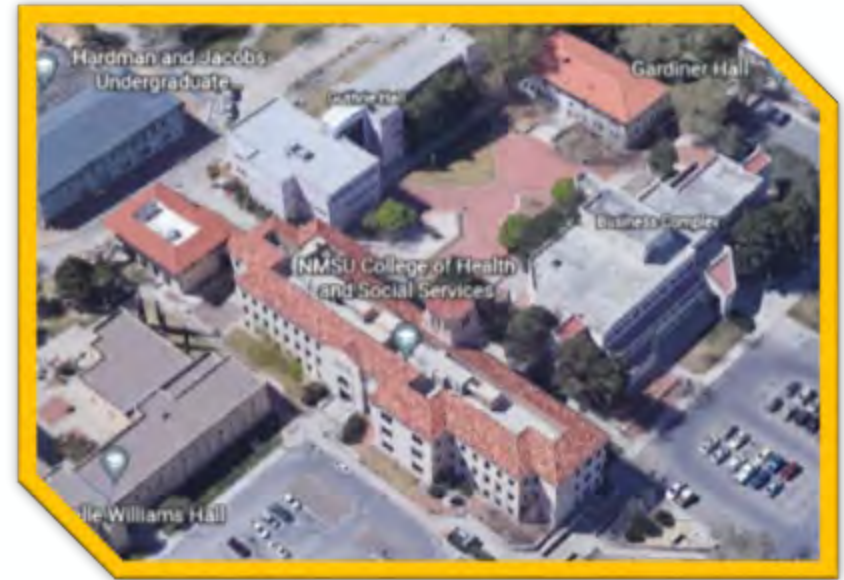
Project Budget \$458,757

The Health & Social Services (HSS) Building Roof project includes:

- New loose laid PVC membrane roofing over existing flat roof section
- Existing roofing system, crickets and drains (cleaned) to remain
- New roof flashing and new counterflashing at existing metal walls and equipment
- No work at existing terra cotta pitched roof, not in contract
- Installation of a new cementitious paver system
- Removal of the existing duct supports and the installation of new duct supports
- Existing mechanical equipment and penthouse to remain
- Temporary disconnection and reconnection of associated roof top electrical, and lightning protection system reinstallation

Proposed Building Demographics

- **Year Built:** 2003
- **Last Expansion:** 2010 (HSS Annex)
- **Building Size:** 57,477 GSF
- **Construction Type:** Concrete and steel frame
- **Current Use:** Academic Administrative Offices, Classrooms, Laboratory Research and Dining
- **Age of Existing Roof:** 19
- **Roof Area:** 6,982 SF (in this project scope)



Health & Social Services Building

Proposed Project Schedule

- Start of Design – August 2021
- Completion of Design – June 2022
- Start of Construction – January 2023
- Completion of Construction – June 2023

Funding Sources and Prior Approvals

Project Funding — \$458,757 (\$450,000)

- FY23 Building Renewal and Replacement Non-Recurring Funding appropriated in Section 5 of the General Appropriation Act (HB2) – \$380,000
- FY21 Building Renewal and Repair – \$78,757

Prior Approval

- N/A

Contact Information

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Thank you!

Questions?



Las Cruces: Health & Social Services Building Roof Replacement

Supplemental Information



Existing Conditions



Roof Penthouse and mechanical equipment

Existing Conditions



Base flashing to be removed and replaced



Existing pipe penetration without proper flashing



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-4

- Action Item
- Consent Item
- Informational Item

Presented By: Heather Zack Watenpaugh
University Architect

Agenda Item: NMSU Las Cruces- Engineering Complex I (ECI) Roof Replacement, including removal of obsolete solar panels

Requested Action of the Board of Regents: Approval of NMSU Las Cruces- Engineering Complex I (ECI) Roof Replacement, including removal of obsolete solar panels (\$426,691)

Executive Summary: This project will include the removal of outdated solar panels at the center section of roof; demolition of existing roofing materials under removed solar panels; and installation of new roofing system at this same center section. Previous roof projects include the north and south roof, completed in 2015 and 2019 respectively. This project completes new roofing at ECI.

References:

Prior Approvals:

Regents Real Estate Committee, 9/01/22

Board of Regents

LAS CRUCES: ENGINEERING COMPLEX I ROOF REPLACEMENT AND SOLAR PANEL REMOVAL

Heather Watenpaugh
University Architect

Bart Lane
Interim Associate
Vice President

Facilities and Services



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Proposed Scope of Work

Project Budget \$426,691

This project includes:

- Removal of outdated solar panels at the center section of roof
- Demolition of existing roofing materials under removed solar panels
- Installation of new roofing system at this same center section
- Previous roof projects include the north and south roof, completed in 2015 and 2019 respectively
- This project completes new roofing at ECI

Proposed Building Demographics

- **Year Built:** 1980
- **Last Expansion:** N/A
- **Building Size:** 55,297 GSF
- **Construction Type:** Concrete, CMU Block, Metal Studs and Steel Joists
- **Current Use:** Academic with Laboratories, Offices and Research
- **Age of Existing Roof:** 42
- **Roof Area:** * 4,368 SF (in this project scope of work)



Engineering Complex I (ECI)

*This project will address the center section only under solar panels to be removed

Proposed Project Schedule

- Start of Design – August 2022
- Completion of Design – October 2022
- Start of Construction – November 2022
- Completion of Construction – October 2023

Funding Sources and Prior Approvals

Project Funding — \$426,691

- FY23 Building Renewal and Replacement Non-Recurring Funding appropriated in Section 5 of the General Appropriation Act (HB2) – \$426,691

Prior Approval

- N/A

Contact Information

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Thank you!

Questions?



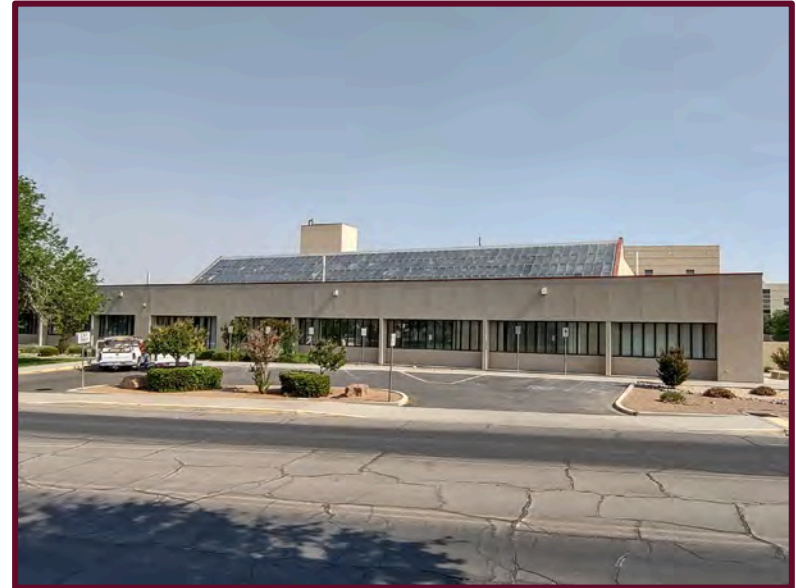
Las Cruces: Engineering Complex I (ECI) Roof Replacement and Solar Panel Removal

Supplemental Information

Existing Conditions

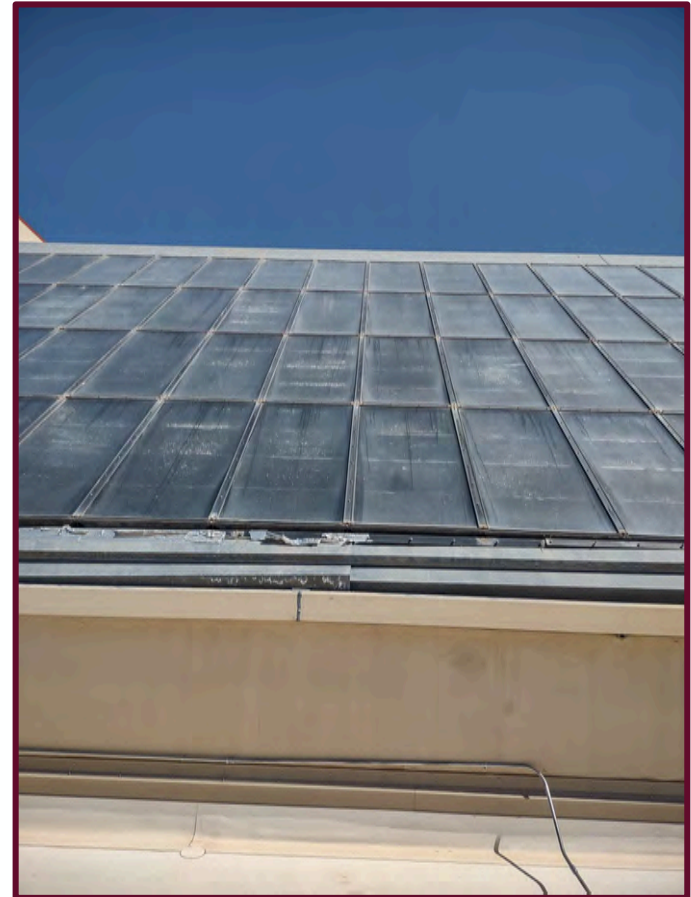


Engineering Complex I (ECI) looking northwest



Engineering Complex I (ECI) looking north

Existing Conditions



Engineering Complex I (ECI) images of existing solar panels



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-5

- Action Item
- Consent Item
- Informational Item

Presented By: Heather Zack Watenpaugh
University Architect

Agenda Item: NMSU Las Cruces: Gerald Thomas Hall Fire Alarm Upgrade

Requested Action of the Board of Regents: Approval of NMSU Las Cruces: Gerald Thomas Hall Fire Alarm Upgrade (\$570,000)

Executive Summary: This project will include removal of outdated fire suppression sprinklers and smoke detectors; installation of new fire suppression sprinklers, and smoke detectors as part of a new fire protection and life safety system; bilingual voice evacuation notification system; and temporary disconnection and reconnection of associated electrical and mechanical systems

References:

Prior Approvals:

Regents Real Estate Committee, 9/01/22

Board of Regents

LAS CRUCES: GERALD THOMAS HALL FIRE ALARM UPGRADE

Heather Watenpaugh
University Architect

Bart Lane
Interim Associate Vice
President

Facilities and Services



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Proposed Scope of Work

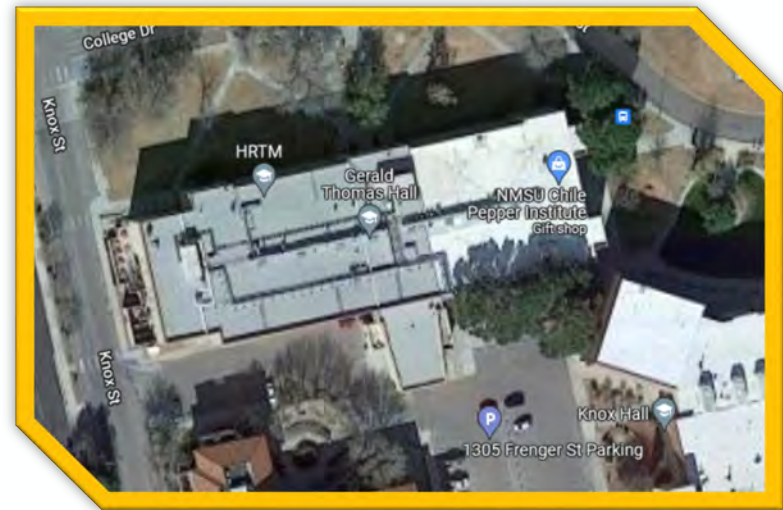
Project Budget \$570,000.00

Gerald Thomas Hall Fire Alarm System Upgrade includes:

- Removal of outdated fire suppression sprinklers and smoke detectors
- Installation of new fire suppression sprinklers, and smoke detectors as part of a new fire protection and life safety system
- Bilingual voice evacuation notification system
- Temporary disconnection and reconnection of associated electrical and mechanical systems

Existing Building Demographics

- **Year Built:** 1963
- **Last Expansion:** 2011
- **Building Size:** 139,658 GSF
- **Construction Type:** Concrete, CMU Block, Concrete Joists, Steel Joists and Metal Studs
- **Future Use:** Academic, classrooms offices, research, and dining services.



Proposed Project Schedule

- Start of Design – September 2022
- Completion of Design – January 2023
- Start of Construction – February 2023
- Completion of Construction – June 2023

Funding Sources and Prior Approvals

Project Funding — \$570,000.00

- FY23 Building Renewal and Replacement Non-Recurring Funding appropriated in Section 5 of the General Appropriation Act (HB2) – \$570,000

Prior Approval

- None

Contact Information

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Thank you!

Questions?



Las Cruces: Gerald Thomas Hall Fire Alarm Upgrade

Supplemental Information

System Deficiencies

- This project is to address deficiencies noted in the 2014 Fire Protection and Life Safety Assessment conducted by AON Fire Protection Engineering Corporation
- The current system in place at Gerald Thomas Hall no longer meets fire code for building type.
- Gerald Thomas Hall (Building 244) was noted to have the following deficiencies:
 - Partial sprinkler coverage – requires additional coverage in unprotected areas
 - Detection and notification systems are non-compliant



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-6

- Action Item
- Consent Item
- Informational Item

Presented By: Heather Zack Watenpaugh
University Architect

Agenda Item: NMSU Las Cruces: Clayton Feed Mill Renovations

Requested Action of the Board of Regents: Approval of NMSU Las Cruces: Clayton Feed Mill Renovations (\$1,300,000)

Executive Summary: This project will include a state-of-the-art control room upgrades: to increase efficiency and capacity, while reducing operating costs; electrical equipment, lighting upgrades, and associated infrastructure; removal and replacement of overhead doors; roof repairs to areas of damaged roof where water intrusion is occurring to protect building assets; and enhanced mobility, efficiency, and maintenance to modernize towards industry standards

References:

Prior Approvals:

Regents Real Estate Committee, 9/01/22

Board of Regents

LAS CRUCES: CLAYTON FEED MILL RENOVATIONS

Heather Watenpaugh
University Architect

Bart Lane
Interim Associate
Vice President

Facilities and Services



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Proposed Scope of Work

Project Budget \$1,300,000

The Clayton Feed Mill Renovations includes:

- State-of-the-art control room upgrades that increase efficiency and capacity, while reducing operating costs
- Electrical equipment, lighting upgrades, and associated infrastructure
- Removal and replacement of overhead doors
- Roof repairs to areas of damaged roof where water intrusion is occurring to protect building assets
- Enhanced mobility, efficiency, and maintenance to modernize towards industry standards

Proposed Building Demographics

- **Year Built:** 1977
- **Last Expansion:** N/A
- **Building Size:** 2,598 SF
- **Construction Type:**
Concrete, Steel Frame,
Steel Joists
- **Future Use:** Academic
Research



Clayton Feed Mill

Proposed Project Schedule

- Start of Design – June 2022
- Completion of Design – September 2022
- Start of Construction – November 2022
- Completion of Construction – June 2023

Funding Sources and Prior Approvals

Project Funding — \$1,300,000

- 2022 HB2, L2022, Ch54, Sec 5, 1139 for Repairs & Renovations at Ag. Science Ctrs.

Prior Approval

- None

Contact Information

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Thank you!

Questions?



Las Cruces: Clayton Feed Mill Renovations

Supplemental Information

Existing Conditions



Storage Tanks



Control Room Electrical Panel

Existing Conditions



Feed Mill Silo Infrastructure



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-7

- Action Item
- Consent Item
- Informational Item

Presented By: Heather Zack Watenpaugh
University Architect

Agenda Item: NMSU Las Cruces: Agricultural Extension Services Statewide Weather Stations

Requested Action of the Board of Regents: Approval of NMSU Las Cruces: Agricultural Extension Services Statewide Weather Stations (\$1,761,168)

Executive Summary: This project will include preparing 118 sites for tier 1, tier 2, and tier 3 type ZiaMet weather stations and the installation of towers, weather equipment, solar panels, and fencing

References:

Prior Approvals:

Regents Real Estate Committee, 9/01/22

Board of Regents

LAS CRUCES: AGRICULTURAL EXPERIMENT
STATION STATEWIDE WEATHER STATIONS

Heather Watenpugh
University Architect

Bart Lane
Interim Associate Vice
President

Facilities and Services



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Proposed Scope of Work

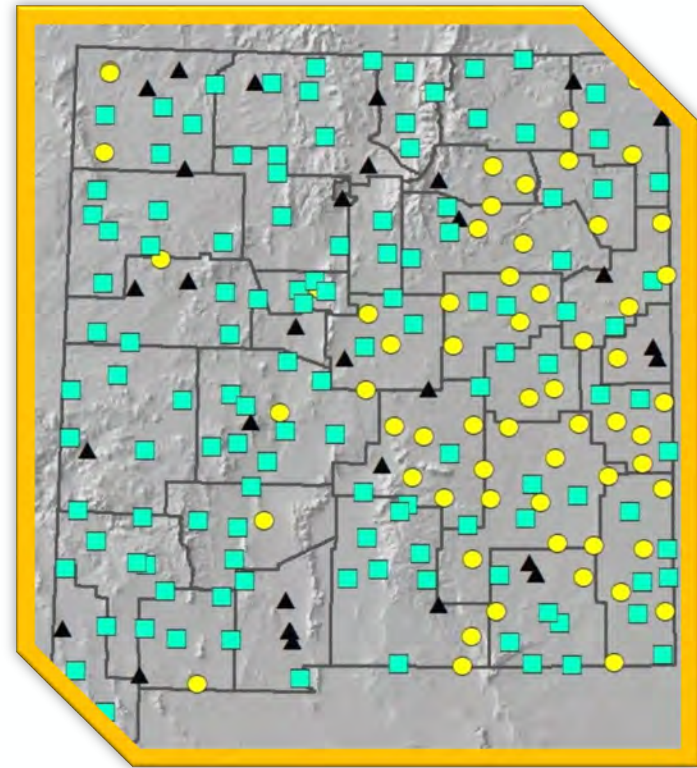
Project Budget \$1,761,168

The Agricultural Extension Services Statewide Weather Stations project includes:

- Preparing 118 sites for tier 1, tier 2, and tier 3 type ZiaMet weather stations
- Installation of towers, weather equipment, solar panels, and fencing

Proposed Location Demographics

- **Year Built:** N/A
- **Last Expansion:** 2021 (Phase 1)
- **Building Size:** N/A
- **Construction Type:** Aluminum frame, concrete footings
- **Future Use:** Research
Link to ZiaMet Weather Station Network: <https://weather.nmsu.edu/>.
Phase 2 expansion is 118 stations.



Phase 1 = Yellow circle (existing)

Phase 2 = Blue square (proposed)

Proposed Project Schedule

- Completion of Design – N/A
- Start of Construction – December 2022
- Completion of Construction – June 2023

Funding Sources and Prior Approvals

Project Funding — \$1,761,168

- 2022 General Appropriations SB48 – \$380,000
- 2022 General Appropriations SB48 – \$180,000
- 2022 General Appropriations SB48 – \$365,000
- 2022 General Fund Appropriations HB2 – \$836,168

Prior Approval

- N/A

Contact Information

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Thank you!

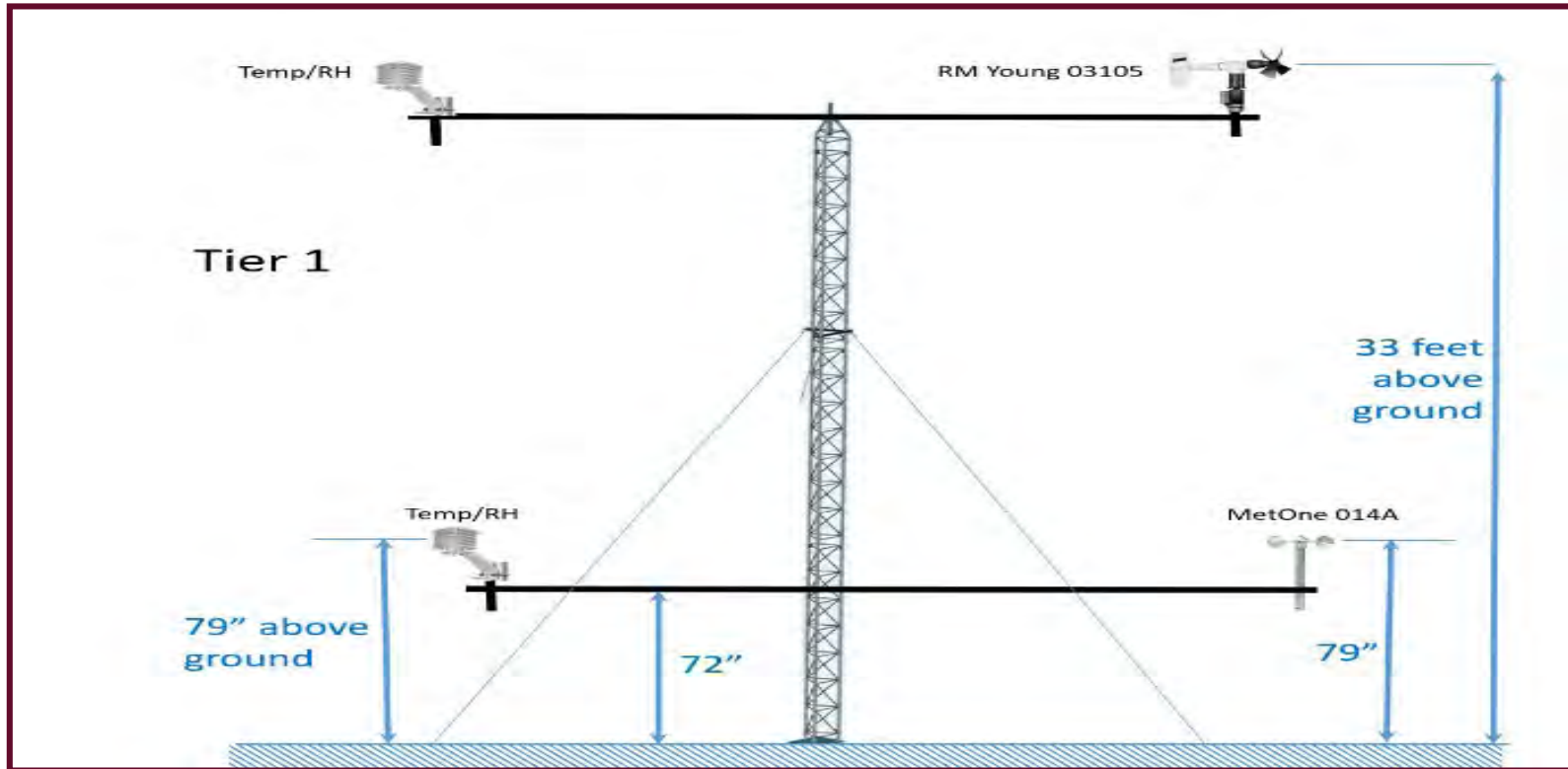
Questions?



Las Cruces: Agricultural Experiment Station Statewide Weather Stations

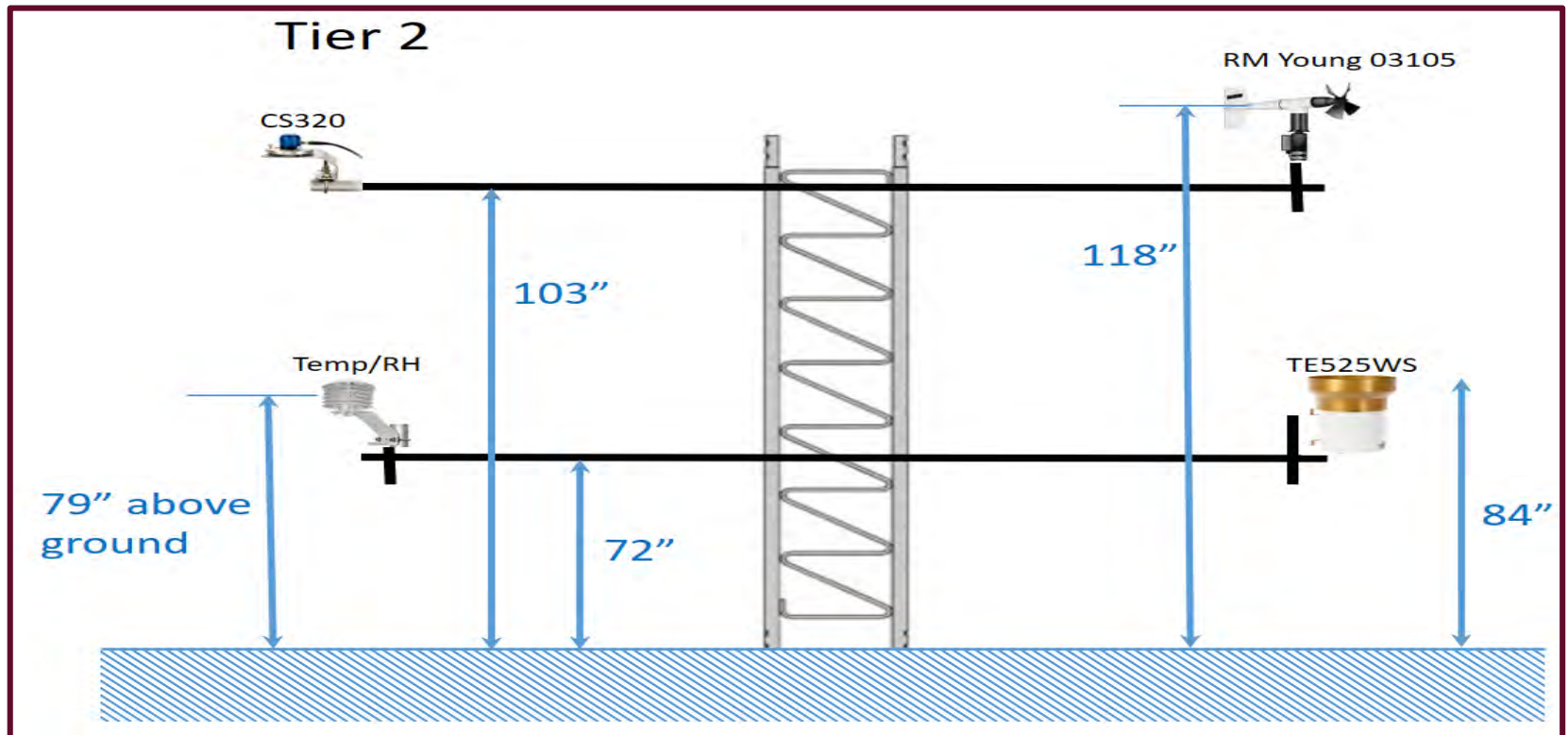
Supplemental Information

Tier 1 Proposed Weather Station



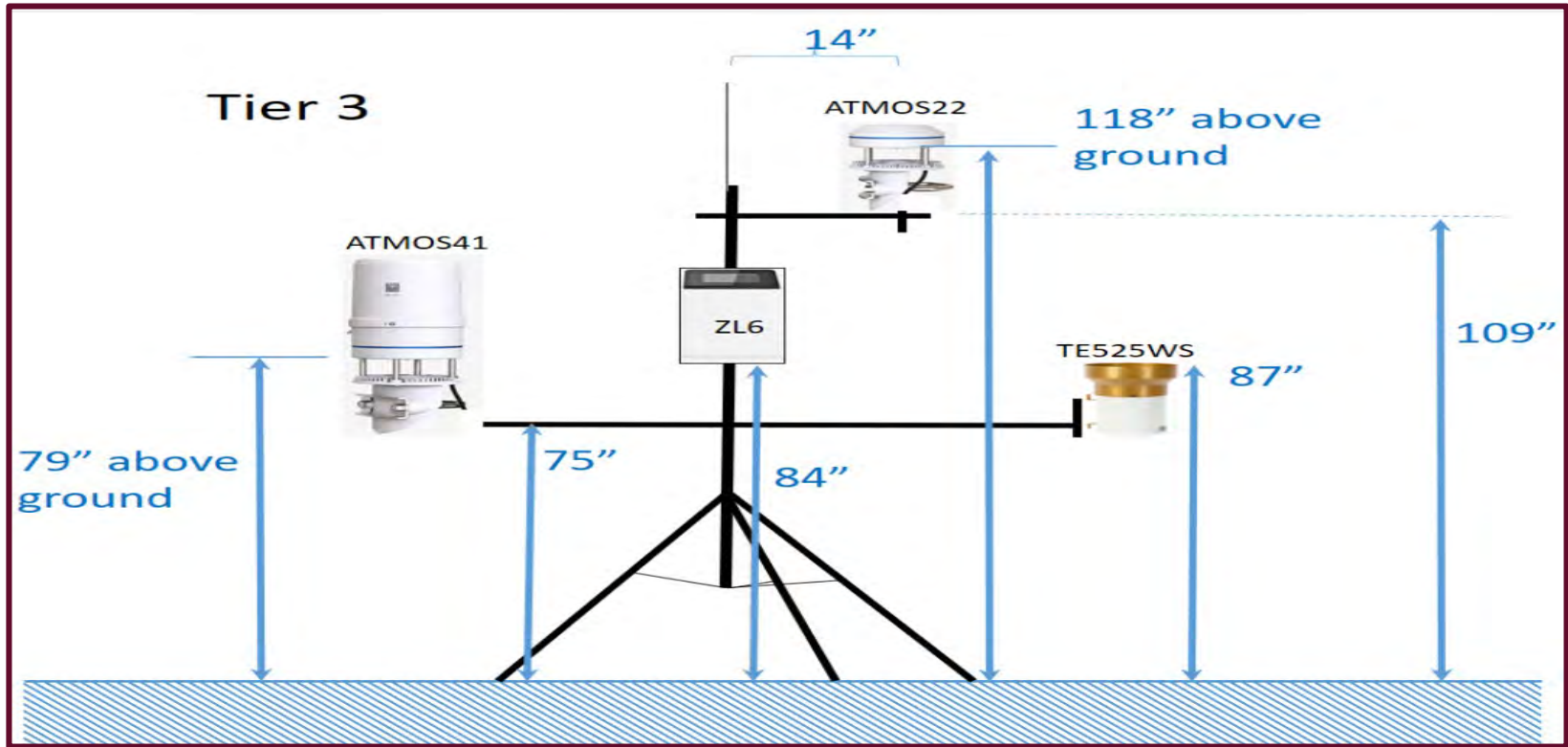
Tier 1 Station

Tier 2 Proposed Weather Station



Tier 2 Station

Tier 3 Proposed Weather Station



Tier 3 Station



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-8

- Action Item
- Consent Item
- Informational Item

Presented By: Heather Zack Watenpaugh
University Architect

Agenda Item: NMSU Las Cruces: Aggie Memorial Stadium Artificial Turf Replacement

Requested Action of the Board of Regents: Approval of NMSU Las Cruces: Aggie Memorial Stadium Artificial Turf Replacement (\$1,750,000)

Executive Summary: This project will include the design of new artificial turf system and surface preparation; demolition of existing turf and installation of new artificial turf; and modification of existing drainage system to eliminate standing water from rain events

References:

Prior Approvals:

Regents Real Estate Committee, 9/01/22

Board of Regents

LAS CRUCES: AGGIE MEMORIAL STADIUM ARTIFICIAL TURF REPLACEMENT

Heather Watenpaugh
University Architect

Bart Lane
Interim Associate
Vice President

Facilities and Services



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Proposed Scope of Work

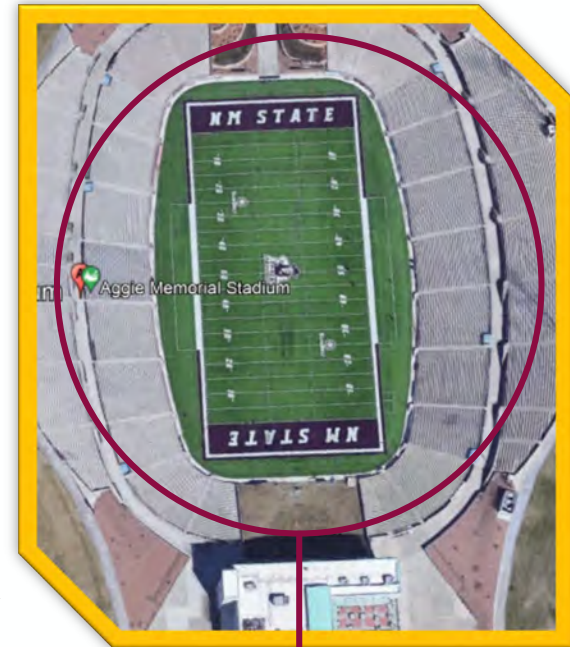
Project Budget \$1,750,000

This project includes:

- Design of new artificial turf system and surface preparation
- Demolition of existing turf and installation of new artificial turf
- Modification of existing drainage system to eliminate standing water from rain events

Proposed Building Demographics

- **Year Built:** 1978
- **Last Expansion:** 2014
- **Field Size:** 94,070 SF
- **Construction Type:**
Artificial turf and base course
- **Future (Site) Use:** Athletic competition and public events



Aggie Memorial Stadium

Proposed Project Schedule

- Start of Design – August 2022
- Completion of Design – November 2022
- Start of Construction – December 2022
- Completion of Construction – May 2023

Funding Sources and Prior Approvals

Project Funding — \$1,750,000

- FY23 Severance Tax Bonds (STB22A G3220)
\$1,750,000

Prior Approval

- N/A

Contact Information

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bartlane@nmsu.edu

Thank you!

Questions?



Aggie Memorial Stadium Artificial Turf Replacement

Supplemental Information

Existing Conditions



Aggie Memorial Stadium playing field with rubber mat exposed due to wear

Existing Conditions



Aggie Memorial Stadium playing field with rubber mat exposed due to wear

Insert item G-9 Here. Ag Modernization Phase II



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-10

- Action Item
- Consent Item
- Informational Item

Presented By: Scott Eschenbrenner
Special Assistant to the President

Agenda Item:

El Paso Electric Easement for Arrowhead Park CMT Building

Requested Action of the Board of Regents:

Approval of the El Paso Electric Easement for Arrowhead Park CMT Building

Executive Summary:

The perpetual easement will allow access to El Paso Electric Company to maintain electrical lines and equipment in the area illustrated in the attached exhibits.

References:

Please see attached easement and exhibits.

Prior Approvals:

9/1/2022 Regents Real Estate Committee

OVERHEAD & UNDERGROUND EASEMENT
EASEMENT

STATE OF NEW MEXICO
 COUNTY OF DONA ANA

Work Request: DN061695

For one dollar (\$1.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, **THE REGENTS OF NEW MEXICO STATE UNIVERSITY**, hereinafter called Grantor, grants unto El Paso Electric Company, hereinafter called Grantee, its successors and assigns, whose address is P.O. Box 982, El Paso, Texas 79960, the perpetual right, privilege, authority and easement to enter and erect, construct, operate, remove, inspect, access, and maintain a line of poles at any time with any and all necessary cables, lines, wires, crossarms, guys, and anchors, for an above ground electric distribution and/or transmission system together with an underground electric distribution system, including transformers (conventional or padmount), ducts, conductors, conduits, fixtures, pullboxes, manholes, handholes, service facilities transformers, vaults and any other usual appurtenances, pertaining thereto, together with the overhang of service wires, with the right of access, ingress, and egress, thereto for the installation, construction, operation, inspection, repair, maintenance, replacement, renewal or removal thereof, for the distribution and/or transmission of electricity, for any and all purposes, including communications, for which same is or may hereafter be used, over, upon and along the following described premises and the adjoining roads, streets and highways, in the county named above, to wit:

A portion of SECTION 33, T.23S, R.2E, N.M.P.M., DONA ANA COUNTY, NEW MEXICO, AS MORE FULLY DESCRIBED IN THE REAL PROPERTY RECORDS OF THE CLERK OF DONA ANA COUNTY IN THE STATE OF NEW MEXICO WITH INSTRUMENT NUMBER 7111775, as shown on the attached Exhibit A and Exhibit B and made a part hereof,

with the right to trim any trees and flora along and around said lines and electrical equipment so as to keep the lines and electrical equipment cleared, the right to erect and set the necessary brace poles, anchors and guy wires, and to do anything proper and necessary to operate and maintain same.

The authority granted herein includes the right to permit the attachment of the cables of any other company.

Buildings and structures of a permanent nature, including but not limited to fences, boundary walls, walkways and landscaping that obstruct access to or safe operational clearances from Grantee's electrical equipment; will not be built on or over the easement, or under any overhead electric lines, except with the prior written consent of Grantee.

At Grantor's request, Grantee agrees to terminate, if at the time of the request, the Easement has been not been in use for at least six consecutive months.

This Easement is effective upon the date it is executed by Grantor as stated in the Acknowledgement of Grantor's execution.

[Signatures on following page.]

OVERHEAD & UNDERGROUND EASEMENT

Work Request: DN061695

GRANTOR

THE REGENTS OF NEW MEXICO STATE UNIVERSITY

By: _____
Name: _____
Title: _____

THE STATE OF _____
COUNTY OF _____

This instrument was acknowledged before me on this _____ day of _____, 20____
by _____ of
NAME TITLE
_____ who stated that (s)he executed same for the purpose
COMPANY NAME
and consideration therein expressed and in the capacity therein stated.

Notary Public in and for
the State of _____

Commission Expires:

GRANTEE

EL PASO ELECTRIC COMPANY

By: _____
Name: Aurea D. Garcia
Title: Supervisor – Land Management

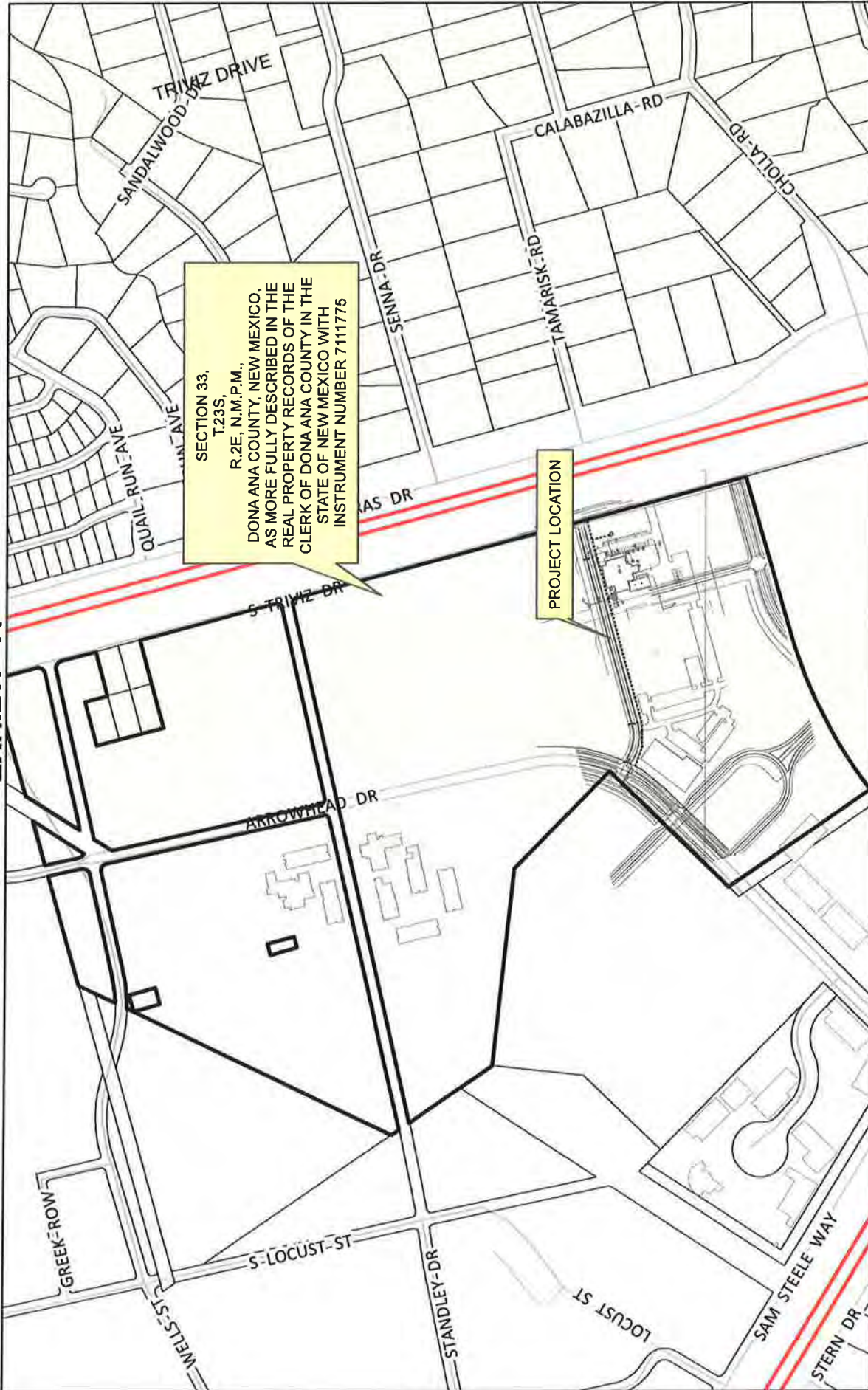
THE STATE OF TEXAS §
COUNTY OF EL PASO §

This instrument was acknowledged before me on this _____ day of _____, 20____
by Aurea D. Garcia, Supervisor – Land Management of El Paso Electric Company who stated that (s)he
executed same for the purpose and consideration therein expressed and in the capacity therein stated.

Notary Public in and for
the State of Texas

Commission Expires:

EXHIBIT "A"



DATE: 8/4/2022

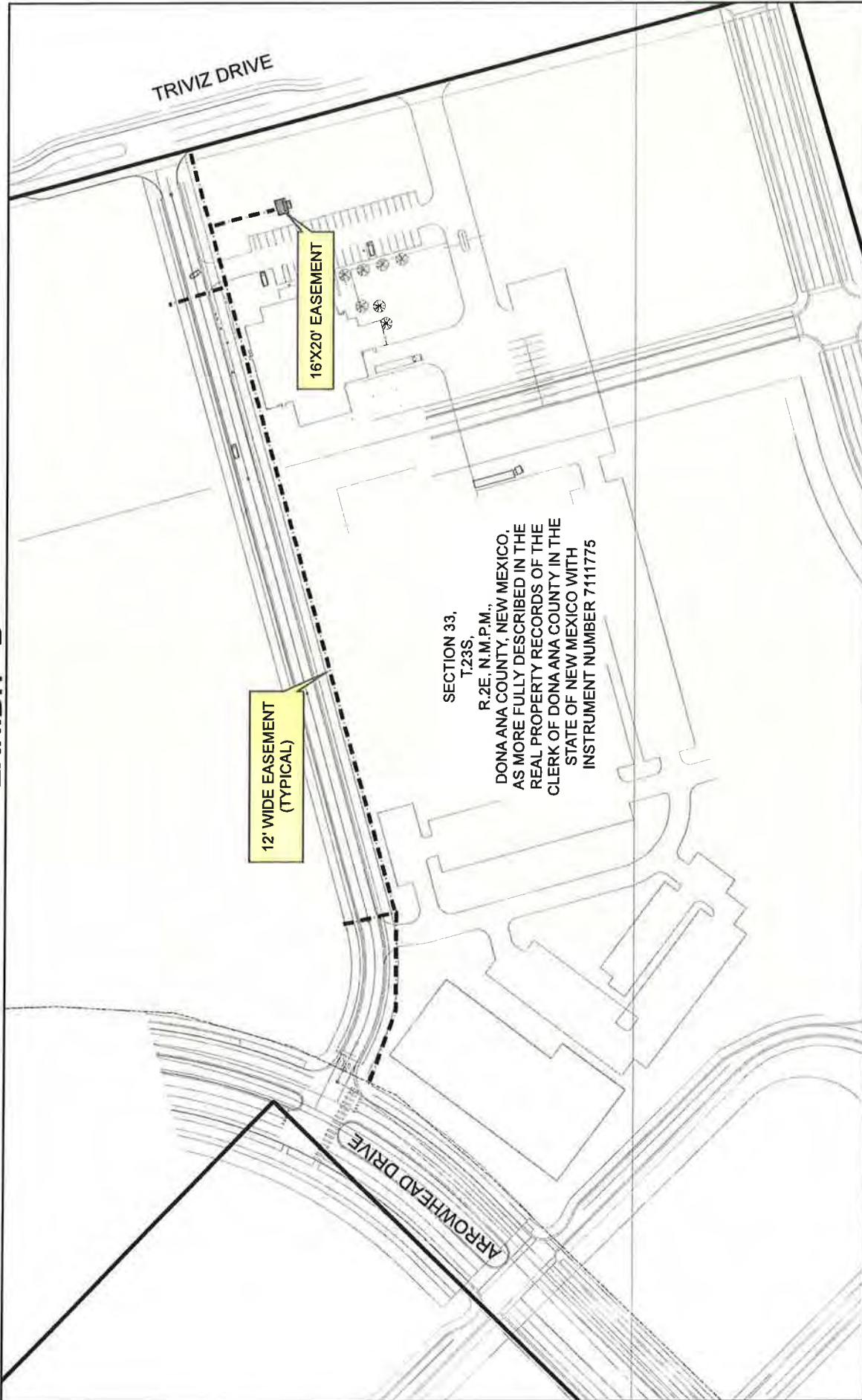
LEGEND (NOT ALL SYMBOLS APPLY)

	PADMOUNT TRANSFORMER		UNDERGROUND EASEMENT
	ANCHOR EASEMENT		OVERHEAD EASEMENT
	SWITCH GEAR		OVERHEAD/UNDERGROUND EASEMENT
			EXISTING POWERLINE



WORK ORDER(S): DN061695

EXHIBIT "B"



DATE: 8/4/2022

LEGEND (NOT ALL SYMBOLS APPLY)

	PADMOUNT TRANSFORMER		UNDERGROUND EASEMENT
	ANCHOR EASEMENT		OVERHEAD EASEMENT
	SWITCH GEAR		OVERHEAD/UNDERGROUND EASEMENT
			EXISTING POWERLINE



WORK ORDER(S): DN061695



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-11

- Action Item
- Consent Item
- Informational Item

Presented By: Scott Eschenbrenner
Special Assistant to the President

Agenda Item:

City of Las Cruces Natural Gas Easement – Arrowhead Park CMT Building

Requested Action of the Board of Regents:

Approval of the City of Las Cruces Natural Gas Easement – Arrowhead Park CMT Building

Executive Summary:

The perpetual easement will allow access to the City of Las Cruces to maintain utility lines and equipment in the area illustrated in the attached exhibits.

References:

Please see attached easement and exhibits.

Prior Approvals:

9/1/2022 Regents Real Estate Committee

GAS LINE UTILITY EASEMENT

For one dollar (\$1.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, **THE REGENTS OF NEW MEXICO STATE UNIVERSITY**, hereinafter called Grantor, grants unto the **CITY OF LAS CRUCES, a New Mexico Municipal Corporation, on behalf of the City of Las Cruces Utilities Department**, hereinafter called Grantee, its successors and assigns, the perpetual right, privilege, authority and easement to enter and erect, construct, reconstruct, install, and thereafter use, operate, inspect, repair, maintain, replace and remove any appurtenances to be located within the following described Easement, in the county named above, to wit:

A portion of **SECTION 28 AND SECTION 33, T.23S, R.2E, N.M.P.M., DONA ANA COUNTY, NEW MEXICO, AS MORE FULLY DESCRIBED IN THE EXHIBIT "A"**.

Exhibit "A" is attached hereto and made a part this document

IF REPAIR of the utility line is needed, the road surface will be restored to the previous condition.

TO HAVE AND TO HOLD the said rights and easement for the use and purpose aforesaid, to the GRANTEE, its successors or assigns for as long as said easement shall not be abandoned, but that if the said easement should, at any time, be discontinued by non-use thereof, and if the GRANTEE should at any time, execute and cause to be recorded in the Office of the County Clerk of Dona Ana County, New Mexico, a certificate that said easement has been abandoned, then, the same shall be considered as having been abandoned within the meaning hereof, and the easement hereby granted shall thereupon terminate.

This Easement is effective upon the date it is executed by Grantor as stated in the Acknowledgement of Grantor's execution.

[Signatures on following page.]

GRANTOR

THE REGENTS OF NEW MEXICO STATE UNIVERSITY

By: _____

Name: _____

Title: _____

THE STATE OF _____

COUNTY OF _____

This instrument was acknowledged before me on this ____ day of _____, 20____
by _____ of

_____ who stated that (s)he executed same for the
purpose and consideration therein expressed and in the capacity therein stated.

Notary Public in and
for the State of _____

Commission Expires:

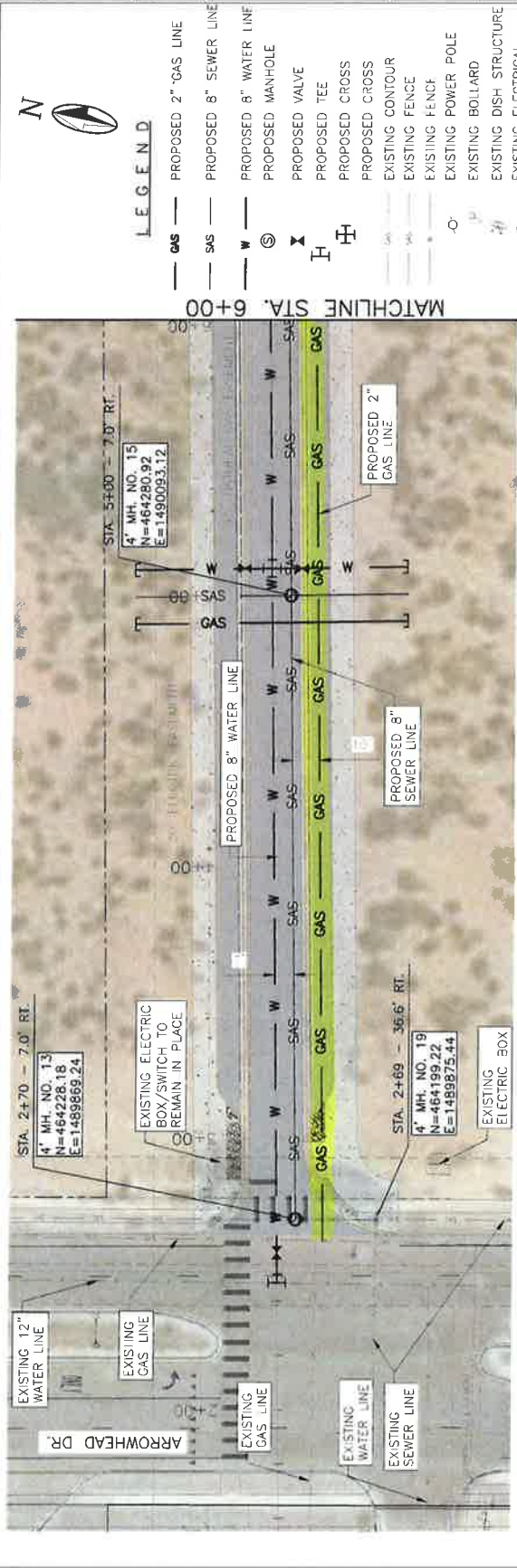
MOLZENCORBIN
 1185 Columbia St., Suite F
 Las Cruces, New Mexico 88711
 505.322.0088 FAX
 505.322.0088
 MolzenCorbin.com

NO. 1	DATE	DESCRIPTION

PROJECT NO.	DATE	DESCRIPTION

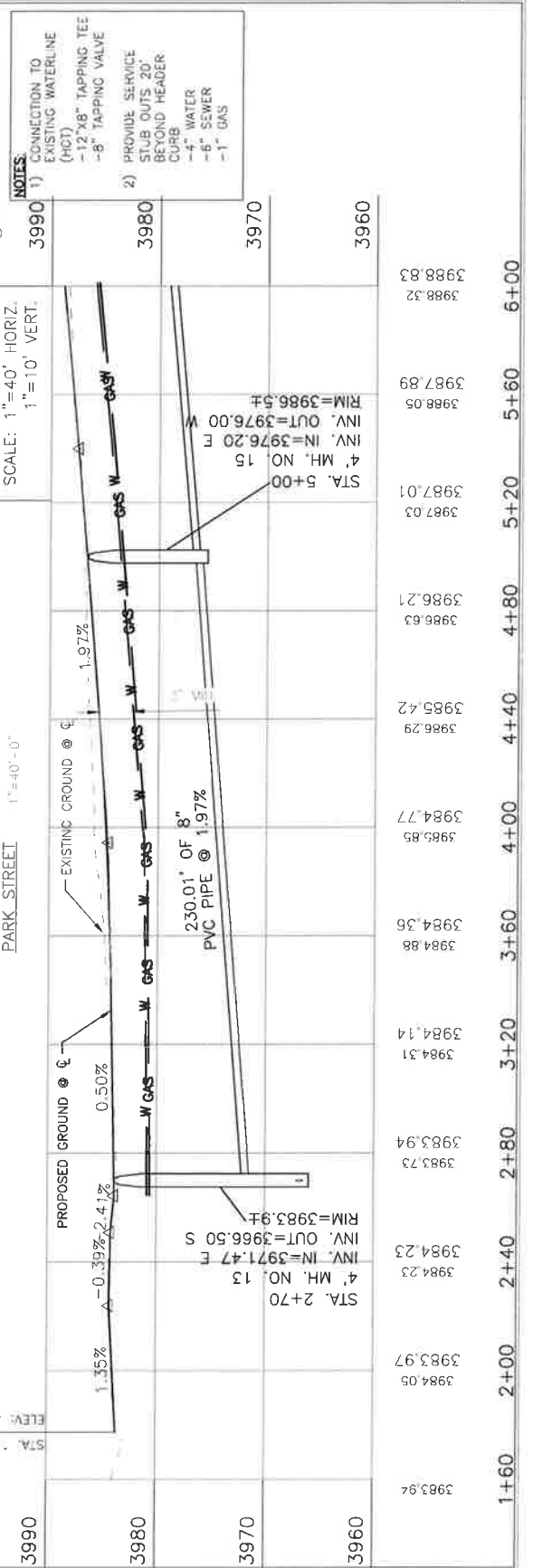
PARK ST. UTILITY PLAN
 STA. 2+59.11 TO STA. 4+00
 BASE BID
 ARROWHEAD PARK ROADWAY DEVELOPMENT
 PROJECT 4142
 NEW MEXICO STATE UNIVERSITY
 LAS CRUCES, NEW MEXICO

C-229



LEGEND

- PROPOSED 2" GAS LINE
- PROPOSED 8" SEWER LINE
- PROPOSED 8" WATER LINE
- PROPOSED MANHOLE
- PROPOSED VALVE
- PROPOSED TEE
- PROPOSED CROSS
- PROPOSED CROSS
- EXISTING CONTOUR
- EXISTING FENCE
- EXISTING FENCE
- EXISTING POWER POLE
- EXISTING BOLLARD
- EXISTING DISH STRUCTURE
- EXISTING ELECTRICAL METER BOX
- EXISTING METER BOX
- EXISTING LIGHT POLE
- EXISTING MANHOLE



3990	3988.83	3988.32	6+00
3980	3987.89	3988.05	5+60
3970	3987.01	3987.03	5+20
3960	3986.21	3986.63	4+80
	3985.42	3986.29	4+40
	3984.77	3984.77	4+00
	3985.85	3984.56	3+60
	3984.88	3984.88	3+20
	3984.14	3984.31	2+80
	3983.94	3983.73	2+40
	3984.23	3984.23	2+00
	3983.97	3984.05	1+60

NOTES

- CONNECTION TO EXISTING WATERLINE (HOT) -12"x8" TAPPING TEE -8" TAPPING VALVE
- PROVIDE SERVICE STUB OUTS 20' BEYOND HEADER CURB -4" WATER -6" SEWER -1" GAS

SCALE: 1"=40' HORIZ.
 1"=10' VERT.

STA. 2+70 - 7.0' RT.
 4' MH. NO. 13
 N=464228.18
 E=1489869.24

STA. 2+69 - 36.6' RT.
 4' MH. NO. 19
 N=464199.22
 E=1489875.44

STA. 5+00
 4' MH. NO. 15
 N=464280.92
 E=1490093.12

MATCHLINE STA. 6+00

**PARK ST. UTILITY PLAN
STA. 6+00 TO STA. 9+60
BASE BID**

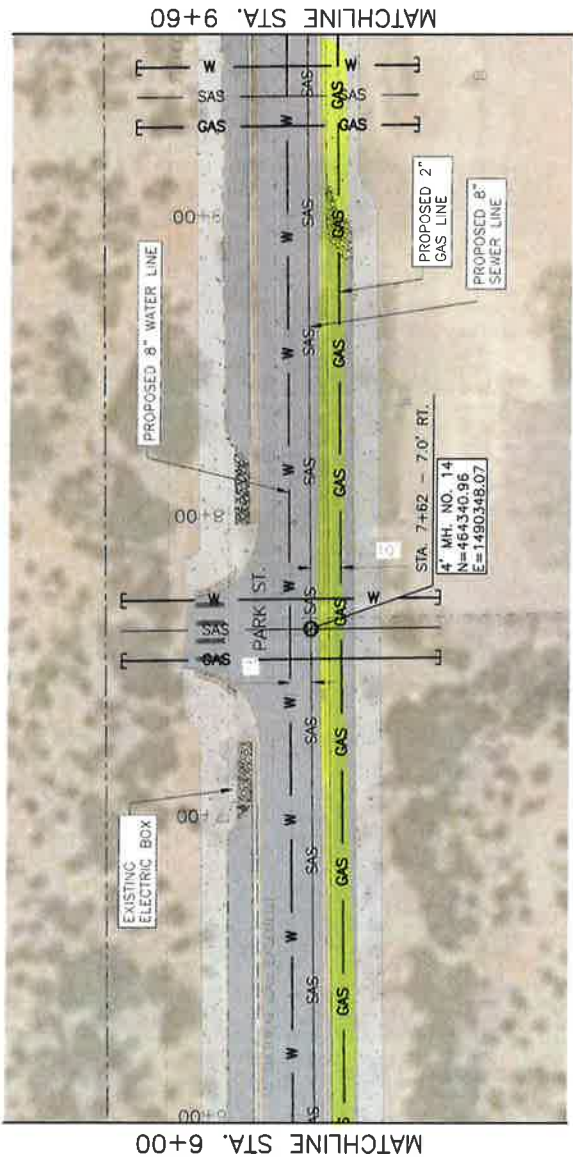
ARROWHEAD PARK ROADWAY DEVELOPMENT
PROJECT 4142
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NEW MEXICO

MOLZENCORBIN
1165 Commercial Dr., Suite F
Las Cruces, New Mexico 88011
575.322.0049 office
575.322.0048 cell
MolzenCorbin.com

C-230

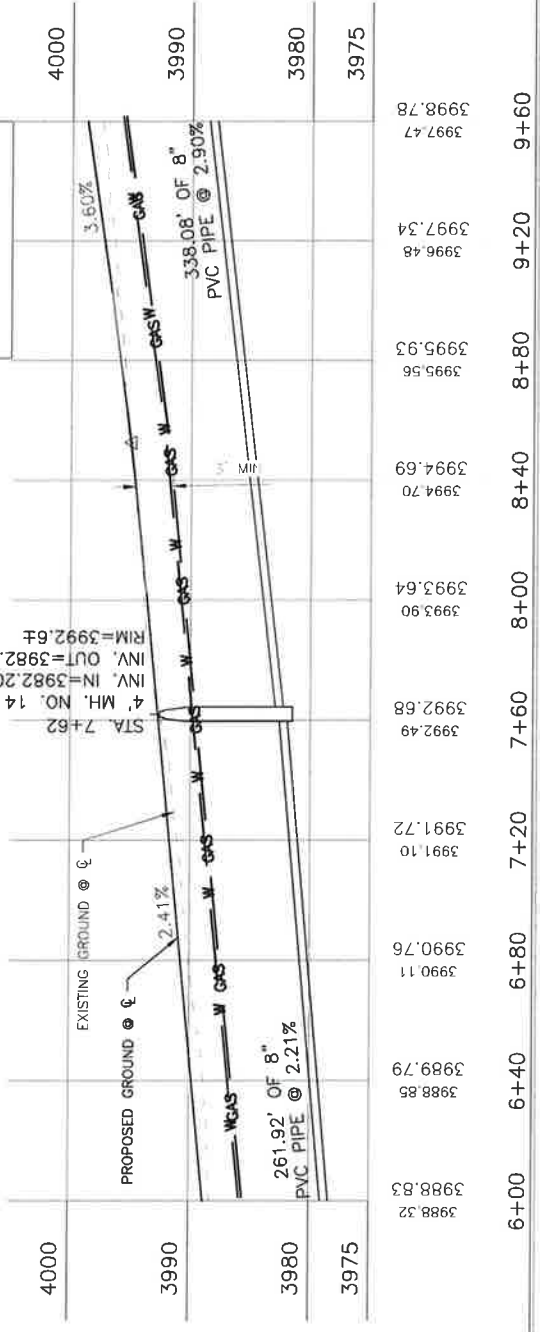


- LEGEND**
- GAS — PROPOSED 2" GAS LINE
 - SAS — PROPOSED 8" SEWER LINE
 - W — PROPOSED 8" WATER LINE
 - ⊙ PROPOSED MANHOLE
 - ⊗ PROPOSED VALVE
 - ⊕ PROPOSED TEE
 - ⊕ PROPOSED TEE
 - ⊕ PROPOSED TEE
 - ⊕ PROPOSED TEE
 - GAS — EXISTING CONTOUR
 - SAS — EXISTING FENCE
 - W — EXISTING FENCE
 - ⊙ EXISTING POWER POLE
 - ⊙ EXISTING BOLLARD
 - ⊕ EXISTING DISH STRUCTURE
 - ⊕ EXISTING ELECTRICAL METER BOX
 - ⊕ EXISTING METER BOX
 - ⊕ EXISTING LIGHT POLE
 - ⊙ EXISTING MANHOLE



SCALE: 1"=40' HORIZ.
1"=10' VERT.

PARK STREET

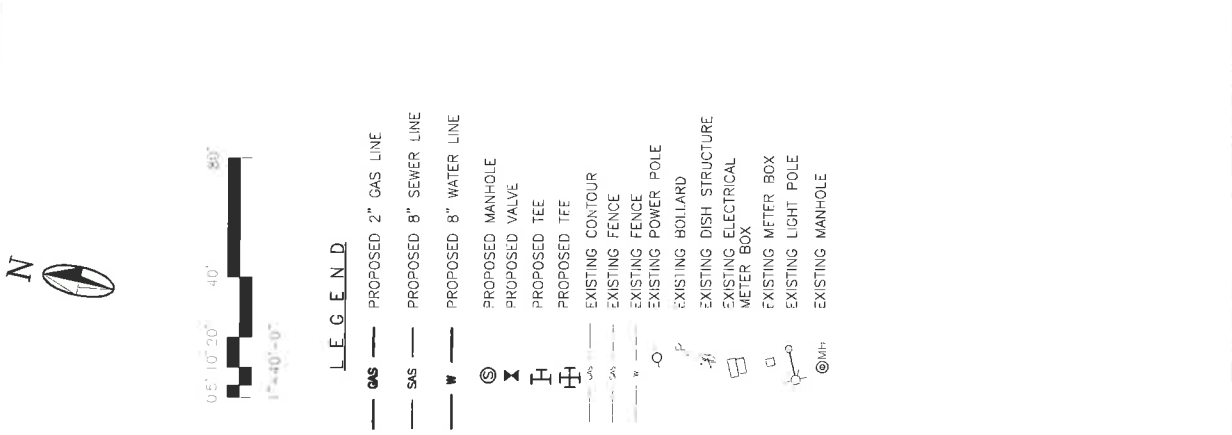


CAUTION: NOTE THAT ALL EXISTING UTILITIES MAY NOT BE SHOWN HEREON AND THAT ANY EXISTING UTILITIES NOT SHOWN HEREON ARE THE RESPONSIBILITY OF THE CONTRACTOR TO CONTACT ALL THE UTILITY OWNERS AND TO CONDUCT ALL NECESSARY FIELD INVESTIGATIONS PRIOR TO ANY EXCAVATION TO DETERMINE THE ACTUAL LOCATIONS OF UTILITIES AND OTHER OBSTRUCTIONS.

PARK ST. UTILITY PLAN
STA. 9+60 TO STA. 11+50.43
BASE BID
ARROWHEAD PARK ROADWAY DEVELOPMENT
PROJECT 4142
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NEW MEXICO

C-231

MOLZENCORBIN
1100 Sacramento St., Suite 110
Las Cruces, New Mexico 88011
505.325.2500 office
505.325.2500 cell
MolzenCorbin.com

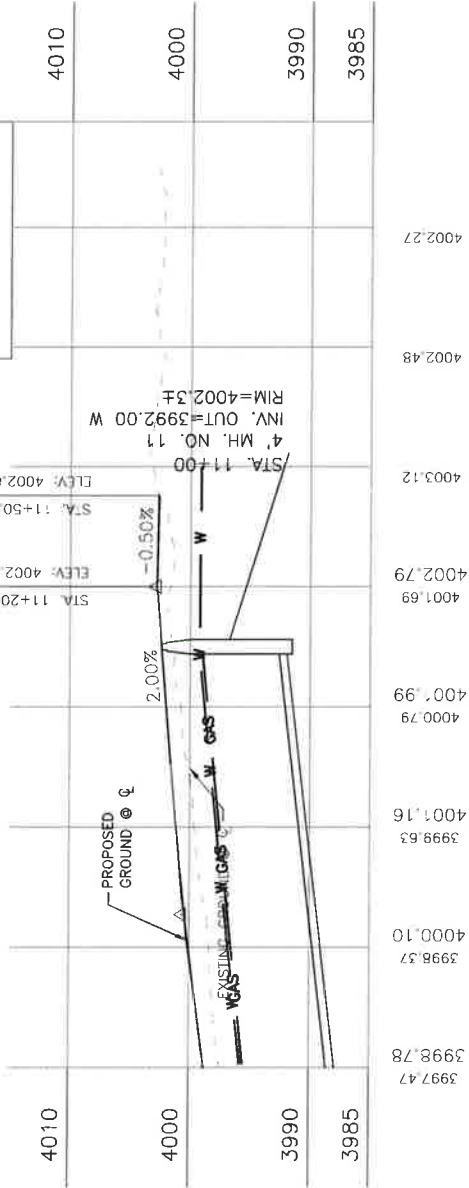


LEGEND

- GAS — PROPOSED 2" GAS LINE
- SAS — PROPOSED 8" SEWER LINE
- W — PROPOSED 8" WATER LINE
- ⊙ PROPOSED MANHOLE
- ⊗ PROPOSED VALVE
- ⊕ PROPOSED TEE
- ⊞ PROPOSED TFE
- — — EXISTING CONTOUR
- — — EXISTING FENCE
- — — EXISTING FENCE
- — — EXISTING POWER POLE
- — — EXISTING BOLLARD
- ⊘ EXISTING DISH STRUCTURE
- ⊙ EXISTING ELECTRICAL METER BOX
- ⊙ EXISTING METER BOX
- ⊙ EXISTING LIGHT POLE
- ⊙ EXISTING MANHOLE

SCALE: 1" = 40' HORIZ.
1" = 10' VERT.

PARK STREET



NOTES: ALL UTILITIES SHOWN ARE BASED ON THE MOST RECENT AVAILABLE RECORD DRAWINGS AND FIELD SURVEY DATA. THE CONTRACTOR SHALL VERIFY THE LOCATION AND DEPTH OF ALL UTILITIES PRIOR TO CONSTRUCTION. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS.

MATCHLINE STA. 10+60

9+60 10+00 10+40 10+80 11+20 11+60 12+00 12+40 12+75.31

MOLZENCORBIN
1515 Cambridge Dr., Suite 7
Lubbock, Texas 79402
Phone: 800.711.5152
375.527.7864 Fax
molzencorbin.com

ARROWHEAD PARK ROADWAY DEVELOPMENT
PROJECT 4142
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NEW MEXICO

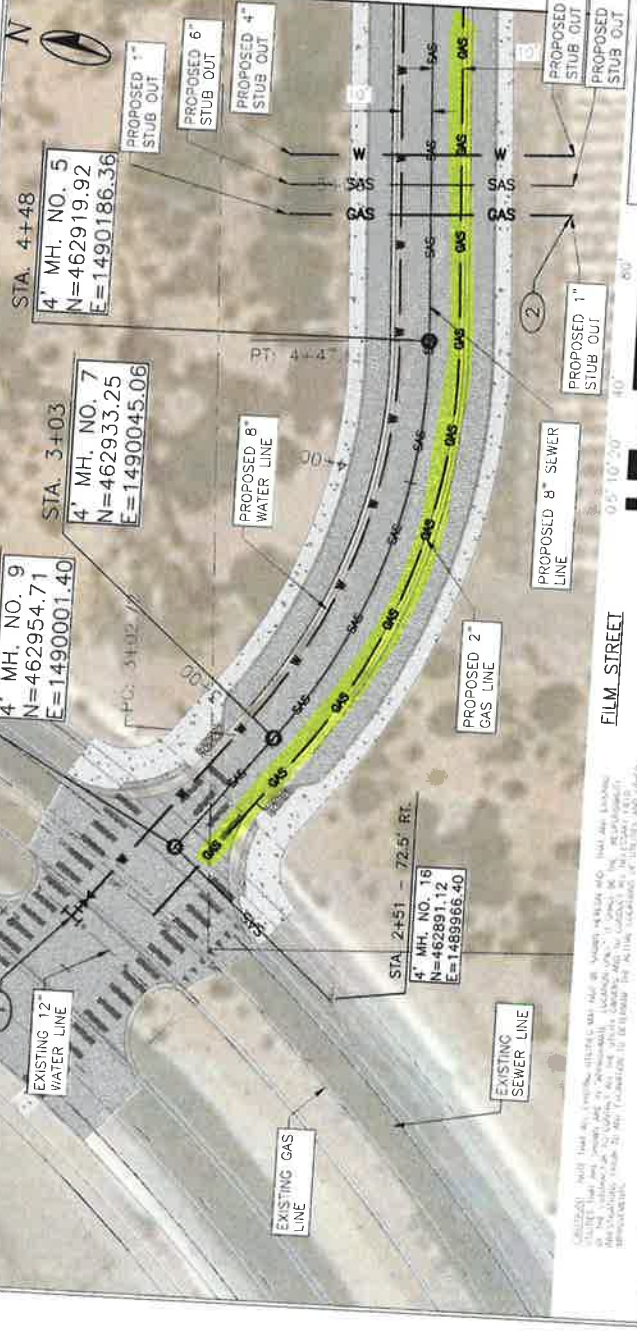
FILM ST. UTILITY PLAN
STA. 2+59.11 TO STA. 5+60
BASE BID

C-233

- LEGEND**
- OS — PROPOSED 2" GAS LINE
 - SAS — PROPOSED 8" SEWER LINE
 - W — PROPOSED 8" WATER LINE
 - ⊙ PROPOSED MANHOLE
 - ⊗ PROPOSED VALVE
 - ⊕ PROPOSED TEL
 - ⊖ PROPOSED TEE
 - ⊘ PROPOSED TEE
 - ⊙ EXISTING CONTOUR
 - ⊖ EXISTING FENCE
 - ⊘ EXISTING FENCE
 - ⊙ EXISTING POWER POLE
 - ⊗ EXISTING BOLLARD
 - ⊕ EXISTING DISH STRUCTURE
 - ⊖ EXISTING ELECTRICAL METER BOX
 - ⊘ EXISTING METER BOX
 - ⊙ EXISTING LIGHT POLE
 - ⊗ EXISTING MANHOLE

- NOTES:**
- 1) CONNECTION TO EXISTING WATERLINE (HOT) - 12" X 8" TAPPING TEE - 8" TAPPING VALVE
 - 2) PROVIDE SERVICE SLUB CURB 20' BEYOND HEADER - 4" WATER - 6" SEWER - 1" GAS

MATCHLINE STA. 5+60



Station	Elevation	Notes
1+401+60	3968.14	PVC PIPE @ 1.64%
2+00	3968.14	
2+40	3968.74	
2+54	3968.74	STA. 2+54 4" MH. NO. 9 INV. IN=3962.20 SE INV. OUT=3961.90 SW RIM=3968.94
2+80	3969.02	
3+03	3969.22	STA. 3+03 4" MH. NO. 7 INV. IN=3963.20 SE INV. OUT=3963.00 NW RIM=3969.14
3+60	3969.43	
4+00	3969.90	
4+48	3970.73	STA. 4+48 4" MH. NO. 5 INV. IN=3964.20 F INV. OUT=3964.00 W RIM=3970.94
4+80	3971.82	
5+20	3972.92	
5+60	3974.02	

CONTRACTOR SHALL VERIFY ALL UTILITIES AND DEPTH OF UTILITIES BEFORE ANY EXCAVATION. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS. THE CONTRACTOR SHALL BE RESPONSIBLE FOR PROTECTING ALL UTILITIES AND STRUCTURES. THE CONTRACTOR SHALL BE RESPONSIBLE FOR MAINTAINING ACCESS TO ALL UTILITIES AND STRUCTURES. THE CONTRACTOR SHALL BE RESPONSIBLE FOR RESTORING ALL UTILITIES AND STRUCTURES TO ORIGINAL CONDITION OR BETTER. THE CONTRACTOR SHALL BE RESPONSIBLE FOR ALL UTILITIES AND STRUCTURES NOT SHOWN ON THIS PLAN.

**ARROWHEAD PARK ROADWAY DEVELOPMENT
PROJECT 4142
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NEW MEXICO**

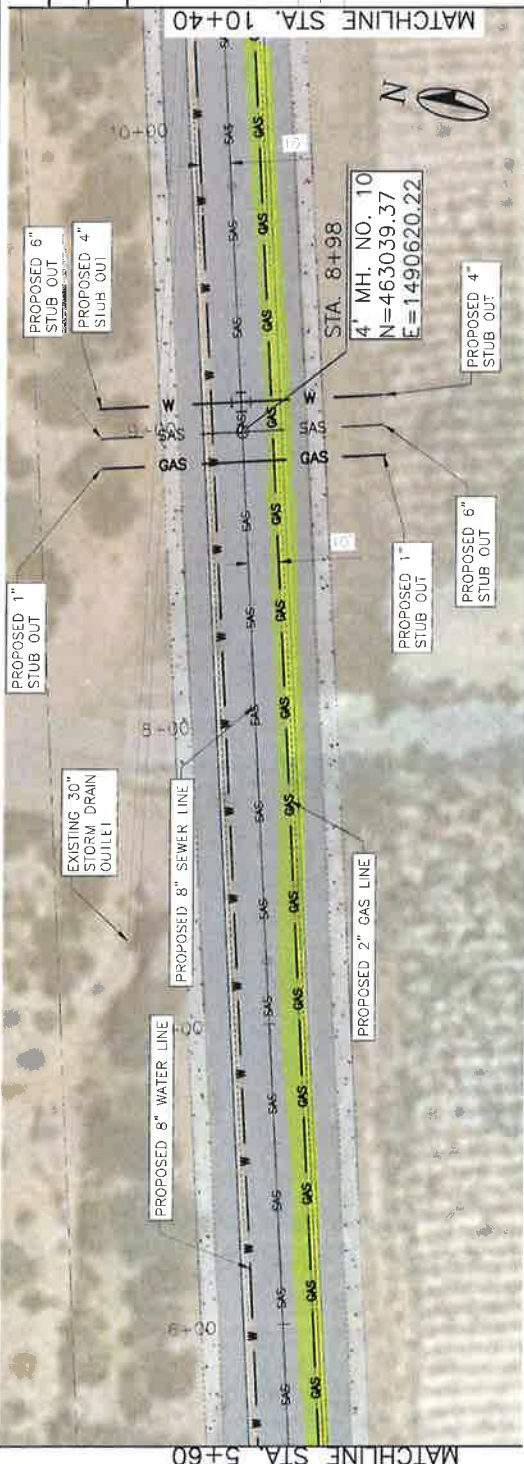
**FILM ST. UTILITY PLAN
STA. 5+60 TO STA. 10+40
BASE BID**

C-234

MOLZENCORBIN
1155 Coonroad Dr. Suite F
Las Cruces, New Mexico 88011
575.322.0262 office
575.322.0262 cell
Molzencorbin.com

LEGEND

- PROPOSED 2" GAS LINE
- PROPOSED 8" SEWER LINE
- PROPOSED 8" WATER LINE
- PROPOSED MANHOLE
- PROPOSED VALVE
- PROPOSED TEE
- PROPOSED TEE
- PROPOSED CONTOUR
- EXISTING FENCE
- EXISTING POWER
- EXISTING BOLLARD
- EXISTING DISH
- EXISTING ELECTRICAL
- EXISTING METER BOX
- EXISTING LIGHT POLE



SCALE: 1"=40' HORIZ.
1"=10' VERT.

FILM STREET

Station	Vertical Elevation	Utility Type
5+60	3974.02	450.00' OF 8" PVC PIPE @ 1.73%
6+00	3975.13	
6+40	3976.30	
6+80	3977.52	
7+20	3978.74	
7+60	3979.97	
8+00	3981.04	
8+40	3981.90	
8+80	3982.60	
9+20	3983.30	
9+60	3984.05	
10+00	3984.90	
10+40	3985.85	

4" MH. NO. 10
INV. N = 3972.20 W
RIM = 3982.94

4" MH. NO. 10
INV. N = 3972.00 W
RIM = 3982.94

NOTES: 1. FOR ALL EXISTING UTILITIES, SEE "AS SHOWN HEREON" AND "AS SHOWN IN FIELD". THE CONTRACTOR SHALL BE RESPONSIBLE FOR VERIFYING THE LOCATION, DEPTH, AND CONTENTS OF ALL EXISTING UTILITIES BEFORE CONSTRUCTION. 2. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS FROM THE APPROPRIATE AGENCIES. 3. THE CONTRACTOR SHALL BE RESPONSIBLE FOR PROTECTING ALL EXISTING UTILITIES AND STRUCTURES.

ARROWHEAD PARK ROADWAY DEVELOPMENT
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NEW MEXICO
PROJECT 4142
FILM ST. UTILITY PLAN
STA. 2+59.11 TO STA. 4+00

C-235

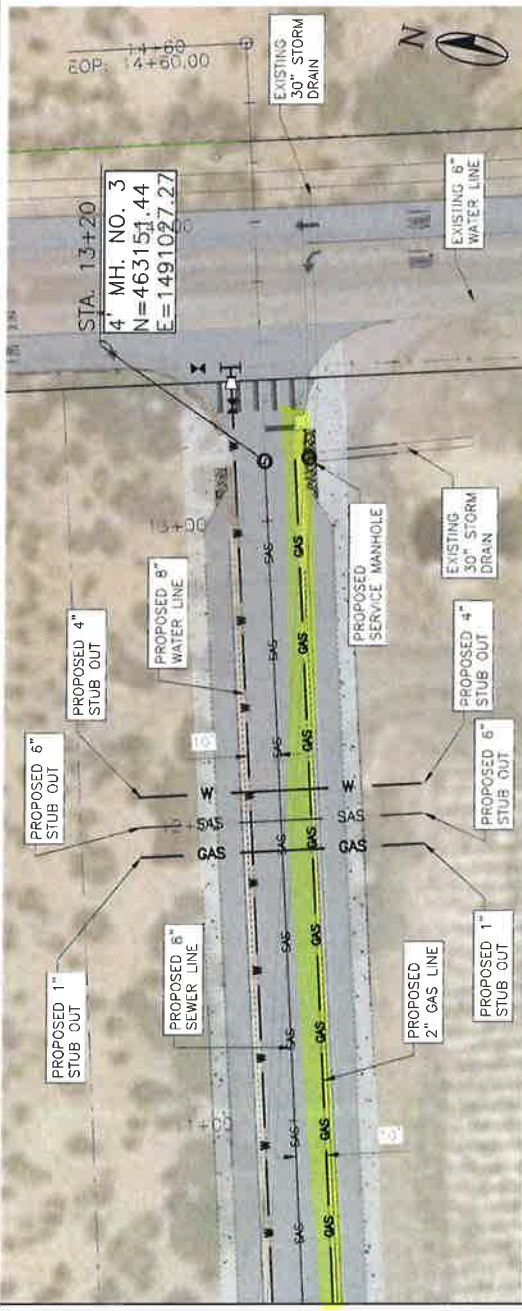
MOLZENCORBIN
1105 COMMERCE DR., SUITE F
LAS CRUCES, NEW MEXICO 88011
875.232.2008 OFFICE
875.232.2009 CELL
MolzenCorbin.com

- LEGEND**
- PROPOSED 2" GAS LINE
 - PROPOSED 4" SEWER LINE
 - PROPOSED 8" WATER LINE
 - PROPOSED MANHOLE
 - PROPOSED VALVE
 - PROPOSED TEE
 - PROPOSED CAP
 - EXISTING CONTOUR
 - EXISTING FENCE
 - EXISTING POWER POLE
 - EXISTING BOLLARD
 - EXISTING DISH STRUCTURE
 - EXISTING ELECTRICAL METER BOX
 - EXISTING METER BOX
 - EXISTING LIGHT POLE
 - EXISTING MANHOLE

NOTE:

3) CONNECTION TO EXISTING WATER LINE (WET)

- 10"x8" TEE
- 1-8" GATE VALVE
- 1-10" GATE VALVE

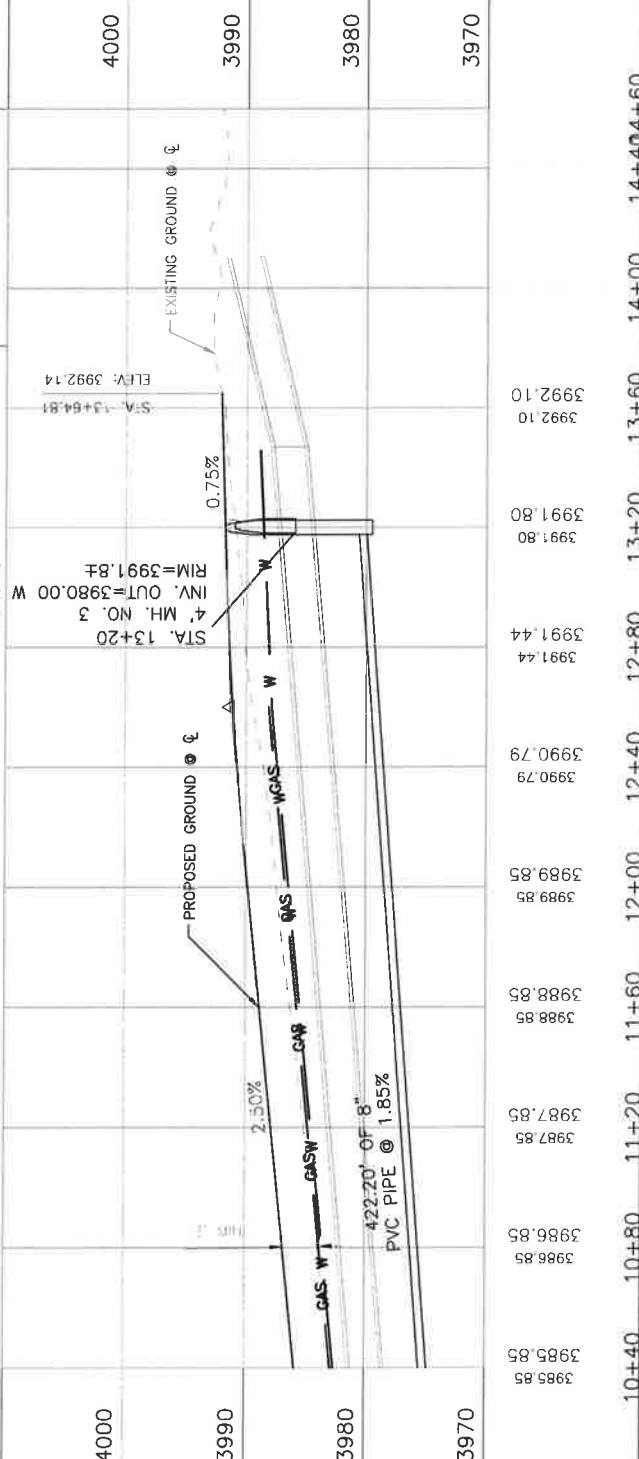


SCALE: 1"=40' HORIZ.
1"=10' VERT.

FILM STREET

CAUTION: NOTE THAT ALL EXISTING UTILITIES MAY NOT BE SHOWN HEREIN AND THAT ANY EXISTING UTILITIES THAT ARE SHOWN ARE IN APPROXIMATE LOCATION ONLY. IT SHALL BE THE RESPONSIBILITY OF THE INVESTIGATOR PRIOR TO ANY EXCAVATION TO DETERMINE THE ACTUAL LOCATIONS OF UTILITIES AND OTHER IMPROVEMENTS.

Station	Elevation	Utility Description
4010	4010	PROPOSED GROUND @ CL
4000	4000	EXISTING GROUND @ CL
3990	3990	EXISTING GROUND @ CL
3980	3980	EXISTING GROUND @ CL
3970	3970	EXISTING GROUND @ CL





Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-12

- Action Item
- Consent Item
- Informational Item

Presented By: Scott Eschenbrenner
Special Assistant to the President

Agenda Item:

NMDOT Acquisition – DACC/Gadsden Right of Way

Requested Action of the Board of Regents:

Approval of the NMDOT Acquisition – DACC/Gadsden Right of Way

Executive Summary:

NMSU has received a formal offer letter from New Mexico Department of Transportation (NMDOT) to acquire 1.646 acres of land from the Regents of NMSU at the DACC Gadsden campus. The valuation for the land was \$1.70 per square foot or \$121,950 for the area. There is a verbal agreement with NMDOT that as part of their Highway 404 project, they will remove the DACC marquee sign currently situated on the proposed right-of-way and reconstruct a replica sign on the remainder parcel at the entrance to the DACC-Gadsden facility.

References:

Please see attached supporting documents.

Prior Approvals:

9/1/2022 Regents Real Estate Committee

Form No. A-279

**INSTRUCTIONS FOR THE COMPLETION OF ENCLOSED DOCUMENTS
AND /OR AGREEMENTS**

RIGHT OF WAY MAP (1 print of all applicable sheets)

This map is colored to indicate area to be acquired or otherwise affected by the following documents and agreements. This map may be retained for your reference.

WARRANTY DEED (Original and 1 copy)

A deed containing a covenant of warranty. This is a deed to the area needed for right of way as indicated on the right-of-way map. This document requires notary's acknowledgment of signatures. The copy may be retained for your files.

CONTRACT (Original and 1 copy)

Contains the terms and conditions of the subject transaction. This instrument does not require notary's acknowledgment of signatures. The copy may be retained for your files.

CONSTRUCTION MAINTENANCE EASEMENT (Original and 1 copy)

An agreement used for construction and maintenance of a structure. Usually used for drainage improvements. This requires notary's acknowledgment of signatures. The copy may be retained for your files.

TEMPORARY CONSTRUCTION PERMIT (Original and 1 copy)

This agreement grants permission to perform necessary construction outside of the right-of-way acquired as is described in the contract. It requires notary's acknowledgment of signatures. The copy may be retained for your files.

PARTIAL RELEASE OF MORTGAGE (Original and 1 copy)

This document releases the acquired property from the existing mortgage. It must be signed by the lender and requires a notary's acknowledgment of signature. The copy may be retained for your files.

FORM W-9 (Original and 1 sample)

This document is required for the purchase of all right of way parcels. It must be completed and signed by the property owner receiving compensation for the parcel and returned in the envelope addressed to NMDOT Financial Control Bureau.

Please return to: The New Mexico Department of Transportation
Right of Way Bureau Room 222
P.O. Box 1149
Santa Fe, New Mexico 87504-1149

· Attention: Daniel Pavlakovich

--

NEW MEXICO DEPARTMENT OF TRANSPORTATION

WARRANTY DEED

THE BOARD OF REGENTS OF NEW MEXICO STATE UNIVERSITY, for consideration paid, grants to the **NEW MEXICO DEPARTMENT OF TRANSPORTATION**, P.O. Box 1149, Santa Fe, New Mexico, 87504-1149, the following described real estate in **DONA ANA** County, New Mexico.

2-4

A certain parcel of land situated within Sections 24 and 25, Township 26 South, Range 3 East, New Mexico Principal Meridian, Dona Ana County, State of New Mexico, comprising a portion of land referenced in Warranty Deed filed December 01, 1998 in Book 157, Pages 1379-1384, Rec.030543 in the office of the County Clerk of Dona Ana County, New Mexico and being more particularly described by New Mexico State Plane Grid Bearings (Central Zone) and ground distances as follows:

From the **POINT OF BEGINNING** at the northwest corner of the parcel herein described being a found 3" diameter NMSHD Brass Disc in concrete stamped "RW POC 55+93.76 LS 4693" on the present (2022) southerly right-of-way line of New Mexico State Road 404, being 75.00 feet right of New Mexico State Road 404 Survey Centerline POC Station 55+47.63 and 58.91 feet right of New Mexico State Road 404 Construction Centerline POC Station 156+70.74, **WHENCE** a 3.25" diameter USGLO Brass Cap stamped "T26S R3E R4E S24 S25" found on the southeast corner of said Section 24, bears South 83° 22' 09" East a distance of 1313.95 feet;

THENCE along the northerly boundary of the parcel herein described and along said present (2022) southerly right-of-way line of New Mexico State Road 404, the following (two) 2 courses:

1. **THENCE** along the arc of a curve to the right, having a central angle of 16° 48' 11", a radius of 1834.86 feet, a chord bearing of South 81° 46' 03" East a distance of 536.18 feet and an arc distance of 538.11 feet;
2. **THENCE** along the arc of a curve to the right, having a central angle of 02° 47' 21", a radius of 1834.86 feet, a chord bearing of South 71° 58' 16" East a distance of 89.31 feet and an arc distance of 89.32 feet;

THENCE leaving said present (2022) southerly right-of-way line of New Mexico State Road 404, South 19° 25' 24" West a distance of 25.00 feet to the beginning of a non- tangential curve;

THENCE along the arc of a curve to the left, having a central angle of 14° 19' 21", a radius of 1809.86 feet, a chord bearing of North 77° 44' 16" West a distance of 451.24 feet and an arc distance of 452.42 feet;

THENCE along the arc of a curve to the right, having a central angle of 16° 09' 44", a radius of 791.82 feet, a chord bearing of South 07° 54' 21" West a distance of 222.62 feet and an arc distance of 223.36 feet;

THENCE North 79° 00' 13" West a distance of 10.00 feet to the beginning of a non- tangential curve;

THENCE along the arc of a curve to the right, having a central angle of 15° 39' 15", a radius of 571.11 feet, a chord bearing of South 23° 49' 24" West a distance of 212.45 feet and an arc distance of 213.11 feet;

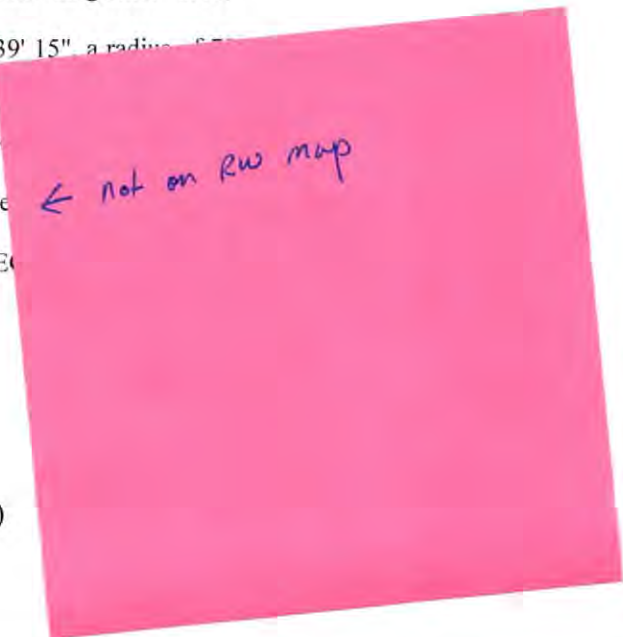
THENCE South 31° 39' 02" West a distance of 93.63 feet to the westerly line of

THENCE North 01° 10' 20" East a distance of 378.61 feet to the approximate se

THENCE North 00° 26' 10" East a distance of 145.44 feet to the POINT OF BE

Tract contains ± 1.6279 acres (70,910 Sq. Ft.), more or less.

ORIGINAL



Project: N.M.P. No. E100203 / PCN E100203

(SEE REVERSE SIDE)

Form A-158

backside

with warranty covenants.

WITNESS their hand(s) and seal(s) this _____ day of _____, 2022

THE BOARD OF REGENTS OF NEW MEXICO STATE UNIVERSITY

By: _____

Title: _____

CORPORATE ACKNOWLEDGMENT

STATE OF _____)
)SS
COUNTY OF _____)



On this _____ day of _____, 20____, before me, a Notary Public in and for said County and State, personally appeared _____ who is/are the _____, respectively, of **THE BOARD OF REGENTS OF NEW MEXICO STATE UNIVERSITY** and who is/are personally known to me (or proved to me on the basis of satisfactory evidence) to be the person(s) whose name(s) is/are subscribed to in the within instrument, and acknowledged to me that they executed the same in their authorized capacities, and that by their signatures on the instrument the persons, or entity upon behalf of which the persons acted, executed the instrument.

Witness my hand and official seal,

Notary Public

(Seal)

My Commission Expires: _____

Form A-158

NEW MEXICO DEPARTMENT OF TRANSPORTATION
WARRANTY DEED

THE BOARD OF REGENTS OF NEW MEXICO STATE UNIVERSITY, for consideration paid, grants to the **NEW MEXICO DEPARTMENT OF TRANSPORTATION**, P.O. Box 1149, Santa Fe, New Mexico, 87504-1149, the following described real estate in **DONA ANA** County, New Mexico.

3-2

A certain parcel of land situated within Section 25, Township 26 South, Range 3 East, New Mexico Principal Meridian, Dona Ana County, State of New Mexico, comprising a portion of land referenced in Warranty Deed filed December 1, 1998 in Book 157, Pages 1379-1384 in Reception Number 030543 in the office of the County Clerk of Dona Ana County, New Mexico and being more particularly described by New Mexico State Plane Grid Bearings (Central Zone) and ground distances as follows:

BEGINNING at the northeast corner of the parcel herein described on the present (2020) southerly right-of-way line of New Mexico State Road 404, being 75.00 feet right of New Mexico State Road 404 Survey Centerline POT Station 65+40.09 and 96.80 feet right of New Mexico State Road 404 Construction Centerline POT Station 166+66.06, WHENCE a 3.25" diameter USGLO Brass Cap stamped "T26S R3E R4E S24 S25" found on the southeast corner of said Section 24, bears North 77° 18' 09" East a distance of 399.53 feet to the POINT OF BEGINNING.

THENCE leaving said present (2020) southerly right-of-way line of New Mexico State Road 404 and along the easterly line of the parcel herein described, South 27° 12' 14" West a distance of 10.00 feet to the southeast corner of the parcel herein described;

THENCE along the southerly line of the parcel herein described, North 62° 47' 46" West a distance of 80.00 feet to the southwest corner of the parcel herein described;

THENCE along the westerly line of the parcel herein described, North 27° 12' 14" East a distance of 10.00 feet to the northwest corner of the parcel herein described on said present (2020) southerly right-of-way line of New Mexico State Road 404;

THENCE along the northerly line of the parcel herein described coincident with said present (2020) southerly right-of-way line of New Mexico State Road 404, South 62° 47' 46" East a distance of 80.00 feet to the POINT OF BEGINNING.

Tract contains ± 0.0184 acres (800 Sq. Ft.), more or less.

ORIGINAL

Project: N.M.P. No. E100203 / PCN E100203

(SEE REVERSE SIDE)

Instructions for Completing this Form

This form substitutes for the IRS W-9 form. Complete this form if you will receive payment from the State of New Mexico and/or you are a vendor who provides goods and services to the State of New Mexico. To comply with the Internal Revenue Service (IRS) regulations regarding 1099 reporting, the State of New Mexico is required to collect the following information to be completed on the Substitute W-9 form. The information collected on this form will allow the State to confirm that our records contain the official name of your business, the Tax Identification Number (TIN) that the IRS has on file for your business and business type.

Check the appropriate box(s) that this form is to be utilized and fill in the corresponding section(s) indicated next to the box(s) checked.

PART I: VENDOR INFORMATION

1. **Legal Business Name** Enter the legal name as registered with the IRS or Social Security Administration.
2. **DBA/Trade Name** Individuals leave blank. Sole Proprietorships: Enter DBA (doing business as) name. All Others: Complete only if business name is different than Legal Name.
3. **Entity Type** Check ONE box which describes business entity. If a current, past, or becoming a state employee, please also mark the State of New Mexico Employee box and enter the Business Unit number for the agency. Also, provide the 6 digit employee ID as assigned in SHARE HCM in the Part II Taxpayer Identification Number (TIN) & Taxpayer Identification Type section and mark the Employee ID box.
4. **1099 Reporting** Check the appropriate box that applies to the type of services being provided to the State. If the type of service is not specifically stated, enter the type of service in the Other box.

PART II: TAXPAYER IDENTIFICATION NUMBER (TIN) & TAXPAYER IDENTIFICATION TYPE

1. **Taxpayer Identification Number** Enter TIN with no dashes in the boxes provided
 - a. **TIN** is always a 9-digit number. Provide the Social Security Number (SSN) assigned by the Social Security Administration (SSA) or the Federal Employer Identification Number (FEIN) assigned to the business or other entity by the Internal Revenue Service (IRS).
 - b. **Employee ID** is always a 6-digit number. Provide the employee ID assigned by the State of New Mexico for payroll processing in SHARE HCM.
2. **TIN Identification Type** Mark the appropriate box for the TIN provided above.

PART III: ADDRESS

1. **Address** Where correspondence, payment(s), purchase order(s) or 1099s should be sent.
 - a. **Employees** If a current employee, please provide this following:
 - i. **Address Line #1:** State Agency Name
 - ii. **Address Line #2:** Field Office Mailing Address
 - iii. **Address Line #3:** N/A
 - b. **CDBG** When providing a Community Development Block Grant (CDBG) remittance address, enter CDBG on line #1 and entities remittance address in address line #2
2. **Remittance Address** If different than Address
3. **Zip Code and Phone Number** The 5 + 4 code will be required to be entered for all zip codes. If the last 4 digits are unknown, then 4 zeros (0) can be entered. Do not enter the "-" as part of the zip code. When entering the phone number, only enter the 10 digit number. Do not enter the "(" or "-" as part of the phone number.

PART IV: CERTIFICATION

By signing this document you are certifying that all information provided is accurate and complete. The person signing this document should be the partner in the partnership, an officer of the corporation, the individual or sole proprietor noted under legal name above, or the New Mexico State Employee for which the vendor account is established.

Identifying information is required of the person signing the form.

PART V: OPTIONAL DIRECT DEPOSIT (ACH) You may elect to receive payments from the State of New Mexico through Automated Clearing House (ACH) direct deposit. Please provide a copy of a voided check or letter from financial institution with the banking information. Without one of the two items, ACH information WILL NOT be entered and payments will be made by warrant. Select the type of account being provided.

I Acknowledge Print name and sign to acknowledge the IAT warning and to authorize the State of New Mexico to initiate direct deposit of funds to your financial institution provided.

Privacy Act Notice Section 6109 requires you to furnish your correct TIN to persons who must file information

DO NOT SEND TO IRS - SUBMIT FORM TO REQUESTING AGENCY
FCD 04/2021

NEW MEXICO DEPARTMENT OF FINANCE & ADMINISTRATION
FINANCIAL CONTROL DIVISION
SUBSTITUTE FORM W-9



REQUEST FOR TAXPAYER IDENTIFICATION NUMBER, CERTIFICATION

TYPE OR PRINT NEATLY, PLEASE REFER TO INSTRUCTIONS FOR MORE INFORMATION

PART I: SUPPLIER INFORMATION

1. Name: (as shown on your income tax return). Name is required; do not leave blank. **JOHN DOE**
2. Business name/disregarded entity name, if different from #1:

3. Entity Type (Check only one, unless you are or have been a State of New Mexico Employee, then also check State of New Mexico Employee box):
 Individual / Sole Proprietorship / Single Member LLC
 Partnership
 C Corporation / S Corporation
 Trust / Estate
 Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership > _____)
 Government (Local, State, Federal, Tribe)
 Tax-Exempt organization under IRC Section 501 C
 State of New Mexico Employee (Agency No.)

4. 1099 Reporting: Services provided to the State by vendor:
 Health care or medical service
 Attorney services
 Rental of Real Property
 Royalties
 State of NM Appointed Board member / commissioner / committee member
 Agency Volunteer (Agency No.)
 DUAL Supplier & Active NM Employee
 Other **SALE OF RIGHT OF WAY PROPERTY**

PART II: TAXPAYER IDENTIFICATION NUMBER (TIN) & TAXPAYER IDENTIFICATION TYPE

1. Enter your TIN here (DO NOT USE DASHES) **5 2 5 1 1 1 1 1 1**
2. Taxpayer Identification Type (check appropriate box):
 Employer ID No. (EIN) Social Security No. (SSN) Employee ID N/A (Non-United States Business Entity)

PART III: ADDRESS

1. Address: (Location where payments and correspondances can be sent) (If a NM state employee, enter Agency name and Field Office Address)
Address Line #1 **01 MY WAY ROAD**
Address Line #2
Address Line #3
City **SANTA FE** State **NM** Zip - 9 Digit **87505-1111**
2. REMITTANCE, IF DIFFERENT: (location specifically used for payment that is different than address 1, if applicable)
Address Line #1
Address Line #2
Address Line #3
City State Zip - 9 Digit

PART IV: CERTIFICATION

Under penalties of perjury, I certify that:
1. The number shown on this form is my correct tax payer identification number (or I am waiting for a number to be issued to me), AND
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, AND
3. I am a U.S. Citizen or other U.S. person.
The Internal Revenue Service does not require your consent to any provision of this document other than the certifications required to avoid backup withholding

Printed Name **JOHN DOE** Occupation **PROPERTY OWNER** Telephone Number **(505) 555-5555**
Signature Email for receiving ACH advices **JOHN.DOE1@YAHOO.COM** Date (mm/dd/yyyy) **01/20/2022**

PART V: OPTIONAL DIRECT DEPOSIT (ACH)

Warning: The State of New Mexico will not process International ACH Transactions (IAT). If any payment to you from the State will ever result in an IAT under National Automated Clearing House Association (NACHA) operating rules or if you are not sure if the rules apply to you DO NOT FILL OUT THIS SECTION OF THE FORM. Please provide a copy of a voided check or letter from bank confirming information indicated above.

Include a voided check or letter from financial institution if requesting ACH payments
Type of Account Checking Savings
I acknowledge the IAT warning and authorize the State of New Mexico to initiate direct deposit of funds to the account and financial institution indicated, and to recover funds deposited in error if necessary in compliance with NACHA regulations.
Signature Printed Name

DO NOT SEND TO IRS - SUBMIT FORM TO REQUESTING AGENCY
FCD 04/2021

NEW MEXICO DEPARTMENT OF FINANCE & ADMINISTRATION
FINANCIAL CONTROL DIVISION
SUBSTITUTE FORM W-9



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TYPE OR PRINT NEATLY, PLEASE REFER TO INSTRUCTIONS FOR MORE INFORMATION

PART I: SUPPLIER INFORMATION

1. Name: (as shown on your income tax return). Name is required; do not leave blank. 2. Business name/disregarded entity name, if different from #1:
3. Entity Type (Check only one, unless you are or have been a State of New Mexico Employee, then also check State of New Mexico Employee box):
 Individual / Sole Proprietorship / Single Member LLC
 Partnership
 C Corporation / S Corporation
 Trust / Estate
 Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership > _____)
 Government (Local, State, Federal, Tribe)
 Tax-Exempt organization under IRC Section 501 C
 State of New Mexico Employee (Agency No.) _____

4. 1099 Reporting: Services provided to the State by vendor:
 Health care or medical service
 Attorney services
 Rental of Real Property
 Royalties
 State of NM Appointed Board member / commissioner / committee member
 Agency Volunteer (Agency No.)
 DUAL Supplier & Active NM Employee
 Other Sale of Right of Way Property

PART II: TAXPAYER IDENTIFICATION NUMBER (TIN) & TAXPAYER IDENTIFICATION TYPE

1. Enter your TIN here (DO NOT USE DASHES)
2. Taxpayer Identification Type (check appropriate box):
 Employer ID No. (EIN) Social Security No. (SSN) Employee ID N/A (Non-United States Business Entity)

PART III: ADDRESS

1. Address: (Location where payments and correspondances can be sent) (if a NM state employee, enter Agency name and Field Office Address)
Address Line #1
Address Line #2
Address Line #3
City State Zip - 9 Digit
2. REMITTANCE, IF DIFFERENT: (location specifically used for payment that is different than address 1, if applicable)
Address Line #1
Address Line #2
Address Line #3
City State Zip - 9 Digit

PART IV: CERTIFICATION

Under penalties of perjury, I certify that:
1. The number shown on this form is my correct tax payer identification number (or I am waiting for a number to be issued to me), AND
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, AND
3. I am a U.S. Citizen or other U.S. person.

The Internal Revenue Service does not require your consent to any provision of this document other than the certifications required to avoid backup withholding

Printed Name Occupation Telephone Number
Signature Email for receiving ACH advices Date (mm/dd/yyyy)

PART V: OPTIONAL DIRECT DEPOSIT (ACH)

Warning: The State of New Mexico will not process International ACH Transactions (IAT). If any payment to you from the State will ever result in an IAT under National Automated Clearing House Association (NACHA) operating rules or if you are not sure if the rules apply to you DO NOT FILL OUT THIS SECTION OF THE FORM. Please provide a copy of a voided check or letter from bank confirming information indicated above.

Include a voided check or letter from financial institution if requesting ACH payments
I acknowledge the IAT warning and authorize the State of New Mexico to initiate direct deposit of funds to the account and financial institution indicated, and to recover funds deposited in error if necessary in compliance with NACHA regulations.
Type of Account Checking Savings
Signature Printed Name



COMMERCIAL APPRAISAL, INC.

Appraisal Report

Parcels 2-4 & 3-2
1700 O'Hara Road (NMSR 404)
Dona Ana County, New Mexico 88021
Project No. N.M.P. E100203

Prepared by:

Gareth N. Burman, MAI, MRICS

Prepared For:

Mr. Ricky Mok
Valuation Section Manager
New Mexico Department of Transportation
P.O. Box 1149
Santa Fe, NM 87504-1149

Effective Date of Appraisal: March 24, 2022

Date of the Report: May 18, 2022

7000 PROSPECT PLACE NE, SUITE D • ALBUQUERQUE, NEW MEXICO 87110

(505) 294-8400


COMMERCIAL APPRAISAL, INC.

May 18, 2022

Mr. Ricky Mok
 Valuation Section Manager
 New Mexico Department of Transportation
 P.O. Box 1149
 Santa Fe, NM 87504-1149

Re: Appraisal of Parcels 2-4 & 3-2 (partial acquisitions) located on the south side of NMSR Highway 404, east of Interstate 10, Dona Ana County, New Mexico, 88021; Project Number E100203.

Dear Mr. Mok:

We have completed an appraisal of the above referenced property and submit the accompanying report of our findings and conclusions. It is our understanding that the appraisal is intended to assist NMDOT in acquiring Parcels 2-4 and 3-2 for improvements to NMSR 404 from the Interstate 10 interchange to NMSR 213 near Chaparral, New Mexico. Our conclusion of total compensation is as follows:

Effective Date of Appraisal:	March 24, 2022
Parcel 2-4 (Land Only)	\$120,550
Parcel 3-2 (Land & Cost to Cure Damages)	<u>\$ 28,500</u>
Total Compensation	\$149,050

The body of the report provides you with the method of study as well as the extraordinary assumption, general assumptions and limitations including a hypothetical condition, placed on the work product by the undersigned. Please read these assumptions and limitations carefully so you may understand the conclusions clearly. This appraisal has been prepared to comply with Uniform Standards of Professional Appraisal Practice 2020-2021 Edition (extended through 2023), the Standards and Code of Ethics of the Appraisal Institute, and NMDOT appraisal guidelines.

We appreciate this opportunity to provide appraisal services to the New Mexico Department of Transportation and questions from authorized users of the report are welcome.

Sincerely:

COMMERCIAL APPRAISAL, INC.

Gareth N. Burman, MAI, MRICS
 NM State Certified Appraiser # 000238-G (Exp. 4/23)

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- Flood Map
- Deed/Legal Descriptions
- Comparable Sales Data
- Cost to Cure Estimate
- Qualifications of the Appraiser

Summary of Important Facts and Conclusions

PROPERTY IDENTIFICATION:	PARCELS 2-4 & 3-2
LOCATION:	SOUTHEAST QUADRANT OF I-10 AND NMSR 404 (O'HARA ROAD) INTERCHANGE, ANTHONY, NEW MEXICO 88021
LEGAL DESCRIPTION (LARGER PARCEL):	A TRACT OF LAND SITUATE NORTH OF ANTHONY, DONA ANA COUNTY, NEW MEXICO LOCATED IN SECTIONS 24 & 25, TOWNSHIP 26 SOUTH, RANGE 3 EAST, N.M.P.M. OF THE U.S.G.L.O. SURVEYS AND BEING MORE PARTICULARLY DESCRIBED BY METES AND BOUNDS (<i>SEE ADDENDA</i>).
PROPERTY RIGHTS APPRAISED:	FEE SIMPLE INTEREST
INTENDED USE:	TWO PARTIAL RIGHT OF WAY ACQUISITIONS IN CONJUNCTION WITH THE PROPOSED RECONSTRUCTION OF NMSR 404 BETWEEN I-10 AND CHAPARRAL, NM
CLIENT & INTENDED USER:	NMDOT
LAND AREAS:	
LARGER PARCEL:	22.0413 ACRES, 960,119 SF (INCLUDES EASEMENT)
PARCEL 2-4:	1.6279 ACRES, 70,910 SF
PARCEL 3-2:	0.0184 ACRE, 800 SF
OWNERSHIP:	THE BOARD OF REGENTS OF NEW MEXICO STATE UNIVERSITY
ZONING:	C-3 (REGIONAL COMMERCIAL)
UPC No.:	4-018-155-440-047
ASSESSED VALUE:	\$5,482,413
TAXES:	\$0.00 (TAX EXEMPT)
EFFECTIVE DATE OF APPRAISAL:	MARCH 24, 2022
HIGHEST AND BEST USE (AS VACANT):	INVESTMENT/SPECULATION
EXTRAORDINARY ASSUMPTIONS:	<p>THE LEGAL DESCRIPTION AND AREA MEASUREMENTS INDICATED ON A PLAT OF SURVEY PREPARED BY SCANLON WHITE INC DATED MAY 6, 1996 HAVE BEEN RELIED UPON AND ARE ASSUMED TO BE CORRECT.</p> <p>THE AREAS OF THE PARTS TO BE ACQUIRED INDICATED ON THE NMDOT RIGHT-OF-WAY MAPS PREPARED BY BOHANNAN HUSTON, INC. DATED JUNE 25, 2020 WITH AMENDMENTS ON MARCH 28, 2022 AND APRIL 7, 2022 HAVE BEEN RELIED UPON AND ARE ASSUMED TO BE CORRECT.</p>

Summary of Important Facts and Conclusions (Continued)

HYPOTHETICAL CONDITION:

THE SUBJECT PROPERTY IS APPRAISED AS THOUGH THERE IS NO PROPOSED HIGHWAY RECONSTRUCTION IN THE BEFORE CONDITION AND ASSUMES THE ROAD CONSTRUCTION IS COMPLETE IN THE AFTER CONDITION.

VALUE CONCLUSIONS:

**FAIR MARKET VALUE OF LARGER PARCEL:
(LAND ONLY)**

\$1,632,250 (\$1.70/SF)

PARCEL 2-4 (LAND ONLY):

\$ 120,550

PARCEL 3-2 (LAND & COST TO CURE DAMAGES):

\$ 28,500

TOTAL COMPENSATION DUE PROPERTY OWNER:

\$ 149,050

Preface

Binder Page 125 of 298
Aerial Photographs
Parcels 2-4 & 3-2
1700 E O'Hara Road
Anthony, New Mexico 88021



Aerial of subject larger parcel taken from the Dona Ana County GIS Parcel Viewer.



View looking south across the subject from above NMSR 404.

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Aerial Photographs
Parcels 2-4 & 3-2
1700 E O'Hara Road
Anthony, New Mexico 88021



View looking southwest across the subject from above NMSR 404.

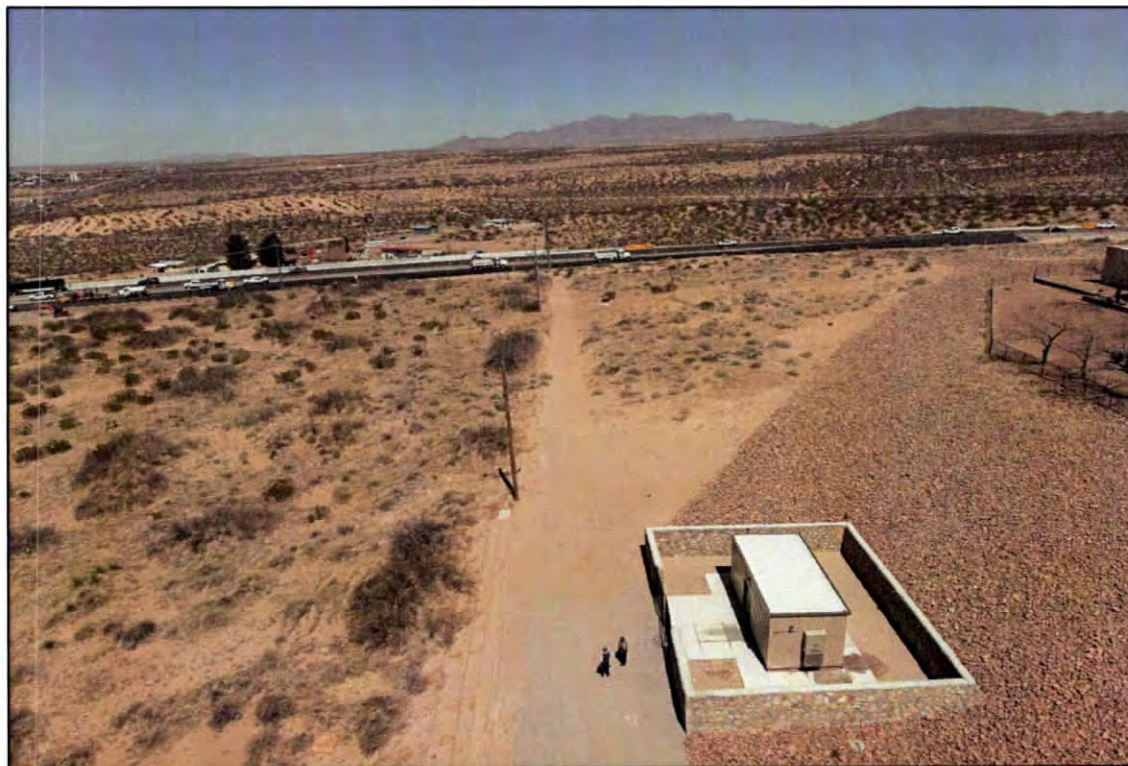


View looking north along the subject's east property boundary.

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Aerial Photographs
Parcels 2-4 & 3-2
1700 E O'Hara Road
Anthony, New Mexico 88021



View looking north across the subject from above the southwest property corner.



View looking north across Parcel 2-4.

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Aerial Photographs
Parcels 2-4 & 3-2
1700 E O'Hara Road
Anthony, New Mexico 88021



View looking south across Parcel 2-4.



View looking east along Parcel 2-4 from above the subject's north property boundary.

Subject Photographs
Parcels 2-4 & 3-2
1700 E O'Hara Road
Anthony, New Mexico 88021



View looking north along the subject's west property boundary. The newly constructed utility structure is on the right.



View looking south across Parcel 2-4.

Subject Photographs
Parcels 2-4 & 3-2
1700 E O'Hara Road
Anthony, New Mexico 88021



View looking east along the north property across Parcel 2-4.



View looking west along the north property across Parcel 2-4.

Binder Page 131 of 298
Subject Photographs
Parcels 2-4 & 3-2
1700 E O'Hara Road
Anthony, New Mexico 88021



View looking north across Parcel 3-2. The sign is within the acquisition area.



View looking west across Parcel 3-2 from the parcel's east property boundary.

Subject Photographs
Parcels 2-4 & 3-2
1700 E O'Hara Road
Anthony, New Mexico 88021



View looking west along NMSR 404. Subject is on the left.



View looking east along NMSR 404. Subject is on the right.

SURVEY NOTES

- ALL DISTANCES ARE HORIZONTAL GROUND DISTANCES
- BEARINGS ARE NEW MEXICO STATE PLANE GRID CENTRAL ZONE (NAD83)
- BASIS OF BEARING: S 75°22'29" E FROM USGLD MONUMENT AT SURVEY CENTERLINE STA 69+48.58, 191.29 FT TO USGLD MONUMENT AT SURVEY CENTERLINE STA. 289+65.00, 1148.96 FT. DERIVED FROM CONTROL MAP ENTITLED: CONTROL MAP, E100170 ANTHONY, HM 424, MP 0, COM P. 7.94
- DATE OF FIELD SURVEY: OCTOBER 2017 THROUGH APRIL 2020
- ALL STATIONS SHOWN FOR EXISTING MONUMENTS ARE TO SURVEY CENTERLINE UNLESS OTHERWISE NOTED. ALL STATIONS SHOWN FOR NEW RIGHT-OF-WAY FEATURES ARE TO SURVEY CENTERLINE UNLESS OTHERWISE NOTED
- RIGHT-OF-WAY DIMENSIONS ARE FROM THE SURVEY CENTERLINE
- BASIS OF STATIONING FOR SURVEY CENTERLINE DERIVED FROM EXISTING RIGHT-OF-WAY MAP R6-1125(5) AT STATION P.C. 48+78.84
- BASIS OF STATIONING FOR CONSTRUCTION CENTERLINE DERIVED FROM CONSTRUCTION PLANS ENTITLED PCN E100203
- ALL PROPOSED CONSTRUCTION FEATURES ARE BASED ON 90% COMPLETE DESIGN PLANS.
- REFERENCE MAPS USED FOR CN E100203: W-010-217(1)155, 1-010-217(1)66, 1-010-21(1)51, S-1125(3), AND RS-1125(5), N.M.P. AR-MR1
- ADDITIONAL RIGHT-OF-WAY INFORMATION IS AVAILABLE IN THE NADOT GENERAL OFFICE, LANDS ENGINEERING SECTION, SANTA FE, NEW MEXICO.
- SUBJECT TO RESERVATIONS, RESTRICTIONS AND EASEMENTS OF RECORD.
- ENCROACHMENTS ARE DETAILLED AND SHOWN ON ENCROACHMENT EXHIBITS REFERENCED TO THE PROJECT (E100203). ENCROACHMENT EXHIBITS AND DOCUMENTS RELATED CAN BE OBTAINED THROUGH THE NADOT RIGHT-OF-WAY BUREAU, PROPERTY ASSETS MANAGEMENT SECTION.
- FOR BUILD NOTES INFORMATION REFER TO CONSTRUCTION PLANS FOR PCN E100203.
- SURVEY CENTERLINE FOR N.M.P. NO. S-1125(3) IS SHOWN FROM BP STA. 47+00.00 TO EP STA. 69+38.32 (SHEET 3) WHERE IT INTERSECTS WITH THE TOWNSHIP LINE / PROPERTY LINE AS SHOWN. THIS ALIGNMENT DID NOT FIT THE FOUND MONUMENTATION THROUGHOUT THE NUMBER 404 PROJECT. THE SURVEY CENTERLINE AS SHOWN FROM FOUND STA. BP 69+27.83 (SHEET 3) TO EP STA. 470+54.78 (SHEET 18) IS DERIVED FROM FOUND MONUMENTS AND BY USING THE CONSTRUCTION CENTERLINE FROM RIGHT-OF-WAY MAP N.M.P. NO. RS1125(5). THE SURVEY CENTERLINE FROM RIGHT-OF-WAY MAP N.M.P. NO. RS 1125(5) IS NOT SHOWN IN THESE PLANS AS THERE WERE "REVISION" CORRE (UNDATED) TO BOTH ALIGNMENTS FOR THE SURVEY AND THE CONSTRUCTION CENTERLINES. THE PLANS WERE RECONCILED WITH SOME OF THE STATIONING WHICH WAS MISSING OR NOT IDENTIFIED. THE "REVISIONS" ALSO INVOLVED CHANGING THE CONSTRUCTION CENTERLINE TO INCLUDE "MONUMENTATION" STATIONING FROM MONUMENTATION MAP N.M.P. NO. RS1125(5) DATED JANUARY 1982. THE SURVEY CENTERLINE OF THIS MAP THUS REFLECTS THE BEST FIT OF THE MONUMENTATION MAP N.M.P. NO. RS1125(5) AND THE RIGHT-OF-WAY MONUMENTATION FOUND FROM FIELD SURVEYS PERFORMED FROM OCTOBER 2017 TO APRIL 2020.

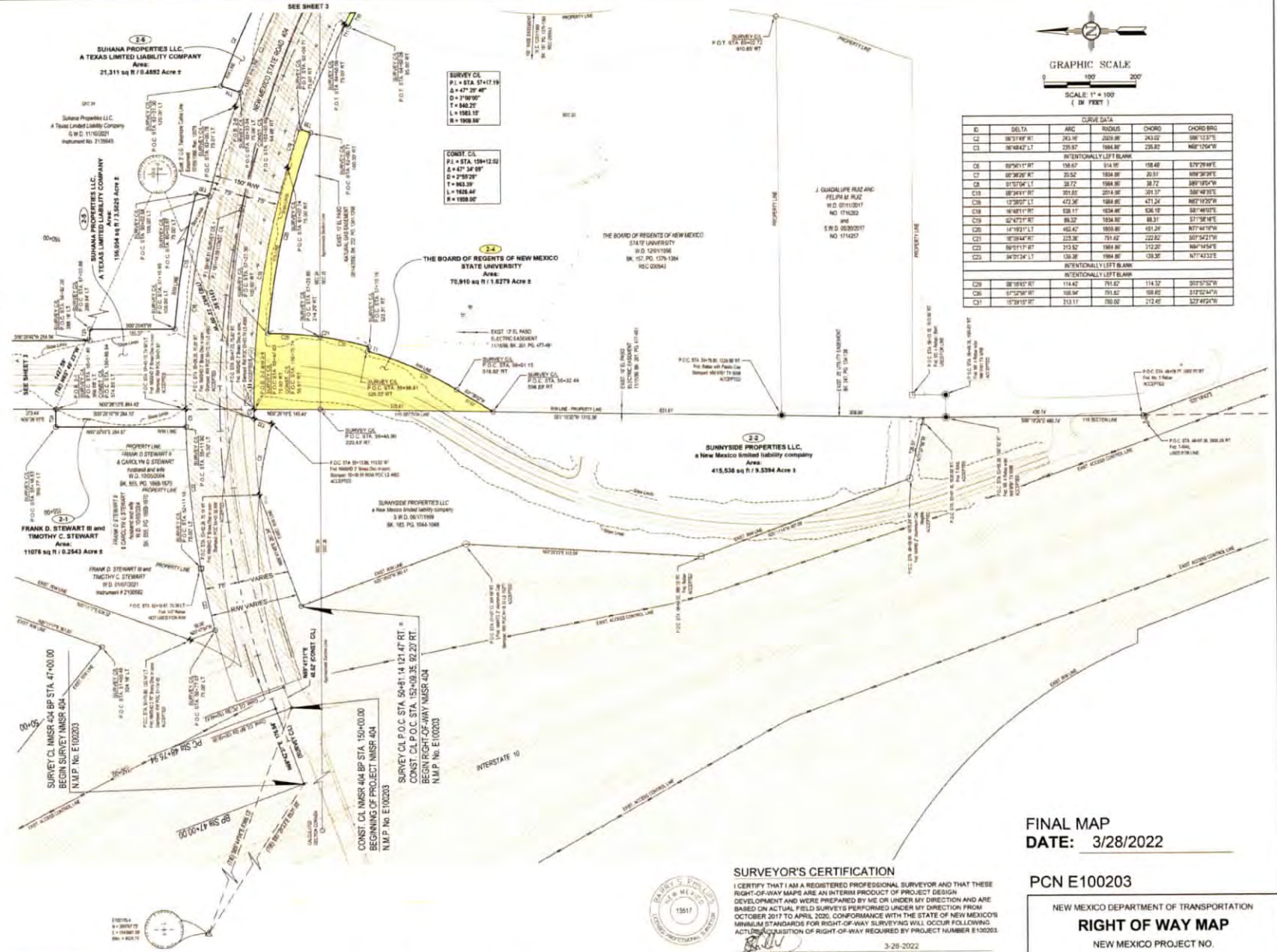
ID	TANGENT DATA
10	BEARING
11	NEW OFFSET
12	NEW OFFSET
13	NEW OFFSET
14	NEW OFFSET
INTERNATIONALLY LEFT BLANK	
INTERNATIONALLY LEFT BLANK	
INTERNATIONALLY LEFT BLANK	
INTERNATIONALLY LEFT BLANK	
174	NEW OFFSET
175	NEW OFFSET
176	NEW OFFSET
177	NEW OFFSET
INTERNATIONALLY LEFT BLANK	
INTERNATIONALLY LEFT BLANK	
INTERNATIONALLY LEFT BLANK	
INTERNATIONALLY LEFT BLANK	
INTERNATIONALLY LEFT BLANK	
INTERNATIONALLY LEFT BLANK	
INTERNATIONALLY LEFT BLANK	

- LEGEND**
- CONTROL POINT AS NOTED
 - ⊕ FOUND MONUMENT AS NOTED
 - ⊕ FOUND T-RAIL AS NOTED
 - ⊕ FOUND ALUMINUM CAP AS NOTED
 - ⊕ FOUND REBAR WITH CAP AS NOTED
 - ⊕ FOUND REBAR AS NOTED (NO CAP)
 - CALCULATED POINT (NOT SET)
 - DESIGNATES LIMITS OF CUT OR FILL SLOPES AS PER PLANS.
 - EXISTING ACCESS CONTROL LINE
 - EXISTING FENCE LINE
 - DENOTES EXISTING RWY SECURED BY N.M.P. No. 10-10-21(1)151 and N.M.P. No. W-10-21(7)155
 - DENOTES EXISTING RWY SECURED BY N.M.P. No. S-1125(3)

RIGHT-OF-WAY MAP PREPARED BY:
Bohannon & Huston
 www.bohannonhuston.com 750 JEFFERSON BL. ALBUQUERQUE, NEW MEXICO 87109
 505.877.5332 PHONE: 505.822-1330

NO.	DESCRIPTION	DATE	BY
4	Revised Center - Parcels 2-5, 2-6	03/23/2022	DBC
3	Revised Center - Parcels 2-1, 3-1	01/11/2022	DBC
2	Update Tangent and Curve Tables	07/11/2022	DBC
1	Update Parcels 2-1, 2-2, 2-3, 2-4, 2-7 Remove Parcels 2-3, 2-7	07/11/2022	DBC

FOR OWNERS NAME AND AREAS FOR PARCEL NUMBERS SHOWN SEE SHEET 1A OF 15



ID	DATA	ARC	TANGENT	CHORD	CHORD BEG
C1	90°31'49\"/>				



SURVEYOR'S CERTIFICATION
 I CERTIFY THAT I AM A REGISTERED PROFESSIONAL SURVEYOR AND THAT THESE RIGHT-OF-WAY MAPS ARE AN INTERIM PRODUCT OF PROJECT DESIGN DEVELOPMENT AND WERE PREPARED BY ME OR UNDER MY DIRECTION AND ARE BASED ON ACTUAL FIELD SURVEYS PERFORMED UNDER MY DIRECTION FROM OCTOBER 2017 TO APRIL 2020. CONFORMANCE WITH THE STATE OF NEW MEXICO'S MINIMUM STANDARDS FOR RIGHT-OF-WAY SURVEYING WILL OCCUR FOLLOWING ACTUAL CONSTRUCTION OF RIGHT-OF-WAY REQUIRED BY PROJECT NUMBER E100203.

DATE: 3-29-2022
 BARRY D. PHELPHS, N.M.P.S. 15517
 BOHANNON & HUSTON, INC.
 750 JEFFERSON STREET NE
 ALBUQUERQUE, NM 87109

FINAL MAP
 DATE: 3/28/2022

PCN E100203

NEW MEXICO DEPARTMENT OF TRANSPORTATION
RIGHT OF WAY MAP
 NEW MEXICO PROJECT NO.

E100203
 DONA ANA COUNTY
 SCALE 1\"/>

DONA ANA COUNTY, NEW MEXICO
 SECTIONS 24 and 25, T 26 S, R 3 E

ACCESS CONTROLLED

SURVEY NOTES

1. ALL DISTANCES ARE HORIZONTAL GROUND DISTANCES.
2. BEARINGS ARE NEW MEXICO STATE PLANE GRID CENTRAL ZONE (NAD83).
3. BASIS OF BEARING: S 75°29'28" E FROM USGSD MONUMENT AT SURVEY CENTERLINE STA. 88448.58 + 191.29' LT. TO USGSD MONUMENT AT SURVEY CENTERLINE STA. 28848.00, 1148.58' RT. DERIVED FROM CONTROL MAP ENTITLED: CONTROL MAP E100120 ANTHONY, NM 404, MP 0, MP 7.94.
4. DATE OF FIELD SURVEY: OCTOBER 2017 THROUGH APRIL 2020.
5. ALL STATIONS SHOWN FOR EXISTING MONUMENTS ARE TO SURVEY CENTERLINE UNLESS OTHERWISE NOTED. ALL STATIONS SHOWN FOR NEW RIGHT-OF-WAY FEATURES ARE TO SURVEY CENTERLINE UNLESS OTHERWISE NOTED.
6. RIGHT-OF-WAY DIMENSIONS ARE FROM THE SURVEY CENTERLINE.
7. BASIS OF STATIONING FOR SURVEY CENTERLINE DERIVED FROM EXISTING RIGHT-OF-WAY MAP NO. E100201 AT STATION P.C. 48-78.84.
8. BASIS OF STATIONING FOR CONSTRUCTION CENTERLINE DERIVED FROM CONSTRUCTION PLANS ENTITLED PCN E100203.
9. ALL PROPOSED CONSTRUCTION FEATURES ARE BASED ON 90% COMPLETE DESIGN PLANS.
10. REFERENCE MAPS USED FOR CN E100203: 98-010-2175-155, 1-010-217166, 1-010-211151, S-1125(3) AND RS-1125(5), N.M.P. AR-881.
11. ADDITIONAL RIGHT-OF-WAY INFORMATION IS AVAILABLE IN THE NMDOT GENERAL OFFICE LANDS ENGINEERING SECTION, SANTA FE, NEW MEXICO. SUBJECT TO RESERVATIONS, RESTRICTIONS AND EASEMENTS OF RECORD.
12. ENCROACHMENTS ARE DETAILLED AND SHOWN ON ENCROACHMENT EXHIBITS REFERENCED TO THE PROJECT (E100203). ENCROACHMENT EXHIBITS AND DOCUMENTS RELATED CAN BE OBTAINED THROUGH THE NMDOT RIGHT-OF-WAY BUREAU, PROPERTY ASSETS MANAGEMENT SECTION.
13. FOR BUILD NOTES INFORMATION, REFER TO CONSTRUCTION PLANS FOR PCN E100203.

14. SURVEY CENTERLINE FOR N.M.P. NO. S-1125(3) IS SHOWN FROM BP STA. 47+00.80 TO EP STA. 69+38.32 (SHEET 3) WHERE IT INTERSECTS WITH THE TOWNSHIP LINE / PROPERTY LINE AS SHOWN. THIS ALIGNMENT DOES NOT FIT THE FOUND MONUMENTATION THROUGHOUT THE NMSR 404 PROJECT. THE SURVEY CENTERLINE AS SHOWN FROM STA. BP 68+27.83 (SHEET 3) TO EP STA. 47+04.78 (SHEET 18) IS DERIVED FROM FOUND MONUMENTS AND BY USING THE CONSTRUCTION CENTERLINE FROM RIGHT-OF-WAY MAP N.M.P. NO. R81125(3).
15. THE SURVEY CENTERLINE FROM RIGHT-OF-WAY MAP N.M.P. NO. R81125(3) IS NOT SHOWN IN THESE PLANS AS THERE WERE "REVISIONS" DONE (UNDATED) TO BOTH ALIGNMENTS FOR THE SURVEY AND THE CONSTRUCTION CENTERLINE. THE PLANS WERE "INCONSISTENT" WITH SOME OF THE STATIONING WHICH WAS MISSING OR NOT IDENTIFIED. THE "REVISIONS" ALSO INVOLVED CHANGING THE CONSTRUCTION CENTERLINE TO INCLUDE "NONUMENTATION" STATIONING FROM MONUMENTATION MAP N.M.P. NO. R81125(3) DATED JANUARY 1988. THE SURVEY CENTERLINE OF THIS MAP THIS REFLECTS THE BEST FIT OF THE MONUMENTATION MAP N.M.P. NO. R81125(3) AND THE RIGHT-OF-WAY MONUMENTATION FOUND FROM FIELD SURVEYS PERFORMED FROM OCTOBER 2017 TO APRIL 2020.

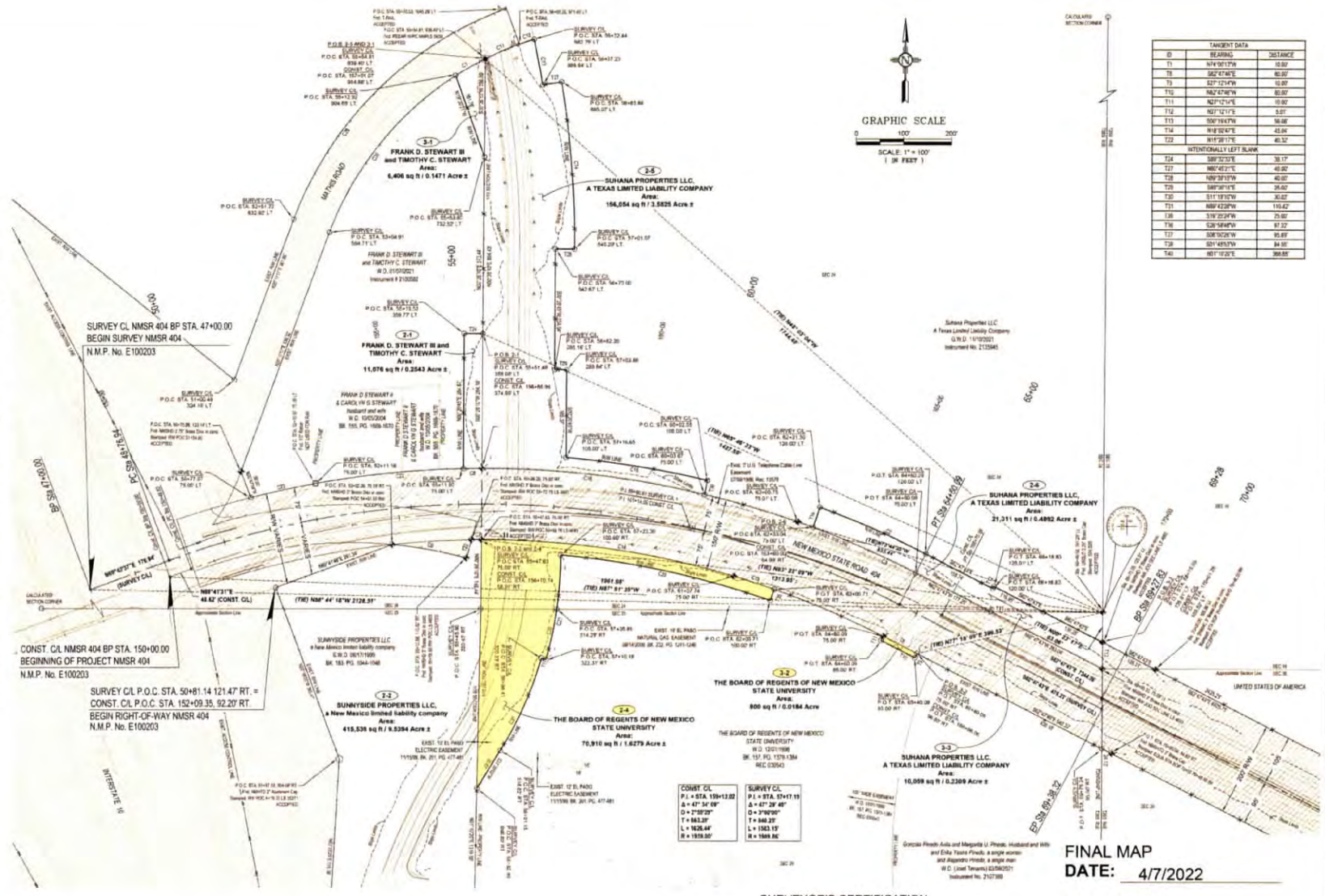
STATION	BEGINNING	ARC	RADIUS	CHORD	CHORD BEG
C1	88°23'08" RT	71.22	871.48	71.18	882°17'57"
C2	88°51'58" RT	243.18	2025.82	243.02	886°12'37"
C3	89°48'42" RT	225.87	1884.36	225.62	896°12'04"
C4	171°17'02" LT	448.42	2268.67	448.77	169°14'58"
C5	88°56'17" RT	158.47	814.02	158.42	89°23'04"
C6	89°38'27" RT	20.52	1004.86	20.57	89°39'37"
C7	81°51'36" LT	38.72	1084.36	38.72	82°01'39"
C8	88°28'59" RT	76.17	871.48	76.07	88°29'48"
C9	87°48'02" RT	32.51	871.48	32.53	87°51'15"
C10	87°42'38" RT	88.54	2073.97	88.62	87°46'27"
C11	88°32'02" RT	104.87	2113.97	104.93	88°36'27"
C12	88°34'17" RT	201.88	2074.86	201.87	88°34'25"
C13	173°05'17" LT	472.38	1084.82	473.24	168°42'23"
C14	88°48'17" RT	158.17	1084.82	158.18	88°48'03"
C15	88°47'17" RT	88.57	854.86	88.57	88°47'38"
C16	14°18'17" LT	432.42	1084.82	432.34	14°18'47"
C17	18°58'48" RT	223.38	793.62	223.62	18°57'42"
C18	88°11'17" RT	212.82	1084.82	212.20	88°14'45"
C19	88°19'14" LT	158.57	1084.82	158.57	88°17'43"

- LEGEND**
- FOUND MONUMENT AS NOTED
 - FOUND TRIANG. AS NOTED
 - FOUND ALUMINUM CAP AS NOTED
 - FOUND REBAR AS NOTED (NO CAP)
 - CALCULATED POINT (NOT SET)
 - DEGNATED LIMITS OF CUT OR FILL (AS SHOWN ON PERM PLANS)
 - EXISTING FENCE LINE
 - EXISTING ACCESS CONTROL LINE
- DENOTES EXISTING RW SECURED BY N.M.P. NO. 98-010-2175-155 AND N.M.P. NO. 1-010-211151.
 DENOTES EXISTING RW SECURED BY N.M.P. NO. S-1125(3).
 DENOTES EXISTING RW SECURED BY N.M.P. NO. R81125(3).

RIGHT-OF-WAY MAP PREPARED BY:
Bohannon & Huston
 www.bhinc.com 800 877 0333
 7500 JEFFERSON NE ALBUQUERQUE, NEW MEXICO 87108 PHONE: 505-423-1000

NO.	REVISIONS (OR CHANGE NOTICES)	DATE	BY
1	Revised Owner - Parcel 3-3	04/07/2022	DBC
2	Revised Owner - Parcel 2-3, 3-4	03/22/2022	DBC
3	Revised Owner - Parcel 2-1, 3-1	01/11/2022	DBC
2	Update Easement and Curve Tables	09/11/2021	DBC
1	Update Parcels 2-1, 2-2, 2-4, 3-1, Reorder Parcels 2-3, 2-7	09/11/2021	DBC

FOR OWNERS NAME AND AREAS FOR PARCELS, NUMBERS SHOWN SEE SHEET 1A OF 1B.



ID	PARCEL DATA	DISTANCE
T1	N 94°01'17" W	10.87
T2	S 62°47'46" E	80.87
T3	S 127°22'47" W	10.87
T4	S 62°47'46" W	80.87
T11	N 62°12'47" E	10.87
T12	N 62°12'47" E	80.87
T13	S 62°47'46" W	10.87
T14	N 62°47'46" E	45.84
T22	N 17°28'17" E	45.37

INTENTIONALLY LEFT BLANK



SURVEYOR'S CERTIFICATION

I CERTIFY THAT I AM A REGISTERED PROFESSIONAL SURVEYOR AND THAT THESE RIGHT-OF-WAY MAPS ARE AN INTERIM PRODUCT OF PROJECT DESIGN DEVELOPMENT AND WERE PREPARED BY ME OR UNDER MY DIRECTION AND ARE BASED ON ACTUAL FIELD SURVEYS PERFORMED UNDER MY DIRECTION FROM OCTOBER 2017 TO APRIL 2020. CONFORMANCE WITH THE STATE OF NEW MEXICO'S MINIMUM STANDARDS FOR RIGHT-OF-WAY SURVEYING WILL OCCUR FOLLOWING ACTUAL ACQUISITION OF RIGHT-OF-WAY REQUIRED BY PROJECT NUMBER E100203.

4-7-2022
 BARRY J. PHILLIPS N.M.P.S. 15517
 ROHANNAH WILSON, INC.
 7500 JEFFERSON STREET NE
 ALBUQUERQUE, NM 87109

FINAL MAP
 DATE: 4/7/2022

PCN E100203
 NEW MEXICO DEPARTMENT OF TRANSPORTATION
RIGHT OF WAY MAP
 NEW MEXICO PROJECT NO.

DONA ANA COUNTY, NEW MEXICO
 SECTIONS 24 and 25, T 26 S, R 3 E
 SECTIONS 19 and 30, T 26 S, R 4 E

ACCESS CONTROLLED

E100203
 DONA ANA COUNTY
 SCALE 1" = 100' SHEET 3 OF 18

New Mexico Department of Transportation

APPRAISAL SUMMARY

Project: NMP/PCN No. E100203 **Control #:** E100203
Termini: NMSR 404 (O'Hara Road) and I-10 Interchange **District:** 1
Parcel/s: 2-4 & 3-2 **County:** Dona Ana

Valuation Date: March 24, 2022 **Report Date:** May 18, 2022
Property Location: 1700 O'Hara Road (NMSR 404)
Property Type: University Campus **Improved?** Yes **Zoning:** C3 (Regional Commercial)
Present Use: Dona Ana Community College - Gadsden Campus
Highest and Best Use: **Before:** Hold for Investment/Speculation; Eventual commercial use.
(Vacant Land) After: Hold for Investment/Speculation; Eventual commercial use.

Interest Appraised: Fee Simple **Acquisition Type:** Partial
Parcel Description: 22.0413 acre (960,119 SF) site located on the south side of NMSR 404, east of I-10
Parcel Land Size (SF): **Larger** 960,119 **Remainder** 888,409 **Acquisition** 71,710

Value of Larger Parcel							<u>\$1,632,250</u>
Value of Parcel/s to be Acquired							<u>\$121,950</u>
Land		<u>\$121,950</u>					
Improvements				<u>N/A</u>			
Value of Remainder in Before Condition						<u>\$1,510,300</u>	
Value of Remainder in After Condition						<u>\$1,510,300</u>	
Damages						<u>\$0</u>	
Benefits						<u>\$0</u>	
Net Damages (Cost to Cure)							<u>\$27,100</u>
TCP Parcels To Be Acquired							<u>N/A</u>
Land				<u>N/A</u>			
Improvements					<u>N/A</u>		
Total Compensation							<u>\$149,050</u>

Parcel	Size (SF)	\$/SF	% of Fee	Land	Improvements	Net Damages	Total
2-4	70,910	\$1.70	100%	\$120,550	N/A	\$0	\$120,550
3-2	800	\$1.70	100%	\$1,400	N/A	\$27,100	\$28,500

(Amounts are rounded in accordance with Department Guidelines) **Total Compensation: \$149,050**

THIS DEPARTMENT FORM CONTAINS A TOTAL NUMBER OF FOUR PAGES AND MUST BE USED WITH ALL PAGES

New Mexico Department of Transportation.

APPRAISAL SUMMARY

Project:	NMP/PCN No. E100203	Control #:	E100203
Termini:	NMSR 404 (O'Hara Road) and I-10 Interchange	District:	1
Parcel/s:	2-4 & 3-2	County:	Dona Ana

Owner: The Board of Regents of New Mexico State University	Cell Phone: (575) 642-1884
Address: Attn: Mr. Scott Eschenbrenner P.O. Box 30001 Las Cruces, NM 88003-8001	Email Address: brenner@aggiedevelopment.org

Subject Property Sales History:	Transaction within past 5 years?	None
Date	Book / Page	Grantor/Grantee
		Consideration

Property Owner Interview: **Date:** 3/14/2022

A certified, return receipt letter was initially mailed to The Board of Regents of New Mexico State University in care of Scott Eschenbrenner on December 30, 2020. The letter explained the appraisers had been contracted by NMDOT to prepare an appraisal of the property. The project was subsequently put on hold pending a redesign. On March 10, 2022 we resent a certified letter informing Mr. Eschenbrenner the project was underway. The updated right-of-way maps were included with the letter. The letter was delivered on March 14, 2022. In addition, Gareth N. Burman has had telephone conversations with Mr. Eschenbrenner to discuss the project and to keep NMSU informed.

All procedures followed uniformly without regard to race, color, religion, sex, or national origin.

New Mexico Department of Transportation

APPRAISAL SUMMARY

Project:	NMP/PCN No. E100203	Control #:	E100203
Termini:	NMSR 404 (O'Hara Road) and I-10 Interchange	District:	1
Parcel/s:	2-4 & 3-2	County:	Dona Ana

I certify that:

To the best of my knowledge and belief, the statements of fact contained in this appraisal, upon which the analyses, opinions, and conclusions expressed herein are based, are true and correct;

The analyses, opinions, and conclusions contained herein, are limited only by the reported assumptions and limiting conditions, and are my personal, unbiased professional analyses, opinions, and conclusions;

I have no present or prospective interest in, or in the acquisition of, the subject property, and I have no personal interest or bias with respect to the parties involved;

Neither my employment nor my compensation are contingent upon the reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value estimate, the attainment of a stipulated result, or the occurrence of a subsequent event;

This appraisal has been made in conformity with the Uniform Standards of Professional Appraisal Practice of the Appraisal Foundation, and the Right of Way Appraisal regulations, policies, and procedures of the New Mexico Department of Transportation;

To the best of my knowledge and belief, no portion of the reported compensation for the subject property consists of items which are non-compensable under New Mexico State law;

Any decrease or increase in the market value of the subject property, prior to the date of valuation, found to have resulted from the proposed acquisition of the subject property and/or the public improvement for which it is to be acquired, other than that due to physical deterioration within the reasonable control of the owner, has been disregarded in estimating the values reported herein;

I have not revealed the findings of this appraisal to anyone other than the proper officials of the New Mexico Department of Transportation and the Federal Highway Administration, and I will not do so until I am either authorized by proper State officials, required to do so by due process of law, or released from this obligation by having publicly testified as to said findings;

I have personally inspected the subject property and all of the comparable properties used in making this valuation; I afforded the property owner or their designated representative the opportunity to accompany me during my inspection of the subject property;

All procedures were followed uniformly without regard to race, color, religion, sex, or national origin;

The conclusions set forth in this appraisal were reached without any significant professional assistance and are my independent opinions as to the value and compensation for the property;

New Mexico Department of Transportation

APPRAISAL SUMMARY

Project:	NMP/PCN No. E100203	Control #:	E100203
Termini:	NMSR 404 (O'Hara Road) and I-10 Interchange	District:	1
Parcel/s:	2-4 & 3-2	County:	Dona Ana

I have formed the opinion that, as of March 24, 2022, the estimated market value of the subject real property and the estimated total compensation for the acquisition, as described herein, was as follows:

Value of Larger Parcel		<u>\$1,632,250</u>	
Value of Parcel/s to be Acquired			<u>\$121,950</u>
Land	<u>\$121,950</u>		
Improvements		<u>N/A</u>	
Value of Remainder in Before Condition		<u>\$1,510,300</u>	
Value of Remainder in After Condition		<u>\$1,510,300</u>	
Damages		<u>\$0</u>	
Benefits		<u>\$0</u>	
Net Damages (Cost to Cure)			<u>\$27,100</u>
TCP Parcels To Be Acquired			<u>N/A</u>
Land	<u>N/A</u>		
Improvements		<u>N/A</u>	
Total Compensation			<u>\$149,050</u>



May 18, 2022

Date

Gareth N. Burman, MAI, MRICS

Introduction

Property Identification and Ownership

Project Overview

The subject property is impacted by New Mexico Department of Transportation (NMDOT) project, NMP/PCN E100203. The entire project comprises a reconstruction of NMSR 404 between I-10 and NMSR 213 at Chaparral, New Mexico, a distance of about eight miles. In addition, the project includes the development of a frontage road on the north and south sides of NMSR 404, east of I-10 and the reconstruction of the bridge over the interstate.

NMSR 404 will be widened to a four-lane divided highway with median and shoulders. The bridge over I-10 will also be widened to four lanes. The new frontage road on the east side of the interstate will be installed about 500 feet east of the bridge. It will extend for about 0.25 mile south of NMSR 404 and connect to the existing frontage road. On the north side, the new frontage road will extend about 0.60 mile before connecting with Mathis Road.

The roadway reconstruction is necessary for safety reasons. Current access to and from the frontage road south of NMSR 404 and to and from Mathis Road on the north side of NMSR 404 is only about 160 feet from the I-10 northbound exit and entry ramps. This makes a turn-out difficult, particularly when traffic is backed up at the signalized intersection of NMSR 404 and the I-10 entry and exit ramps. Traffic has increased at the interchange as NMSR 404 has become an alternative route for commercial vehicles looking to avoid Central El Paso. Vehicles can take NMSR 404 to Chaparral, turn south on NMSR 213 that joins Martin Luther King Jr. Boulevard in El Paso that connects to Loop 375. Loop 375 intersects with I-10 in southeast El Paso.

The proposed frontage road will improve the access to properties proximate to the interchange and make access to and from NMSR 404 safer. Access to the existing frontage road on the south side and the access to Mathis Road on the north side will be closed. The project will begin with the reconstruction of the I-10 overpass and ramps (already under construction), and the road construction is scheduled to begin in the fall. It will take about two years to complete. The entire project cost for the reconstruction of NMSR 404 is \$48,000,000

Overview of the Subject Property

The subject property (larger parcel) is a 22.0413-acre tract located at 1700 O'Hara Road (NMSR 404), east of I-10. NMSR 404 is a two-lane, asphalt-paved highway which runs east to west from Anthony, approximately 11 miles to Chaparral in Dona Ana County. The subject is an irregular (mostly rectangular) shaped parcel with approximately 993 feet of frontage along NMSR 404. Access is from NMSR 404 along the subject's north property boundary. The parcel is undulating but in general has a downward slopes from north to south and from east to west. Drainage throughout the remainder of the site follows natural contours toward the south property boundary. Portions of the site are situated slightly above grade of NMSR 404.

The subject is improved with the Dona Ana Community College Gadsden Campus. Dona Ana Community College was created by New Mexico State University to provide education opportunities to rural communities throughout the county. The Gadsden center, constructed in 2002, offers coursework in vocational, technical, developmental, and general education. It also provides ESL and GED programs as well as citizenship classes. The campus sits on an approximate 5.15-acre pad, which was leveled with retaining walls and slopes to maintain a buildable surface on the undulating topography. This site contains all building improvements, parking areas, an access road and a drainage area. In addition, the site has an approximately 40-foot-wide road which extends about 350 feet from NMSR 404 to provide access. The rest of the site is vacant land. All public utilities have been extended to the property. It is largely surrounded



PROPERTY IDENTIFICATION AND OWNERSHIP

by vacant land, although a cluster of single family residences is situated to the northwest and a firework stand and construction yard are directly south.

The following table summarizes the larger parcel size, the acquisition areas and the size of the remainder parcel.

Parcel 2-4 & 3-2							
Larger Parcel (Before)		Parcel Number	Type Of Acquisition	Land Area to be Acquired		Remainder Parcel (After)	
Acres	Square Feet			Acres	Square Feet	Acres	Square Feet
22.0413	960,119	2-4	Fee	1.6279	70,910	20.3950	888,409
		3-2	Fee	0.0184	800		

There are no site improvements within the acquisition area apart from the marquee sign at the driveway entrance. This will have to be replaced. Therefore, the owner is due compensation for the value of the land to be acquired and the cost to cure amount to replace the marquee sign.

Legal Descriptions

Larger Parcel: A Tract of land situate North of Anthony, Dona Ana County, New Mexico located in Sections 24 & 25, Township 26 South, Range 3 East, N.M.P.M. of the U.S.G.L.O. Surveys and being more particularly described by metes and Bounds (see Addenda).

History of the Property

The larger parcel is owned by The Board of Regents of New Mexico State University. It has been under this ownership since November 19, 1998. To our knowledge the property is not listed for sale nor is it under contract to be sold.

CAI

COMMERCIAL APPRAISAL, INC.

Analysis and Reporting Parameters

Description of Larger Parcel

The initial step in concluding the value of the property in the before condition, is to identify the larger parcel from which the land to be transferred was or will be removed. Larger Parcel is a specific concept under eminent domain procedures. The following definition is from *The Dictionary of Real Estate Appraisal, 6th Edition*; published by the Appraisal Institute, 2015.

Larger Parcel: In governmental land acquisitions, the tract or tracts of land that are under the beneficial control of a single individual or entity and have the same, or an integrated, highest and best use. Elements for consideration by the appraiser in making a determination in this regard are contiguity, or proximity, as it bears on the highest and best use of the property, unity of ownership and unity of highest and best use.

The larger parcel is the entire tract, consisting of 22.0413 acres.

Intended User of this Report

This appraisal report is prepared for our client and intended user, the NMDOT. Use of this report by others is not intended by the appraisers.

Intended Use of this Report

The report is intended to assist the NMDOT in acquiring the parcels the reconstruction of NMSR 404 (Project No. E100203). The report is not intended for any other use.

Property Rights Appraised

The fee simple rights of ownership of the subject property have been appraised. This is defined in *The Dictionary of Real Estate Appraisal 6th Edition*, published by the Appraisal Institute in 2015, as "absolute ownership unencumbered by any other interest or estate, subject only to the limitations imposed by the governmental powers of taxation, eminent domain, police power, and escheat."

Effective Date of Appraisal

The subject property has been appraised as of March 24, 2022, the date of last inspection.

Property Owner Contact

A certified, return receipt letter was initially mailed to The Board of Regents of New Mexico State University in care of Scott Eschenbrenner on December 30, 2020. The letter explained the appraisers had been contracted by NMDOT to prepare an appraisal of the property. The project was subsequently put on hold pending a redesign. On March 10, 2022 we resent a certified letter informing Mr. Eschenbrenner the project was underway. The updated right-of-way maps were included with the letter. The letter was delivered on March 14, 2022. In addition, Gareth N. Burman has had subsequent telephone conversations with Mr. Eschenbrenner to discuss the project and to keep NMSU informed.

Scope Of the Assignment

This appraisal concludes a value opinion of the partial acquisitions and the compensation due the property owner as of the effective date of March 24, 2022. Although the appraisal is concerned with two partial acquisitions, benefits and damages to the remainder parcel were considered prior to the determination of the scope of work and the preparation of this report. Our research and analysis concludes there are no



ANALYSIS AND REPORTING PARAMETERS

special benefits or damages to the remainder parcel and the remainder property's highest and best use and its overall utility is the same before and after the acquisition. The partial acquisition will have no adverse effect on the remainder parcel. It should be mentioned that there is a marquee sign within Parcel 3-2. The sign will have to be replaced.

We have investigated the subject market area, and researched applicable sales and related market data as of the date of appraisal in order to derive a reliable opinion of market value. Information regarding the market area was assembled from various web sites concerning Dona Ana County and the University of New Mexico (BBER). Zoning and tax data were obtained from County sources. New Mexico is a non-disclosure state and real estate prices are not recorded on public documents. Therefore, we have relied upon data from sources such as the New Mexico Multiple Listing Service, Co-Star Realty, buyers and sellers, real estate brokers, fellow appraisers and other active participants in the market. These sources are deemed reliable and reasonably accurate. Our client provided title work, surveys and maps that illustrate the location and area of the acquisition parcel. For this appraisal, Gareth N. Burman and Tristan L. Burman initially inspected the subject property on January 21, 2021 and upon receipt of revised mapping, on March 24, 2022.

Tristan L. Burman participated in most aspects of this appraisal. He researched and confirmed sales data. He inspected the subject property and all comparable sales. He assisted in the development of the Sales Comparison Approach and wrote and updated portions of the appraisal report. He provided significant real estate appraisal assistance.

A Sales Comparison Approach was developed to conclude an opinion of value. Land in the market area is seldom leased to support the use of an Income Approach, and the Cost Approach is not developed since we are appraising the land only. The exclusion of these two approaches does not reduce the credibility of the assignment results.

Our analyses and conclusions are presented in this appraisal report which is intended to comply with the reporting requirements set forth under Standard Rule 2-2(a) of USPAP 2020-2021 Edition (extended through 2023) and NMDOT appraisal guidelines.

This appraisal does not contemplate condemnation, but development of the relevant values relies on the rules, practices, and terminology used in condemnation appraising. In particular, we have incorporated a hypothetical condition that assumes the property is valued disregarding any influence on the subject's value from the highway reconstruction project in the before condition and assumed the project is complete in the after condition when considering possible damages.

Fair Market Value Defined

For purposes of condemnation under eminent domain, New Mexico Uniform Jury instructions provide the following definition for Fair Market Value.

New Mexico Uniform Jury Instruction 13-711

Fair market value is considered to be the highest amount of cash a willing seller would take, and a willing buyer would offer, for the property if it were offered for sale in the open market for a reasonable time to find a purchaser, buying with knowledge of all the uses to which the property is suitable or adaptable, the seller not being required to sell nor the purchaser being required to purchase.

CAI

COMMERCIAL APPRAISAL, INC.

Assumptions and Limiting Conditions

Extraordinary Assumptions

1. The legal description and area measurements indicated on a Plat of Survey prepared by Scanlon White Inc dated May 6, 1996 have been relied upon and are assumed to be correct.
2. The areas of the parts to be acquired indicated on the NMDOT right-of-way maps prepared by Bohannon Huston, Inc. dated June 25, 2020 with amendments on March 28, 2022 and April 7, 2022 have been relied upon and are assumed to be correct.

General Underlying Assumptions

1. No survey of the property has been made by the appraisers; no responsibility is assumed in connection with such matters.
2. No responsibility is assumed for the accuracy of diagrams, sketches, or maps included in this report. These are provided solely for the purpose of assisting the reader in visualizing the property being appraised.
3. No responsibility is assumed for matters of a legal nature affecting title to the property nor is an opinion of title rendered. The title is assumed to be good and merchantable.
4. Information furnished by others is assumed to be true, correct, and reliable. A reasonable effort has been made to verify such information; however, no responsibility for its accuracy is assumed by the appraiser.
5. All mortgages, liens, encumbrances, leases and servitudes have been disregarded unless so specified within the report. The property is appraised as though under responsible ownership and competent management.
6. It is assumed that there are no hidden or unapparent conditions of the property, subsoil, or structures which would render it more or less valuable. No responsibility is assumed for such conditions or for obtaining the engineering studies that may be required to discover such factors.
7. It is assumed that all applicable federal, state and local environmental regulations and laws have been complied with unless otherwise stated, defined and considered in the appraisal report.
8. It is assumed that the property conforms to all applicable zoning and use regulations and restrictions, unless a non-conformity has been identified, described, and considered in the appraisal report.
9. It is assumed the use of the land and improvements is confined within the boundaries or property lines of the property described unless otherwise stated in the report.
10. It is assumed that all required licenses, certificates of occupancy, consents, or other legislative or administrative authority from any local, state, or national government or private entity or organization have been or can be obtained or renewed for any use on which the value estimate contained in this report is based.
11. Unless otherwise stated in this report, the existence of hazardous materials or environmental conditions, which may or may not be present on the property, was not observed by the appraisers. The appraisers have no knowledge of the existence of such materials or conditions on or in the property. The appraisers, however, are not qualified to detect such substances. The presence of substances such as asbestos, urea-formaldehyde foam insulation, radon gas or other potentially hazardous materials may affect the value of the property. The value estimate is predicated on the



ASSUMPTIONS AND LIMITING CONDITIONS

assumption that there is no material on or in the property that would cause a loss in value. No responsibility is assumed for such conditions, or for any expertise or engineering knowledge required to discover them. The client is urged to retain an expert in this field, if desired.

Hypothetical Condition

1. The subject property is appraised as though there is no proposed highway reconstruction in the before condition and assumes the road construction is complete in the after condition.

General Limiting Conditions

1. The appraisers will not be required to give testimony or appear in court because of having made this appraisal, or with reference to the property in question, unless arrangements have been previously made.
2. Possession of this report, or a copy thereof, does not carry with it the right of publication. It may not be used for any purpose by any person other than the party to whom it is addressed without the written consent of the appraisers and in any event only with proper written qualification and only in its entirety.
3. Neither all nor any part of the contents of this report or copy thereof (especially any conclusions as to value, the identity of the appraisers, firm or professional organization with which the appraisers are connected) shall be disseminated to the public through advertising, public relations, news, sales or other media without the prior written consent and approval of the appraisers.



Descriptions

Regional Description

The subject property is located in Dona Ana County, New Mexico, about 1.7 miles north of the New Mexico/Texas State Line. It is between the cities of Las Cruces, New Mexico and El Paso, Texas. Since the economy of the region is dependent on factors affecting both sides of the state line, our area description includes an analysis of both El Paso County and the southern portion of Dona Ana County.

El Paso County & El Paso, Texas

El Paso County is located in the most western point of West Texas on the Rio Grande River which forms the international boundary between the United States and Mexico. El Paso is bounded by Hudspeth County, Texas on the east, the State of New Mexico on the north and west, and the State of Chihuahua, Mexico on the south. Ciudad Juarez is located across the Rio Grande River south of Downtown El Paso. The international metroplex is formed by the City of El Paso and Ciudad Juarez, is one of the largest border communities in the country. The County of El Paso covers a land area of about 1,013 square miles of which 25.5% or 258 square miles are within El Paso City Limits. The City of El Paso is the county seat.

The United States Census Bureau indicated the El Paso County population was 865,657 in 2020, an increase of 8 percent over the 2010 census total. The city population was recorded as 678,815, about 78% of the county population. When combined with Ciudad Juarez, the population count for the metroplex is approximately two million. El Paso is the sixth largest city in Texas, the 22nd largest in the United States. The latest population data for the City of El Paso from the US Census Bureau 2020 Census is shown below:

Population Data for the City of El Paso		
2010	2020	% Change
678,815	649,121	4.57%
Data from U.S. Census Bureau		

The El Paso civilian work force recorded for 2021 was 368,323 of which about 23,715 were unemployed representing an unemployment rate of 6.45%. The unemployment rate for El Paso has historically been higher than the state or national average, which is typical of border communities throughout Texas. The average unemployment rate for El Paso in the past 10 years is 6%, compared to the State average of 5.25%. These figures do not include the active military personnel at Fort Bliss Military Base, which reports 35,240 active U.S. personnel stationed there, and a population of 72,553 on base. Any transfers or downsizing of Fort Bliss could negatively impact El Paso, particularly Northeast El Paso. Fort Bliss is the single largest employer in the region and directly contributes to the livelihood of at least one in five people in El Paso.

The El Paso economy employment breakdown for December 2021 is as follows: Trade, Transportation and Utilities – 21.8%, Government – 21.8%, Services 23.9%, Education and Health Services – 15.1%, Leisure and Hospitality – 11.3%, Professional and Business Services – 11.0%, Mining, Logging and Construction – 5.8%, Manufacturing – 5.1%, Financial Activities – 4.1%, Other Employment - 2.6% and Information - 1.5%. Revenue sources are depicted in the following graph. As expected, Property Taxes and Gross Receipts (Sales Taxes) are the largest contributors to revenue. Charges for services, which includes revenue collected in exchange for a service received by a customer. For example, ambulance services fees, fees related to motor fleet usage, fees charged by Environmental Services Department for recycling and garbage, etc.



REGIONAL AREA DESCRIPTION

City of El Paso Revenue Sources					
Revenue By Source	FY 2017 (Actual)	FY 2018 (Actual)	FY 2019 (Actual)	FY 2020 (Adopted)	FY 2021 (Adopted)
Property Taxes	252,776,786	268,601,930	297,360,003	325,181,058	338,128,015
Penalties and Interest-Delinquent Taxes	1,963,437	2,005,570	2,349,363	-	-
Sales Taxes	143,707,257	151,581,334	158,940,294	157,461,868	133,595,536
Franchise Fees	61,487,777	61,718,547	68,461,186	77,278,953	70,205,662
Charges for Services	140,543,839	146,242,382	146,958,534	137,437,241	132,592,432
Fines and Forfeitures	9,434,023	9,800,032	10,825,592	9,606,626	5,191,204
Licenses and Permits	16,332,037	16,042,344	16,644,020	15,105,986	12,286,778
Intergovernmental Revenues	70,217,093	98,896,365	64,268,516	46,456,715	54,701,654
County Participation	469,169	-	-	-	125,930
Interest	3,517,569	6,502,857	11,127,100	1,000,500	600,500
Rents and Other	5,222,517	5,847,288	7,251,508	12,979,021	10,374,308
Other Sources (Uses)	92,213,897	116,385,102	406,060,732	115,174,793	99,038,247
SIF Revenues	61,546,784	61,070,923	62,513,463	65,920,047	66,845,934
Enterprise Revenues	75,750,842	80,981,410	83,336,739	83,240,103	80,988,208
Total Revenues	935,183,027	1,023,676,084	1,336,097,050	1,046,842,911	984,674,406

Source - City of El Paso 2021 Budget

From December 2020 to December 2021 the median house price increased 21.19% to \$218,750. The cost of housing in El Paso is still low in comparison to the State of Texas and the nation. The U.S. Department of Housing and Urban Development Office predicts total demand within a forecast period between March 2020 and March 2023 will exceed 5,675 sales units. Currently only 650 units are under construction. Wages in El Paso are also below state and national averages. Based on U.S. Census Bureau, the median El Paso household income in 2016-2020 was \$48,866.

Access to the region is good. Interstate Highway 10 is the major regional thoroughfare and influenced El Paso's development as a major transportation center for the southwestern U.S. Interstate 10 connects El Paso with Las Cruces to the north, Tucson, Phoenix, and Los Angeles to the west, and San Antonio, Texas, to the southeast. El Paso is also accessible by U.S. Highway 54, U.S. Highway 80, and U.S. Highway 180. El Paso and Juarez are connected by four bridges: The Paso Del Norte and the Stanton Bridges in downtown El Paso; The Bridge of the Americas, located at the juncture of the major north-south and east-west interstates in El Paso; and the Zaragosa Bridge which services the Lower Valley and East side of El Paso.

In summary, El Paso is continuing to experience economic growth, relying heavily on the government, military programs, and the economic future of Mexico. Population growth has slowed since a boom in the early 2000's, but the region continues to experience sustained growth. Revitalization of the downtown area, major roadwork improvement projects, and further expansion of Fort Bliss will bring major projects into the area through 2023. The strong population and economic growth will continue to create active demand for all types of real estate. The outlook for the local real estate market is positive.

Southern Dona Ana County & Las Cruces, New Mexico

Dona Ana County is located in south central New Mexico Bordered by El Paso, Texas on the southeast, by the State of Chihuahua, Mexico on the south, Luna County on the west, Sierra County on the north and Otero County on the east, the County occupies a physically diverse area of about 3,808 square miles. Historically, the economy was based on farming along the floodplain of the Rio Grande and ranching on the surrounding desert mesas. Since World War II, the area has become increasingly more urbanized, fueled largely by the government installations of White Sands Missile Range and New Mexico State University (NMSU) in Las Cruces, the County seat.

Las Cruces, is located about 45 miles north of El Paso, Texas, and is now the second largest city in New Mexico. The Las Cruces Standard Metropolitan Area (SMA), which includes all of Dona Ana County, has a population of 219,561 as of 2020. Annual county population growth has been about



REGIONAL AREA DESCRIPTION

0.41% percent since 2010. As of 2020, the Las Cruces population was 111,385, indicating an annual growth rate of 1.18 percent since 2010. The principal growth is in the southeast and northeast sectors of the city, although in-fill activity continues in all areas. The Las Cruces trade area consists of Dona Ana County and most of south-central New Mexico, which includes the cities of Alamogordo, Deming, Lordsburg, Silver City, and Truth or Consequences. The latest population data for the City of Las Cruces from the US Census Bureau 2020 Census is shown below:

2010	2020	% Change
97,618	111,385	14.10%

Data from U.S. Census Bureau

The major sources of County employment are White Sands Missile Range, agricultural activities, including food processing in the Mesilla Valley, and more recently, manufacturing operations in the Santa Teresa border community. In 2021, the County workforce was estimated at 97,573 with an unemployment rate of about 6.96%. Government is the major employer accounting for 26% of total employment. Education and Health Services is the next largest sector with 23%, followed by Trade, Transportation and Utilities (15%), Leisure and Hospitality (12%) and Professional and Business Services (9%). The major City employers include NMSU, Las Cruces Public Schools, Memorial Medical, and the City of Las Cruces. Employment has remained relatively consistent over the past 10 years, with unemployment consistent with the State average. Las Cruces Employment Data is summarized in the chart below:

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Labor Force	93,870	94,284	94,455	94,974	96,370	96,581	97,154	98,591	97,153	97,573
Employed	87,140	87,259	87,658	87,947	89,390	90,089	91,628	92,799	89,080	90,797
Unemployed	6,730	7,025	6,797	7,027	6,980	6,492	5,526	5,792	8,073	6,776
Unemployment Rate	7.20%	7.50%	7.20%	7.40%	7.20%	6.70%	5.70%	5.90%	8.30%	6.96%

Source: New Mexico Workforce Connection Labor Force Employment and Unemployment (LAUS)

According to the State of New Mexico Economic Development Department, the second quarter of 2022 saw a record high of gross receipts tax in Dona Ana County. The County's taxable gross receipts was \$1.6B, increased by \$436M or 41% from the previous quarter. Over the past 16 quarters the County has seen sustained growth, with the largest contributor being the construction industry.

In 2021, the total number of sales in for all property types set an all-time record, rising to 3,375 units from 2,981 units in 2020. Property types include residential, multi-family, land, farms and ranches, commercial/industrial and manufactured homes. The median price of single-family homes was \$255,000, a 18.6% increase from 2020. Owners achieved 99.7 percent of their asking price, with all time records also being recorded for median price, days on market, list price to sale price ratio and price per square foot.

According to the NMDOT Traffic Monitoring Program, between 2017-2020 the average daily traffic counts (ADDT) of I-10 have been averaging 39,925 and 32,164 for north and southbound traffic, respectively. A monitoring location along NMSR 404 approximately 3.5 miles east of I-10 reported a dramatic increase between 2018 and 2019. The reason for this increase is unknown. During 2019 and 2020, the average traffic counts along NMSR 404 amounted to 9,361. Truck traffic averaged 1,423. A monitoring station along O'Hara Road approximately 1.25 miles west of I-10 reported an average of 2,570 between 2017-2020. Overall, ADDT has been trending upward, with the exception of 2020 when traffic slightly declined due to the pandemic.



REGIONAL AREA DESCRIPTION

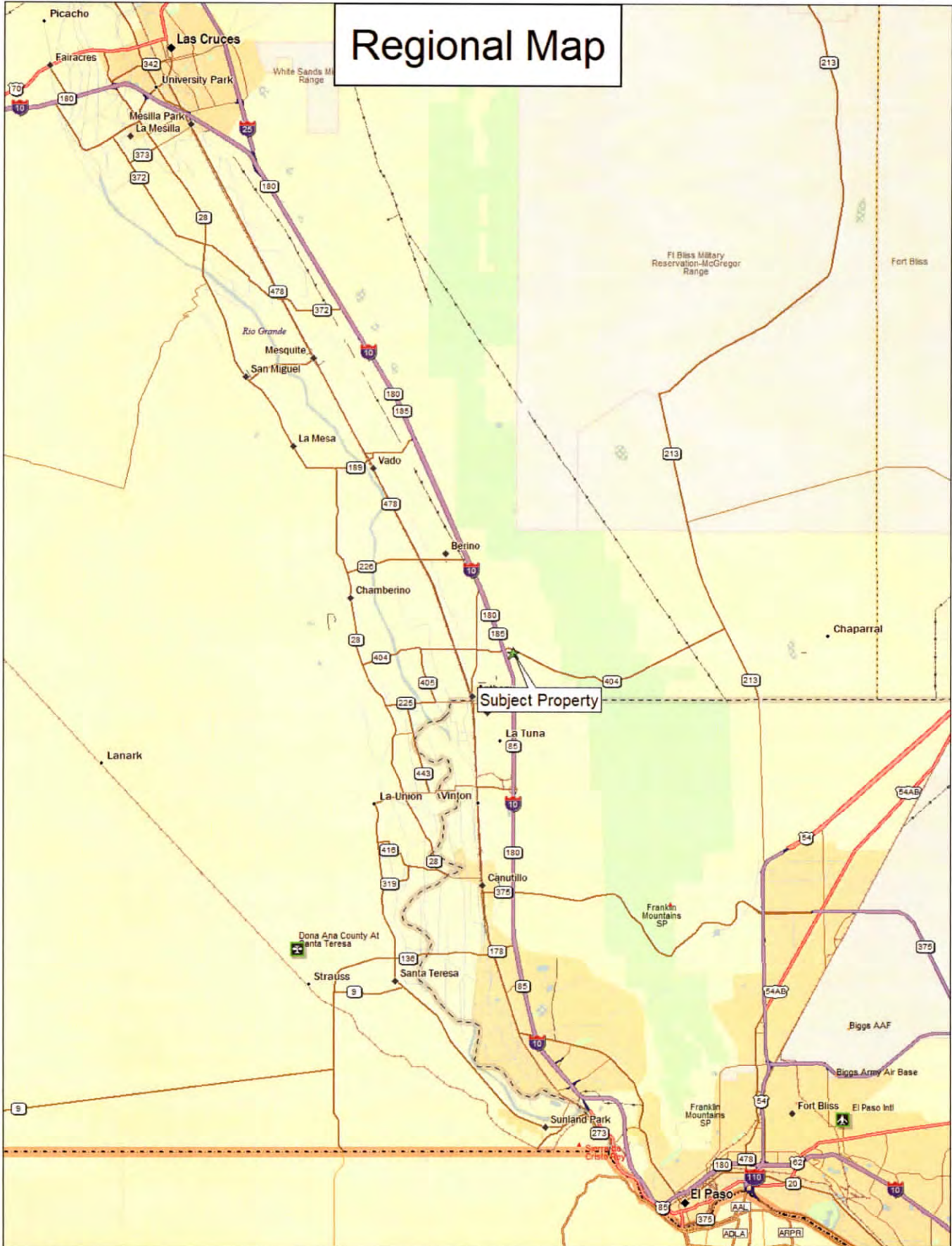
The County is accessed by U. S. Highway 70/180, by Interstate Highways 10 and 25, which interchange at the southern fringe of Las Cruces, and by State Highways 478, 28, 185, and 273. There is an airport for private and commuter aircraft near Las Cruces, but access to five major commercial airlines is available at the El Paso International Airport, about thirty miles south of the State line.

In summary, Doña Ana County continues to enjoy a long-term population growth trend due partly to increasing employment activities and an influx of retirees. The Las Cruces MSA trade-area economy is diversified with a solid foundation in government employment and agriculture. In particular, the Federal Government's role in the local economy is substantial, being based on defense systems, missile development, training, and research. The construction and industrial sector growth has increased over the past 10 years due to development near the US/Mexico border. The expansion of manufacturing facilities near Santa Teresa and Sunland Park have led to rapid growth within the border communities.

The past few years has seen a substantial increase in the Las Cruces housing market. The total number of property sales has set all time highs, yet only 12% of the homes sold were new construction. Record highs were also set for gross receipts tax, indicating the area has recovered from many of the effects impacts of the COVID-19 pandemic. Overall, the outlook for real estate development is positive.



Regional Map



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Data Zoom 9-7

Market Area Description

The market area is considered to be the Interstate 10 (I-10) corridor between the Texas/New Mexico State line and the City Limits of Las Cruces, a distance of approximately 19 miles. The Interstate was constructed in the early 1960s and replaced State Road 478 as the main thoroughfare between El Paso and Las Cruces. I-10 is built on mesa land overlooking the Rio Grande valley. To the east are the slopes and foothills of the Organ and Franklin Mountains; to the west is the irrigated valley land on the Rio Grande floodplain which has historically been farmed with a variety of crops including cotton, alfalfa, and pecan orchards. The majority of the population is found in the four adjacent communities of Anthony, Berino, Vado, and Mesquite. These communities have grown largely as a result of surrounding agricultural activities, but in recent years, their growth has been influenced by their proximity to Las Cruces and El Paso.

The majority of through traffic now uses I-10. North of the State Line there are three interchanges which provide access to the valley communities on the west. From south to north these are State Highway 404 (O'Hara Road) to Anthony; State Highway 227 to Vado; and State Highway 228 to Mesquite. State Highway 404 west of the Interstate connects with State Highway 460, which continues south to Anthony. To the east, State Highway 404 connects with the community of Chaparral, NM via the Anthony Gap through the Franklin Mountains. Chaparral is connected to Northeast El Paso by US Highway 54 and McCombs Street, and has become an alternative by-pass route for heavy vehicles. Exit 160 for Berino has been closed for at least five years. Berino is now accessible via the State Highway 404 interchange and heading north on the westerly frontage road to State Highway 226, or from the Vado Interchange and taking the westerly frontage road south. At the Las Cruces City Limits, I-10 connects with Interstate 25. At present, the Westside frontage road (Stern Drive) between Las Cruces south to the State Line is paved. Frontage roads that exist on the east side are unpaved.

The market area near the subject is considered to be the I-10 corridor, which includes the interchange of Antonio Street (Anthony exit on the Texas side of the State line), State Highway 404 (O'Hara Road) to Anthony; State Highway 227 (Vado Road); and State Highway 228 to Mesquite. Commercial development in the area has been limited for the past 10 years, with Lowes Travel Center being the most recent development constructed in 2012. The Antonio Street interchange is the busiest as it is the main exit for the town of Anthony. On the east side of I-10, the Lowes Travel Center, and the Flying J Travel Center, include large truck fueling areas, separate car fueling areas, truck wash, cafeteria, mini-supermarket, and extensive restroom facilities. Don Carbon, a fast food restaurant, was constructed at the southeast corner of the interchange in 2009. On the west side of I-10 the Pilot Travel Center, constructed in 2000, the Best Western Hotel, constructed in 1996 and the Big 8 Foods Grocery Store are the major improvements. Additional improvements include a Walgreens constructed in 2008, a Chevron gasoline station, and several fast-food restaurants.

On the New Mexico side of the State Line is the State Tourist Center, but the next 1.5 miles are vacant. At the NMSR 404 interchange, a branch of the Dona Ana Community College was built in 2002 at the southeast quadrant of State Highway 404 and I-10. In 1994, this site was under consideration as a possible location for an outlet mall. The prospective developers backed out after completing a market study. There are several residential improvements at the northeast quadrant of this interchange, but otherwise there are no improvements for about the next three miles. Much of this land is owned by the Federal Government. The State Highway 227 to Vado interchange was more recently improved with the Vado Speedway Park at the northwest quadrant, north of the Shell service station. The facility was developed in 2019 and now holds dirt automotive racing events. Additional improvements include a truck stop at the southwest quadrant, and an RV dealership south of the interchange on the east side of I-10. The State Highway 228 interchange to Mesquite is surrounded by unimproved or agricultural land.



REGIONAL AND MARKET AREA DESCRIPTION

Anthony, New Mexico is a small community, which has grown eastwards from State Highway 478. The major north-south community thoroughfare is Doniphan Drive, which becomes Main Street north of Vinton. Doniphan provides access to Anthony and surrounding communities from El Paso. Both Acosta Road, and O'Hara Road (State Highway 404) intersect with both Doniphan Drive/Main Street and I-10. Within Anthony, Doniphan Drive/Main Street has been developed with a mixture of strip-type commercial improvements such as restaurants, automotive-related facilities, small strip-retail centers, small motels, government facilities, and single-family homes. Office development and medical buildings are limited. The few existing office buildings have experienced average demand in the past and the trend is anticipated to continue. In 2003, Wildcat Drive was developed, which connects the I-10 interchange to South Main Street. The road provides a bypass to the more residential thoroughfare roads of Anthony.

Residential development within Anthony has primarily consisted of low-income housing including high-density single-family subdivisions, government assisted apartments, and mobile home subdivisions. In 2021, an 80-unit apartment complex (The Palms) was completed to the northwest of the interchange. Between 2015 and 2018, an approximate 101 home subdivision called Haciendas de Anthony was developed just south of the Dos Lagos golf course. On the east side of I-10, a large subdivision off Mountain Pass Road was developed beginning in 2006. The subdivision received reasonable market acceptance, but wasn't fully developed until 2016. There have also been recent developments of small single-family subdivisions on the north and south sides of Wildcat Road.

Electricity is supplied to the area by El Paso Electric Company. With major overhead transmission lines between El Paso and Las Cruces, most sites are usually fairly close to a power line. However, not all lines provide 220 KV needed for industrial use. Telephone like electricity is usually available. Natural gas service is limited and most people rely on propane. Outside of community water districts such as Berino, Anthony, and Mesquite, there is no water service, and no sewer. Most users have relied on wells and septic systems.

Summary and Conclusions

The market area is the I-10 corridor between the Texas/New Mexico State Line and the Las Cruces City Limits, a distance of approximately 19 miles. To the east are the foothills of the Franklin and Organ Mountains; to the west is the Rio Grand Valley. There are three interchanges in New Mexico which predominantly serve the adjacent westerly communities of Anthony, Berino, Vado, and Mesquite. I-10 is built on mesa land, but the four small towns are located on the edge of the Rio Grande Floodplain. Geographically, the land is clearly divided between the mesa sand hills with sagebrush and mesquite bush vegetation, and the greener irrigated valley land.

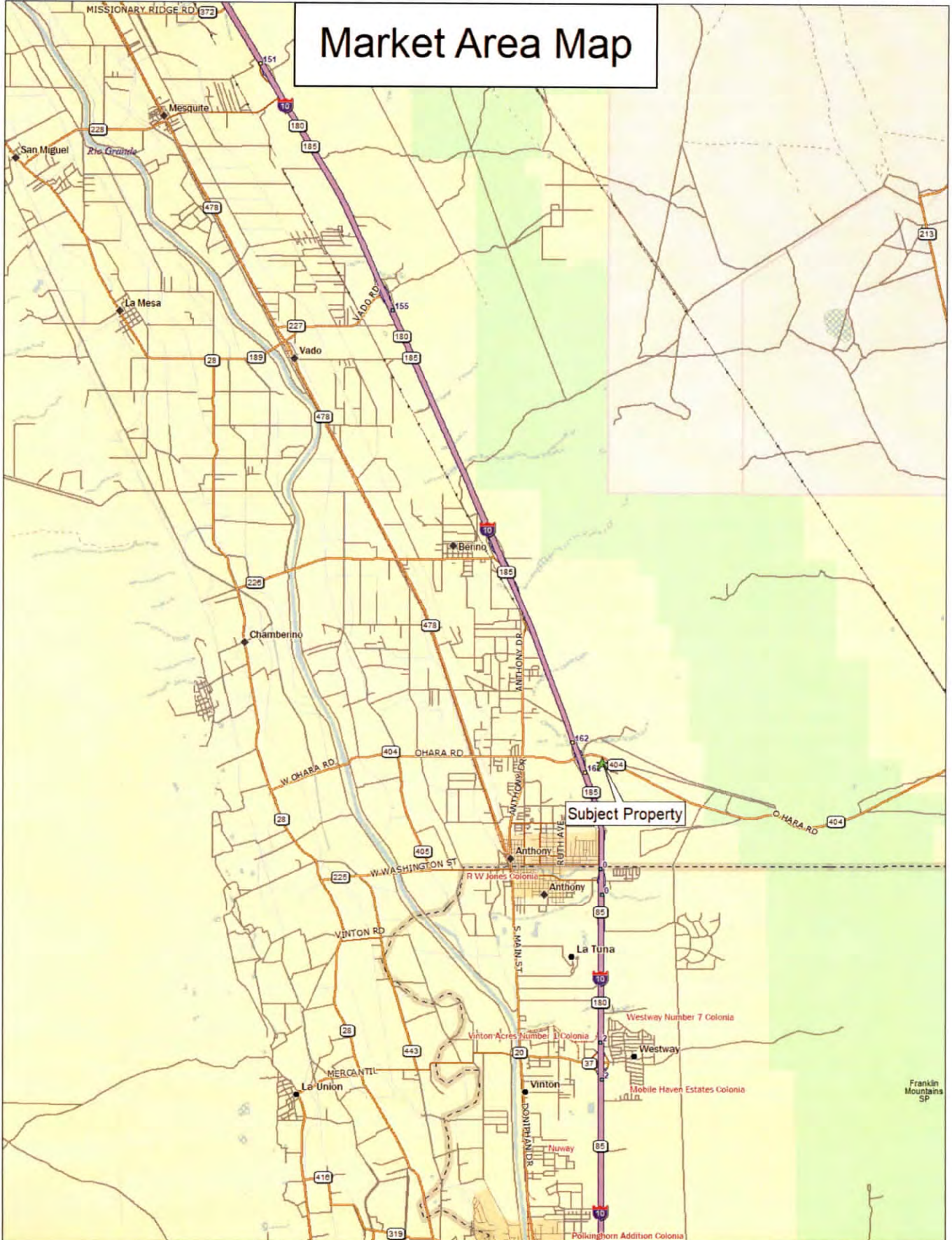
Apart from the four interchanges, access to the market area is provided by east and west side frontage roads. These are mainly unpaved on the east side but paved on the west side. Access to Anthony, New Mexico is also provided by Doniphan Drive.

Land uses on the east side of the NMSR 404 Interstate include the Dona Ana County Community College and the State Tourist Bureau. The remaining land consists of quarry land, cattle ranching, rural home sites, and undeveloped land. Development is more concentrated on the west side primarily due to its overall superior access. In particular, near Exit 0 in Anthony, Texas, improvements consist of three truck stops, two motels, fast food restaurants, a service stations, a convenience store, and a supermarket.

Residential activity in Anthony, NM is increasing with new low-income apartment complexes and high density subdivisions. While demand for commercial development seems relatively stable, the residential market is expanding, driven largely by the El Paso market. Although the NMSR 404 interchange has not seen any new developments in the past twenty years, the area is experiencing growth. Traffic counts in the area have increased over the past five years. As the El Paso metro area continues to expand, traffic counts on NMSR 404 will likely continue to increase.



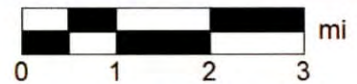
Market Area Map



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Data Zoom 11-0

Site Description

The subject is located at 1700 O'Hara Road (NMSR 404), east of the I-10 and NMSR 404 interchange. NMSR 404 is a two-lane, asphalt-paved highway which runs east to west from Anthony, approximately 11 miles to Chaparral in Dona Ana County. The property boundaries are vacant land to the north, east and west, and a firework store to the south.

Size/Shape/Frontage

The larger parcel is 22.0413 acres. It is roughly rectangular in shape. The subject's north property boundary has approximately 993 feet of frontage along NMSR 404. The east boundary is shaped by an easement, extending about 953 feet south from NMSR 404. The south boundary is approximately 926 feet, and the west boundary is about 1,155 feet.

Topography and Drainage

In general, the site slopes down from north to south and from east to west. From north to south the difference in grade is about 21 to 39 feet. The east to west slope results in elevation changes of about four to 22 feet. The undulating nature of the site required a 5.15-acre pad to be leveled for the campus improvements. Pads were created and stabilized with retaining walls and slopes. Improved on-site follows channels to a drainage area south of the improvements. Drainage throughout the remainder of the site follows natural contours. The subject is included on Community Panel Number 35013C1539G of the FEMA Flood Insurance Rate Maps (FIRM) dated July 6, 2016, for Dona Ana County. The subject is within Zone X, areas outside the 500-year flood. A copy of the pertinent section of the flood map is included in the Addenda.

Soil and Subsoil Conditions

No report of soil and subsoil conditions was made available for this appraisal. We have no reason to suspect that soils are unstable and have assumed that the soil and subsoil of the site are stable and adequate for building support. The subject is identified as Blueprint loamy sand (Bn), an alluvial soil, in areas with slopes of 5% to 15%, on USDA soil maps.

Environmental Issues

No environmental survey or site assessment was provided for this appraisal. If a subsequent survey reveals the presence of hazardous materials or environmental issues, we reserve the right to amend our valuation accordingly.

Utilities and Services

Electricity, water, sewer and telephone and fiber-optic are available to the site. Gas is propane. Police and fire protection are provided by the Dona Ana County Sheriff's Department and Fire and Emergency Services.

Easements and Encroachments

There is a 100-foot wide roadway easement along the east property boundary. This roadway is undeveloped, but was retained for the benefit of the property to the east. El Paso Electric has a 10-foot-wide easement extending along the subject's west property boundary for an electric service line. In addition, El Paso Electric has a 0.3245-acre easement near the midpoint of the west property boundary. The easement is for underground service provided to power the campus. A 10-foot wide natural gas easement traverses east west through the subject, near the north property boundary.

CAI

COMMERCIAL APPRAISAL, INC.

SITE DESCRIPTION

Access and Offsite Improvements

Access to the site is from NMSR 404, a paved two-lane highway. A paved road has been extended about 350 feet from NMSR 404 to the campus improvements.

Land Uses Surrounding the Larger Parcel

The subject is surrounded by the vacant land to the north, east and west. A firework store and construction yard are located to the south. There is also a cluster of single-family residences northwest of the subject.

Summary

The larger parcel is a 22.0413 acre site located at 1700 O'Hara Road (NMSR 404), east of the I-10 and NMSR 404 interchange. The site is improved with the Dona Ana Community Center Gadsden Campus. The site is irregular (mostly square) in shape and has approximately 993 feet of frontage along NMSR 404. In general, the site slopes down from north to south and from east to west. The undulating nature of the site required a 5.15-acre pad to be leveled for the campus improvements. Electricity, water, sewer, fiber-optic and telephone are available to the site have been extended to the campus. A gravel roadway extends from the campus improvements 340 feet to NMSR 404. Surrounding land uses are vacant land and a firework store to the south.

Parcels to be Acquired**Parcel 2-4:**

This 1.6279-acre (70,910 square feet) acquisition is a triangular portion at the northeast corner of the site and a 25-foot wide strip along the NMSR 404 frontage extending to the east. It is required for the construction of the new frontage road and NMSR 404 intersection. The acquisition has no impact on the remainder area, but access from the west side of the subject to the proposed frontage road should be possible.

Parcel 3-2:

This 0.0184-acre (800 square feet) acquisition is located at the existing driveway at the northeast corner of the site. The parcel is required to for the construction of a new turn-out onto the new roadway. Included in the acquisition is the existing marquee sign for Dona Ana Community College. As the sign was site built, it cannot be relocated and will have to be replaced. The cost of a replacement is included as a cost-to-cure item in our analysis.



Zoning and Restrictions

The subject is zoned C3 (Regional Commercial) which is defined by Dona Ana County as a wide range of regional commercial activities generating large amounts of employment and traffic, serving a wide region on the County..

C3 permitted uses include civil spaces (ex. park, green, playground), residential (community types), lodging, office, retail and service, institutional (ex. community building, recreational and sports facility), small scale agriculture and education (ex. childcare, home occupation), agriculture, automotive, civic support (ex. animal hospital or vet clinic), education (ex. school) and industrial (ex. wireless communication facilities, light manufacturing, mini-storage unit)

C3 zoning requires a special use permit for retail and service related to adult entertainment and agricultural processing facilities. A marijuana dispensary is a permitted use under C3, but if the site is within 300 feet of a residence a special use permit is required.

There are no size requirements under C3 zoning. However, the minimum lot width and depth is 100 feet. The minimum setbacks are 40 feet for primary frontage, 10 feet for secondary and side, and 35 for rear. The maximum principal building height is 50 feet. Accessory buildings may not exceed the height of the principal building, with a maximum of 35 feet.



Assessment and Real Estate Taxes

The information below was obtained from the Dona Ana County Assessor and Treasurer's offices. The assessed value of the subject for 2022 is \$5,482,413. The property is tax exempt.

2022 Assessment & Property Tax Summary	
Owner No.	R1715613
UPC No.	4-018-155-440-047
Assessed Value Land	\$20,000
Assessed Value Improvements	\$5,462,413
Total Assessment	\$5,482,413
2020 Taxes (Exempt)	\$0.00



Market Issues

Highest and Best Use

The highest and best use of land is defined as "The reasonably probable use of property that results in the highest value." (The Dictionary of Real Estate Appraisal, Sixth Edition, 2015). The four criteria the highest and best use must meet are as follows:

- 1) **Legal Permissibility** -- what uses are legally allowed given the zoning, easements, and/or deed restrictions.
- 2) **Physical Possibility** -- what uses are physically possible, given the size, shape and topography of the site.
- 3) **Financial Feasibility** -- among the uses which are physically possible and legally permissible, what uses would provide a reasonable residual net return to the land.
- 4) **Maximum Productivity** -- among the financially feasible uses, which use would result in the greatest residual land value.

Highest and Best Use of the Land – Before Condition

Legally Permissible Uses

The legally permissible uses are those permitted by C-3 zoning. These include resident and commercial uses such as lodging, office, retail and service, automotive and light industrial uses.

Possible Uses

The site comprises 22.0413 acres. The major advantages of the site are its location proximate to an interstate interchange, its visibility to passing traffic on I-10 and the availability of public utilities. An interstate interchange location can attract a variety of uses that respond to demand from interstate and local area traffic. The elevated location provides good visibility to passing traffic as well as a view amenity that could be important to certain types of uses. Access to public utility infrastructure is necessary for nearly all commercial development.

The only disadvantage is the topography. As improved, the existing facility utilizes only a portion of the site. If the majority of the site were to be considered, it would require significant slopes to accommodate the grade changes that reduces usable area, or the construction of large retaining walls that are costly.

Financially Feasible/Most Productive Uses

As shown by the dataset analyzed in the Sales Comparison Approach, there have been few land sales at any of the I-10 interchanges between the Vinton interchange (Exit 2) in Texas and Las Cruces over the past five years. Brokers do report a recent increase in interest for land, but no major transactions. If the site were vacant and not required for institutional use, eventual uses might include lodging, truck related uses, convenience retail, and possibly apartments.

With limited evidence of current demand, and a supply of competitive sites at other interchanges, our conclusion of highest and best use of the site if vacant would be to hold the site as a speculative investment with the expectation of a sale to a user or users at a future time. However, timing is uncertain.



Valuation

Sales Comparison Approach

The Sales Comparison analysis is based on the premise that a buyer will pay no more for a property than the cost of acquiring an equally desirable substitute. In this approach a direct comparison is made between the subject tract and similar properties that have sold. This valuation method measures the actions of typically informed buyers and sellers through direct observation of prices paid in the market. Factors affecting value including conditions of sale, financing terms, market conditions, location, access, size, utilities and topography are considered in this analysis.

Our research involved a search for land sales and listings at or proximate to I-10 interchanges at NMSR 404 (Exit 162), the Vado interchange (Exit 155) and the Mesquite interchange (Exit 151) between the New Mexico State Line and Las Cruces. We further researched for sales and listings at the Anthony, Texas interchange (Exit O) and the Vinton, Texas interchange (Exit 2). In addition, we searched for sales of vacant sites at interchanges within Las Cruces on both I-10 and I-25.

In Dona Ana County, we relied on Dona Ana County parcel mapping for indications of possible ownership changes. In El Paso County, we relied on current and historic listing information of brokerage firms, for sale signs, and assistance from local appraisers. We also utilized on-line resources such as Co-Star Realty. Numerous calls have been made to brokers who have been involved with land sales in these areas.

The results of our research are included in this section. As shown, there have been relatively few recent land sales at interstate intersections in Southern Dona Ana County and at the Anthony and Vinton interchanges in El Paso County. As a result, the available data is very mixed with regard to physical differences and pricing.

The confirmed data set is made up of five sales and one listing. The data set is summarized below:

I-10 Corridor Land Sales and Listing							
No.	Location	Date	Size (Acres)	Size (SF)	Sale/List Price	Price/ Acre	Price/ SF
Subject	South side of NMSR 404, east of I-10		22.0413	960,119			
Sale 1	South side of NMSR 404, east of I-10	03/09/2021	10.8455	472,430	\$108,455	\$10,000	\$0.23
Sale 2	West side of Stern Dr./I-10, north of NMSR 404	08/30/2019	13.8540	603,480	\$207,810	\$15,000	\$0.34
Sale 3	South side of NMSR 227, west of I-10 at Vado	07/21/2016	12.0200	523,591	\$236,500	\$19,676	\$0.45
Sale 4	South side of NMSR 227, west of I-10 at Vado	04/04/2019	13.1620	573,337	\$288,000	\$21,881	\$0.50
Listing 1	NWQ I-10 & Antonio Street, Anthony, Exit O, TX	08/29/2019	16.7000	727,452	\$1,694,000	\$101,437	\$2.33
Sale 5	West of Sandia Drive, north of Antonio Street	08/29/2019	7.9994	348,453	\$592,370	\$74,052	\$1.70

As shown, the unit prices indicated by the sales and listing vary from \$10,000 to \$101,437 per acre or \$0.23 to \$2.33 per square foot. Information regarding the sales and listing are discussed on the following pages. For additional information refer to the comparable data sheets in the Addenda.



Land Sales Map



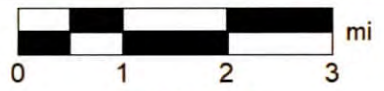
Data use subject to license.

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MN (7.7° E)



Data Zoom 11-0

SALES COMPARISON APPROACH

Discussion of Comparable Land Sales

Land Sale 1 (\$10,000/Acre or \$0.23/SF): This 10.8455-acre (472,430 SF) tract is located on the south side of NMSR 404, immediately east of the subject. The site has about 400 feet of frontage along NMSR 404 with north to south dimensions varying from 930 to 1,150 feet. It is at grade with the highway and has undulating topography with a general downward slope of about 15 feet from north to south. Current access is via an unpaved road that extends east from the existing north-south I-10 frontage road, south of NMSR 404. There is no developed access from NMSR 404, but the site has access rights via a 100-foot wide easement along the shared west boundary with the subject. A 14-inch diameter water line extends along the south boundary of the site. A tie into this line could be possible by installing a service line and pressure reduction valves. The nearest sewer line is about 800 feet west of the southwest corner of the site. An electric powerline, providing service to an adjacent water tank, runs along the south property boundary.

The site sold in March 2021. The cash price was \$108,455. It was purchased for speculation/investment. The site had been listed for several years at the sale price.



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SALES COMPARISON APPROACH

Land Sale 2 (\$15,000/Acre or \$0.34/SF): This 13.854-acre (603,480 SF) tract is located on the west side of Stern Drive (I-10 west frontage road) about 0.55 mile north of NMSR 404 and about 0.75-mile northwest of the subject. This triangular site has about 1,790 feet of frontage on Stern Drive. The site is at grade with Stern Drive and has a slight slope to the southwest. There are no major arroyos. An electric transmission line extends across the south boundary and an underground gas line also crosses the southern portion of the site. Apart from proximate electricity, there were no other utilities.

The site sold in August 2019. The cash price was \$207,810. It was purchased for the development of a commercial building, finished out as office space, and a fully compacted gravel yard with site improvements on about seven acres.



SALES COMPARISON APPROACH

Land Sale 3 (\$19,676/Acre or \$0.45/SF): This 12.02-acre (523,591 SF) tract is located on the south side of NMSR 227 (Vado Road), about 0.30 mile west of the Vado interchange, and about 7.5 miles northwest of the subject. The site is irregular with two unimproved driveways connecting to NMSR 227. The site is level with a downward slope to the southwest. There are no major arroyos. Electricity, water and sewer lines were extended along NMSR 227, and an overhead electric line extends across the southwest portion of the site.

The site sold in July 2016. The cash price was \$236,500. It was the first of two sales (see Sale 4) that will eventually be improved with a 98-unit residential subdivision. The seller was the Esslinger family who own a considerable amount of land at the I-10/Vado interchange.



SALES COMPARISON APPROACH

Land Sale 4 (\$21,881/Acre or \$0.50/SF): This 13.162-acre (573,337 SF) sale wraps around the south and east sides of Sale 3. It was the second purchase by Tierra Del Sol Housing Association, from the same seller. It closed in April 2019. Physically, the site is similar to Sale 3 with similar topography and proximate to services. However, access is via two undeveloped driveways from NMSR 227 as discussed for Sale 3, but across the adjacent site. Combined, the aggregate 25.182 acres are planned for a 98-unit subdivision.



SALES COMPARISON APPROACH

Listing 1: (\$101,437/Acre \$2.33/SF): This 16.70 acre (727,452 SF) site located at the northwest quadrant of I-10 and Antonio Street, at Anthony, Exit 0, was available for sale in 2019. This location is about 1.5 miles south of the subject. The site is immediately south of the NM/TX State Line and wraps around the Big 8 grocery store and the Star Truck Wash. As a result, it has two frontages on the I-10 Westside frontage road (Sandia Drive) that intersects with Antonio Road, the east west street that intersects with I-10.

The frontage portion of the site was flat, but the rear portion has a downward slope to the north. The site was zoned for commercial use and all utilities were reported to be available. The site was marketed in 2019 for hotel, restaurant pad, retail use and truck terminal. The listing broker reports that there was interest from trucking related firms and lodging property companies and others. However, on August 29, 2019, the northerly eight acres (see Sale 5) were sold to a low-income apartment developer, who has since constructed the Palms Apartments. The seller took the remainder of the site off the market and it has not been relisted.



SALES COMPARISON APPROACH

Sale 5: (\$74,052/Acre or \$1.70/SF): This site is the northerly eight acres of Listing 1 located immediately south of the New Mexico/Texas State Line and west of Sandia Drive, the I-10 Westside frontage road. Access is via Sandia Drive. The site had a slight downward slope from east to west and downward to the northwest corner. As shown below, the site has a flag shape (outlined by solid line).

It was purchased for the development of a low-income housing project (The Palms) on August 29, 2019. The cash price was about \$592,370. It was subsequently improved in 2020-2021.



SALES COMPARISON APPROACH

Discussion of Price-Related Differences

We have not made any transactional adjustments for property rights, conditions of sale, financing, or market conditions as all of the comparable sales were arm's-length sales of fee simple ownership that sold for cash or on cash equivalent terms. Although there is reported to be increased interest in land for sale, there are inadequate sales to support a market conditions adjustment. None have been made. As Listing 1 was an asking price, it is reasonable to expect that an agreed sales price would have been less.

We have considered the following property comparisons.

Location

The subject is located east of the I-10 and NMSR 404 interchange on the south side of NMSR 404. As land on the east side of the Interstate is elevated, the site has excellent visibility to passing interstate traffic. In comparison, all five sales have inferior locations mostly since they are not as proximate to the exit ramps or interstate bridge, or have less visibility. Listing 1 has a superior location. This site is across the street from the Pilot Travel Center and the site wraps around a Big 8 Foods and the Star Truck Wash, and there is major retail in the immediate vicinity.

Access

Ingress and egress to and from the subject is via a driveway from NMSR 404 at the northeast corner of the site. Four of the sales have similar access. In particular, Sale 1 has similar access since it has legal access via the subject's driveway and a 100-foot wide access easement, and unpaved access from the gravel paved I-10 frontage road. Sale 4 has inferior access as it requires access to be developed across the adjacent tract (Sale 3). Listing 1 has superior paved access at the Vinton interchange.

Size

All five sales and Listing 1 are smaller in size. In general, smaller site will generally sell for higher unit prices, all other things being equal.

Configuration

As discussed in the site description the site is irregular but roughly rectangular, with similar frontage and depth dimensions. Sales 1, 3, 5 and Listing 1 have similar configurations. Sale 2 (triangular) and Sale 4 (quite irregular) have inferior configurations.

Topography

The subject has undulating topography with downward slopes to the north to south and east to west. Sales 2, 3, 4 and Listing 1 have superior topographies since they are flat or have fewer slope issues. Sale 1 and Sale 5 have similar topography.

Utilities

The subject has on-site access to all public utilities, except gas. Sales 1 and 2 are inferior since they do not have access to all utilities, or utility lines are not proximate. Sales 3, 4, 5 and Listing 1 are similar.

The overall comparisons are summarized in the following table.

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SALES COMPARISON APPROACH

Sales and Listing Comparison Grid							
Sale/List No. Location	Subject	Sale 1	Sale 2	Sale 3	Sale 4	Listing 1	Sale 5
	South side of NMSR 404, east of I-10	South side of NMSR 404, east of I-10	West side of Stern Dr./I-10, north of 404	South side of NMSR 227, west of Vado/I-10	South side of NMSR 227, west of Vado/I-10	NWQ I-10 & Antonio Street, Anthony, Exit 0, TX	West of Sandia Drive, north of Antonio Street, TX
Date of Sale		03/09/2021	08/30/2019	07/21/2016	04/04/2019	8/29/2019	08/29/2019
Size (Acres)	22.0413	10.8455	13.8540	12.0200	13.1620	16.7000	7.9994
Size (SF)	960,119	566,280	603,480	523,591	573,337	727,452	348,453
Sale/List Price		\$108,455	\$207,810	\$236,500	\$288,000	\$1,694,000	\$592,370
Price/Acre		\$10,000	\$15,000	\$19,676	\$21,881	\$101,437	\$74,052
Price/SF		\$0.23	\$0.34	\$0.45	\$0.50	\$2.33	\$1.70
Property Adjustments:							
Location		Inferior	Inferior	Inferior	Inferior	Superior	Inferior
Access		Similar	Similar	Similar	Inferior	Superior	Similar
Size		Smaller	Smaller	Smaller	Smaller	Smaller	Smaller
Configuration		Similar	Inferior	Similar	Inferior	Similar	Similar
Topography		Similar	Superior	Superior	Superior	Superior	Similar
Utilities		Inferior	Inferior	Similar	Similar	Similar	Similar
Overall Comparison		Inferior	Inferior	Inferior	Inferior	Superior	Similar

Conclusion of Land Value

As shown, before comparison, Sale 1-4 show prices from \$10,000 to \$21,881 per acre or \$0.23 to \$0.50 per square foot. In comparison to the subject, all are inferior properties for the reasons discussed. Listing 1 (\$101,437/acre or \$2.33/SF) is superior due location, access, size and overall topography. It was also a listing and would likely have sold for less than the asking price. Sale 5 (\$74,052/acre or \$1.70/SF) is the northerly eight acres of Listing 1. After comparison, overall it is judged to be similar, with off-setting location and size differences.

The subject value is bracketed by the overall indications of four sales that range from \$0.23 to \$0.50 per square foot, the similar indication of Sale 5 (\$1.70/SF) and the superior indication of Listing 1 (\$2.33/SF). In final reconciliation, we have concluded a unit value for the subject of \$1.70 per square foot.

Value of Larger Parcel

960,119 SF x \$1.70/SF = \$1,632,202
 Rounded To \$1,632,250

Value of Parcel 2-4

The concluded unit value for subject's larger parcel is applied to the area of Parcel 2-4. The result is rounded to the nearest \$50 in accordance with NMDOT rounding policy.

Parcel 2-4 (Land):
 70,910 SF x \$1.70/SF = \$ 120,547
 Rounded To: \$ 120,550

Value of Parcel 3-2

As the existing marquee sign is within the area of Parcel 3-2, it will have to be replaced. As shown in the subject photographs, the sign was site-built and cannot be relocated. We were able to contact Fluorescent Signs, Inc. in Las Cruces who had originally constructed the sign and sent them photos of the sign. Their bid to fabricate and install a new replacement sign is \$22,000 (see Addenda). In addition to the cost we have added NMGR (7%) and an allowance for entrepreneurial incentive of 15% for coordination.



SALES COMPARISON APPROACH

Parcel 3-2 (Land):		
800 SF x \$1.70/SF =	\$ 1,360	
Rounded To		\$ 1,400
Cost to Replace Existing Marquee Sign (see Addenda)	\$22,000	
Add NMGRT (7%)	<u>\$ 1,540</u>	
Total Including Tax	\$23,540	
Add Entrepreneurial Incentive (15%)	<u>\$ 3,531</u>	
Total Cost to Cure Damages	\$27,071	
Rounded To	\$27,100	
Parcel 3-2 (Cost to Cure Damages):		<u>\$ 27,100</u>
Total Compensation for Parcel 3-2		\$ 28,500

Summary of Compensation

Parcel 2-4 (Land Only)	\$ 120,550
Parcel 3-2 (Land & Cost to Cure Damages)	<u>\$ 28,500</u>
Total Compensation Due Property Owner	\$ 149,050

Exposure Time

Exposure time is the estimated period that the property would have been offered for sale on the market prior to the hypothetical consummation of a sale at the market value as of the effective date of appraisal. Based on the marketing times indicated by the comparable sales, we believe that a reasonable exposure time for the subject would have been two years or less.



Certification

We certify that, to the best of our knowledge and belief:

- The statements of fact contained in this report are true and correct.
- The reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions, and are our personal, impartial, and unbiased professional analyses, opinions and conclusions.
- We have no present or prospective interest in the property that is the subject of this report, and no personal interest with respect to the parties involved.
- We have performed no services, as appraisers or in any other capacity, regarding the property that is the subject of this report within the three-year period immediately preceding the agreement to perform this assignment.
- We have no bias with respect to the property that is the subject of this report or to the parties involved with this assignment.
- Our engagement in this assignment was not contingent upon developing or reporting predetermined results.
- Our compensation for completing this assignment is not contingent upon the development or reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value opinion, the attainment of a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.
- Our analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the Uniform Standards of Professional Appraisal Practice.
- Gareth N. Burman made a personal inspection of the property that is the subject of this report.
- Tristan L. Burman provided significant real property appraisal assistance to the person signing this report.
- The reported analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the requirements of the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.
- The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.
- As of the date of this report, Gareth N. Burman has completed the continuing education program for Designated Members of the Appraisal Institute.

Our conclusion of total compensation is as follows:

Effective Date of Appraisal:	March 24, 2022
Parcel 2-4 (Land Only)	\$120,550
Parcel 3-2 (Land & Cost to Cure Damages)	<u>\$ 28,500</u>
Total Compensation Due Property Owner	\$149,050

We appreciate this opportunity to provide appraisal services to NMDOT and welcome any questions from authorized users of the report.

COMMERCIAL APPRAISAL, INC.



Gareth N. Burman, MAI, MRICS
 NM State Certified Appraiser # 000238-G (Exp. 4/23)



COMMERCIAL APPRAISAL, INC.

Addenda

InterFlood by a la mode

Prepared for: Commercial Appraisal Inc
1700 NM 404
Anthony, NM 88021



MAP DATA

FEMA Special Flood Hazard Area: **No**
Map Number: 35013C1539G
Zone: **X**
Map Date: **July 06, 2016**
FIPS: 35013

MAP LEGEND

- Areas inundated by 500-year flooding
- Areas inundated by 100-year flooding
- Velocity Hazard
- Protected Areas
- Floodway
- Subject Area

Powered by CoreLogic®

Exhibits B, C.


scanlon white
 inc.

 340 N. WATER STREET
 LAS CRUCES, NM 87601
 (505) 829-2112

LEGAL DESCRIPTION
22.04132 ACRE TRACT
MARCH 4, 1998

A tract of land situate North of Anthony, Dona Ana County, New Mexico, located in Sections 24 & 25, T.26S., R.3E., N.M.P.M. of the U.S.G.L.O. Surveys, and being more particularly described as follows, to wit:

BEGINNING at a 1/2" Iron rod set on the south line of O'Hara Road (N.M. State Road 404) for the northeast corner of this tract; **WHENCE**, the section corner common to Sections 24 & 25, T.26S., R.3E., and Sections 19 & 30, T.26S., R.4E., N.M.P.M. of the U.S.G.L.O. surveys bears N.73°22'58"E., 371.84 feet;

THENCE, from the point of beginning, S.21°33'25"W., 20.33 feet to a 1/2" iron rod set for a point of curvature of this tract;

THENCE, along the arc of a curve to the left, having a radius of 1050.00 feet, an arc length of 508.55 feet, through a central angle of 27°45'00" and whose long chord bears S.07°40'55"W., 503.59 feet to a 1/2" iron rod set for a point of tangency of this tract;

THENCE, S.06°11'35"E., 25.00 feet to a 1/2" iron rod set for a point of curvature of this tract;

THENCE, along the arc of a curve to the right, having a radius of 1150.00 feet, an arc length of 310.98 feet, through a central angle of 15°29'37" and whose long chord bears S.01°33'13"W., 310.03 feet to a 1/2" iron rod set for the southeast corner of this tract;

THENCE, S.89°08'53"W., 894.31 feet to a 1/2" iron rod set for the southwest corner of this tract;

THENCE, N.00°51'07"W., 988.00 feet to a 1/2" iron rod set on the section line common to Sections 24 & 25, T.26S. R.3E., N.M.P.M. of the U.S.G.L.O. Surveys for an angle point of this tract;

THENCE, N.00°09'19"E., 129.11 feet to a 1/2" iron rod found on the south line of O'Hara Road (N.M. State Road 404) for the northwest corner of this tract;

THENCE, along the south line of O'Hara Road (N.M. State Road 404), along the arc of a curve to the right, having a radius of 1834.86 feet, an arc length of 917.00 feet, through a central angle of 23°00'00" and whose long chord bears S.77°22'09"E., 907.48 feet to a point of tangency of this tract;

1759

ENGINEERS AND SURVEYORS DEVELOPMENT CONSULTANTS

Grid: F 08

Image: 1571759

Grid: G 08

Image: 1571760

THENCE, continuing along the south line of O'Hara Road (N.M. State Road 404), S.63°06'07"E., 116.09 feet, to the point of beginning, enclosing 22.0413 acres of land, more or less. Subject to a 100 foot Right-of-Way easement west of and immediately adjacent to the east boundary of this tract as described below.

SAVING AND EXCEPTING FROM THE ABOVE DESCRIBED PARCEL, THE FOLLOWING DESCRIBED TRACT OF LAND FOR A 100 FOOT WIDE R/W EASEMENT.

2.04132 ACRE TRACT

BEGINNING at a 1/2" iron rod set on the south line of O'Hara Road (N.M. State Road 404) for the northeast corner of this tract; WHENCE, the section corner common to Sections 24 & 25, T.26S., R.3E., and Sections 19 & 30, T.26S., R.4E., N.M.P.M. of the U.S.G.L.O. surveys bears N.73°22'58"E., 371.84 feet;

THENCE, from the point of beginning, S.21°33'25"W., 20.33 feet to a 1/2" iron rod set for a point of curvature of this tract;

THENCE, along the arc of a curve to the left, having a radius of 1050.00 feet, an arc length of 508.55 feet, through a central angle of 27°45'00" and whose long chord bears S.07°40'55"W., 503.59 feet to a 1/2" iron rod set for a point of tangency of this tract;

THENCE, S.06°11'35"E., 25.00 feet to a 1/2" iron rod set for a point of curvature of this tract;

THENCE, along the arc of a curve to the right, having a radius of 1150.00 feet, an arc length of 310.98 feet, through a central angle of 15°29'37" and whose long chord bears S.01°33'13"W., 310.03 feet to a 1/2" iron rod set for the southeast corner of this tract;

THENCE, S.89°08'53"W., 101.74 feet to a 1/2" iron rod set for the southwest corner of this tract;

THENCE, along the arc of a curve to the left, having a radius of 1050.00 feet, an arc length of 301.87 feet, through a central angle of 16°28'21" and whose long chord bears N.02°02'35"E., 300.83 feet to a 1/2" iron rod set for a point of tangency of this tract;

THENCE, N.06°11'35"W., 25.00 feet to a 1/2" iron rod set for a point of curvature of this tract;

THENCE, along the arc of a curve to the right, having a radius of 1150.00 feet, an arc length of 556.98 feet, through a central angle of 27°45'00" and whose long chord bears N.07°40'55"E., 551.55 feet to a 1/2" iron rod set for a point of tangency of this tract;

1760

Grid: A 09

Image: 1571761

THENCE, N.21°33'25"E., 29.67 feet to a 1/2" iron rod set on the south line of O'Hara Road (N.M. State Road 404) for the northwest corner of this tract;

THENCE, along the south line of O'Hara Road (N.M. State Road 404), S.63°06'07"E., 100.44 feet, to the point of beginning, enclosing 2.0413 acres of land, more or less.

TOGETHER WITH THE TWO FOLLOWING 25' WIDE UTILITY EASEMENTS

A 25' wide strip of land located in Section 25, T.26S., R.3E., N.M.P.M. of the U.S.G.L.O. surveys and being more particularly described as follows, to wit:

BEGINNING, at a point for the northeast corner of this tract; THENCE, the northeast corner of Section 25, T.26S., R.3E., N.M.P.M. of the U.S.G.L.O. surveys bears N.53°20'29"E., 1628.93 feet;

THENCE, S.00°51'07"E., 322.64 feet to a point on the north line of an existing 25' wide access and water line easement as filed September 20, 1994 in Deed book 308, pages 807-808 of the Dona Ana County Records for the southeast corner of this tract;

THENCE, along the north line of the aforementioned 25' wide access and waterline easement, N.89°58'40"W., 25.00 feet to the southwest corner of this tract;

THENCE, leaving the north line of the aforementioned 25' wide access and waterline easement, N.00°51'07"W., 322.26 feet to the northwest corner of this tract;

THENCE, N.89°08'53"E., 25.00 feet, to the point of beginning,

A 25' wide strip of land located in Section 25, T.26S., R.3E., N.M.P.M. of the U.S.G.L.O. surveys and being more particularly described as follows, to wit:

BEGINNING, at a point for the northeast corner of this tract, THENCE, the northeast corner of Section 25, T.26S., R.3E., N.M.P.M. of the U.S.G.L.O. surveys bears N.29°16'34"E., 1101.26 feet;

THENCE, along the arc of a curve to the right, having a radius of 1050.00 feet, an arc length of 225.67 feet, through a central angle of 11°16'39" and whose long chord bears S.15°55'05"W., 206.34 feet to a point of tangency of this tract;

THENCE, S.21°33'25"W., 25.00 feet to a point of curvature of this tract;

1761

Grid: B 09

Image: 1571762

THENCE, along the arc of a curve to the left, having a radius of 1150.00 feet, an arc length of 118.85 feet, through a central angle of 05°55'18" and whose long chord bears S.18°35'46"W., 118.80 feet to a point on the north line of an existing 25' wide access and waterline easement as filed November 11, 1998 in Deed book 123, pages 123-123 of the Dona Ana County Records for the southeast corner of this tract;

THENCE, along the northline of the aforementioned 25' wide access and waterline easement, N.89°58'40"W., 25.94 feet to a 1/2" iron rod set for a point of curvature of this tract;

THENCE, leaving the aforementioned 25' wide access and waterline easement, along the arc of a curve to the right, having a radius of 1175.00 feet, an arc length of 128.42 feet, through a central angle of 06°15'43" and whose long chord bears N.18°25'33"E., 128.35 feet to a point of tangency of this tract;

THENCE, N.21°33'25"E., 25.00 feet to a point of curvature of this tract;

THENCE, along the arc of a curve to the left, having a radius of 1025.00 feet, an arc length of 196.83 feet, through a central angle of 11°00'09" and whose long chord bears N.16°03'20"E., 196.53 feet to the northwest corner of this tract;

THENCE, N.89°08'53"E., 25.49 feet, to the point of beginning.

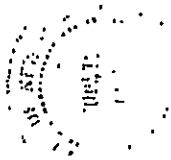
Information for this description is from Warranty deed filed May 26, 1982 in Deed book 274, pages 30-31 of the Dona Ana County Records. A plat was prepared under Job. No. 98-02-072. Field notes by Scanlon White, Inc.

Ted G. Scanlon
Ted G. Scanlon, PS #9433

RECH 1030670

APR 1 2004

157 1744-1762
MICHELE SQUINZI



1762

Form A-158

NEW MEXICO DEPARTMENT OF TRANSPORTATION**WARRANTY DEED**

THE BOARD OF REGENTS OF NEW MEXICO STATE UNIVERSITY, for consideration paid, grants to the **NEW MEXICO DEPARTMENT OF TRANSPORTATION**, P.O. Box 1149, Santa Fe, New Mexico, 87504-1149, the following described real estate in **DONA ANA** County, New Mexico.

2-4

A certain parcel of land situated within Sections 24 and 25, Township 26 South, Range 3 East, New Mexico Principal Meridian, Dona Ana County, State of New Mexico, comprising a portion of land referenced in Warranty Deed filed December 01, 1998 in Book 157, Pages 1379-1384, Rec.030543 in the office of the County Clerk of Dona Ana County, New Mexico and being more particularly described by New Mexico State Plane Grid Bearings (Central Zone) and ground distances as follows:

From the **POINT OF BEGINNING** at the northwest corner of the parcel herein described being a found 3" diameter NMSHD Brass Disc in concrete stamped "RW POC 55+93.76 LS 4693" on the present (2022) southerly right-of-way line of New Mexico State Road 404, being 75.00 feet right of New Mexico State Road 404 Survey Centerline POC Station 55+47.63 and 58.91 feet right of New Mexico State Road 404 Construction Centerline POC Station 156+70.74, **WHENCE** a 3.25" diameter USGLO Brass Cap stamped "T26S R3E R4E S24 S25" found on the southeast corner of said Section 24, bears South 83° 22' 09" East a distance of 1313.95 feet;

THENCE along the northerly boundary of the parcel herein described and along said present (2022) southerly right-of-way line of New Mexico State Road 404, the following (two) 2 courses:

1. **THENCE** along the arc of a curve to the right, having a central angle of 16° 48' 11", a radius of 1834.86 feet, a chord bearing of South 81° 46' 03" East a distance of 536.18 feet and an arc distance of 538.11 feet;
2. **THENCE** along the arc of a curve to the right, having a central angle of 02° 47' 21", a radius of 1834.86 feet, a chord bearing of South 71° 58' 16" East a distance of 89.31 feet and an arc distance of 89.32 feet;

THENCE leaving said present (2022) southerly right-of-way line of New Mexico State Road 404, South 19° 25' 24" West a distance of 25.00 feet to the beginning of a non- tangential curve;

THENCE along the arc of a curve to the left, having a central angle of 14° 19' 21", a radius of 1809.86 feet, a chord bearing of North 77° 44' 16" West a distance of 451.24 feet and an arc distance of 452.42 feet;

THENCE along the arc of a curve to the right, having a central angle of 16° 09' 44", a radius of 791.82 feet, a chord bearing of South 07° 54' 21" West a distance of 222.62 feet and an arc distance of 223.36 feet;

THENCE North 7° 00' 13" West a distance of 10.00 feet to the beginning of a non- tangential curve;

THENCE along the arc of a curve to the right, having a central angle of 15° 39' 15", a radius of 780.00 feet, a chord bearing of South 23° 49' 24" West a distance of 212.45 feet and an arc distance of 213.11 feet;

THENCE South 31° 39' 02" West a distance of 93.63 feet to the westerly line of the parcel herein described;

THENCE North 01° 10' 20" East a distance of 378.61 feet to the approximate section line of sections 24 and 25;

THENCE North 00° 26' 10" East a distance of 145.44 feet to the **POINT OF BEGINNING**.

Tract contains ± 1.6279 acres (70,910 Sq. Ft.), more or less.

Project: N.M.P. No. E100203 / PCN E100203

(SEE REVERSE SIDE)

Form A-158

backside

with warranty covenants.

WITNESS _____ hand(s) and seal(s) this _____ day of _____, 20____.

STATE OF NEW MEXICO

)

)*SS*

COUNTY OF DONA ANA

)

The foregoing instrument was acknowledged before me the _____ day of _____, 20____ by _____

Notary Public

My Commission Expires: _____

(Note - The foregoing instrument should be executed by husband and wife in each instance where the grantors are married.)

Form A-158

NEW MEXICO DEPARTMENT OF TRANSPORTATION**WARRANTY DEED**

THE BOARD OF REGENTS OF NEW MEXICO STATE UNIVERSITY, for consideration paid, grants to the **NEW MEXICO DEPARTMENT OF TRANSPORTATION**, P.O. Box 1149, Santa Fe, New Mexico, 87504-1149, the following described real estate in **DONA ANA** County, New Mexico.

3-2

A certain parcel of land situated within Section 25, Township 26 South, Range 3 East, New Mexico Principal Meridian, Dona Ana County, State of New Mexico, comprising a portion of land referenced in Warranty Deed filed December 1, 1998 in Book 157, Pages 1379-1384 in Reception Number 030543 in the office of the County Clerk of Dona Ana County, New Mexico and being more particularly described by New Mexico State Plane Grid Bearings (Central Zone) and ground distances as follows:

BEGINNING at the northeast corner of the parcel herein described on the present (2020) southerly right-of-way line of New Mexico State Road 404, being 75.00 feet right of New Mexico State Road 404 Survey Centerline POT Station 65+40.09 and 96.80 feet right of New Mexico State Road 404 Construction Centerline POT Station 166+66.06, WHENCE a 3.25" diameter USGLO Brass Cap stamped "T26S R3E R4E S24 S25" found on the southeast corner of said Section 24, bears North 77° 18' 09" East a distance of 399.53 feet to the POINT OF BEGINNING.

THENCE leaving said present (2020) southerly right-of-way line of New Mexico State Road 404 and along the easterly line of the parcel herein described, South 27° 12' 14" West a distance of 10.00 feet to the southeast corner of the parcel herein described;

THENCE along the southerly line of the parcel herein described, North 62° 47' 46" West a distance of 80.00 feet to the southwest corner of the parcel herein described;

THENCE along the westerly line of the parcel herein described, North 27° 12' 14" East a distance of 10.00 feet to the northwest corner of the parcel herein described on said present (2020) southerly right-of-way line of New Mexico State Road 404;

THENCE along the northerly line of the parcel herein described coincident with said present (2020) southerly right-of-way line of New Mexico State Road 404, South 62° 47' 46" East a distance of 80.00 feet to the POINT OF BEGINNING.

Tract contains ± 0.0184 acres (800 Sq. Ft.), more or less.

Project: N.M.P. No. E100203 / PCN E100203

(SEE REVERSE SIDE)

Form A-158

backside

with warranty covenants.

WITNESS _____ hand(s) and seal(s) this _____ day of _____, 20____.

STATE OF NEW MEXICO)
)SS
COUNTY OF DONA ANA)

The foregoing instrument was acknowledged before me the _____ day of _____, 20____ by _____

Notary Public

My Commission Expires: _____

(Note - The foregoing instrument should be executed by husband and wife in each instance where the grantors are married.)

SALE 1



Property Type: Vacant Land
Location: South side of NMSR 404 (East O'Hara Road), east of I-10, east of Dona Ana Community College
Legal Description: A tract of land situate northeast of Anthony, Dona Ana County, NM, being located in Sections 24 and 25, Township 26 South, Range 3 East, NMPM by metes and bounds.
Sale Date: 03/09/2021
Grantor: Gerrit de Graaf Family Partnership, Ltd.
Grantee: Gonzalo Pinedo Avila & Margarita U. Pinedo, and Erika Yasira Pinedo and Alejandro Pinedo.
Lot Size: 10.8455 acres or 472,430 square feet.
Site Description: Irregular tract located about 0.40 east of the I-10/NMSR interchange. Site has about 400 feet of frontage on NMSR 404. The depth (north to south) varies from about 930 to 1,150 feet.
Topography: The site is at grade of NMSR 404 and has undulating topography. The general slope is from north to south with a maximum grade change of about 15 feet. There are minor surface arroyos.
Utilities: An electric power line extends along the south boundary. A 14-inch diameter water line extends from the Anthony Water Authority water tank located adjacent to the southeast corner of the site. There are no other utilities.
Access: Current access is via the unpaved access road for the water tank/wellsite that connects to the existing frontage road that extends south from NMSR 404. There is no developed access from NMSR 404, although there are easement rights to a



100-foot wide access easement along the shared west boundary with the Community College.

Zoning: C3 (Regional Commercial)
Sale Price: \$108,455
Price/Acre: \$10,000
Price/SF: \$0.23
Sale Terms: Cash to Seller
Document No.: 2107389
Days on Market: Site had been on the market for several years.
Comments: Purchased for investment/speculation.
Confirmation: Dan Delaney (Listing broker) by GNB on 3/22/2022



SALE 2



Property Type: Vacant Land
Location: 22900 Stern Drive; west side of I-10 and Stern Drive (I-10 west frontage road), about 0.55 mile north of I-10/NMSR 404 interchange.
Legal Description: A tract of land situate north of Anthony, Dona Ana County, NM, in Section 24, Township 26 South, Range 3 East, NMPM by metes and bounds.
Sale Date: 08/30/2019
Grantor: Francisco Freisen
Grantee: PEMA Real Estate Holdings
Lot Size: 13.854 acres or 603,480 square feet
Site Description: Triangular tract with about 1,790 feet of frontage on Stern Drive (two-way paved I-10 frontage road). The southern boundary is about 667 feet. Site is impacted by a gas line easement that crosses the southern portion of the site.
Topography: The site is at grade of Stern Drive. The site is generally level with a slight downward slope to the west and southwest. There are no major arroyos.
Utilities: An electric transmission line extends along the south boundary. There were no other utilities.
Access: Current access is via the two-way paved access road that connects to NMSR 404, about 0.55 mile to the south.
Zoning: I1 (Light Industrial)
Sale Price \$207,810
Price/Acre \$15,000
Price/SF \$0.34
Sale Terms: Cash to Seller
Document No.: 1919610
Days on Market: Not reported



Comments: Purchased for commercial development. The northerly 7-acres of the site was improved with a 2,000 square foot steel building finished out as office space. The remainder site area is compacted with base course gravel and a concrete drive-pad. A well and septic system were installed and power was extended from the west. The entire frontage is fenced and the yard area has pole lights. The property was offered for sale at \$1,200,000 and was under contract to a cannabis dispensary. However, the sale fell through on the final day.

Confirmation: Brett Preston (Listing broker) by GNB on 4/11/2022



SALE 3

Property Type: Vacant Land
 Location: South side of NMSR 227, west of I-10 Vado interchange.
 Legal Description: A parcel of land situate within the northwest ¼ of Section 21, Township 25 south, Range 3 east, New Mexico Principal Meridian, Dona Ana County, Vado, New Mexico, being a part of PID No. 17-04136 by metes and bounds.
 Sale Date: 7/21/2016
 Grantor: Willa Esslinger Farms, LLC
 Grantee: Tierra Del Sol Housing Corporation
 Lot Size: 12.02 acres or 523,591 square feet.
 Site Description: Irregular tract two driveways to NMSR 227.
 Topography: The site is generally level with a downward slope to the southeast.
 Utilities: Water and sewer are extended along NMSR.
 Access: Access is from two driveways extending southeast from NMSR 227.
 Zoning: D2L
 Sale Price: \$236,500
 Price/Acre: \$19,676/Acre
 Price/SF: \$0.45
 Sale Terms: Cash to Seller
 Document No.: 1616423
 Days on Market: Unknown
 Comments: The site was purchased for a future 98 lot subdivision.
 Confirmation: Lane Neville by GNB 4/27/2022



SALE 4

Property Type: Vacant Land
Location: South side of NMSR 227, west of I-10 Vado interchange.
Legal Description: A tract of land being a part of that certain Parcel B-1 as described in Dona Ana County Clerk Records under receptions No. 1231958 filed December 28, 2012' located south of NMSR 227 and west of Stern Drive, in Section 21, Township 25 south, Range 3 east, NMPM by metes and bounds
Sale Date: 4/4/2019
Grantor: Willa Esslinger Farms, LLC
Grantee: Tierra Del Sol Housing Corporation
Lot Size: 13.162 acres or 573,337 square feet
Site Description: Irregular tracts that wraps around a parcel acquired in 2016.
Topography: The site is generally level with a downward slope to the southeast.
Utilities: Water and sewer are extended along NMSR.
Access: Access is from two driveways extending southeast from NMSR 227 across the adjacent property purchased by the buyer in 2016.
Zoning: C-1
Sale Price \$288,000 (Aggregate)
Price/Acre \$21,881/Acre
Price/SF \$0.50
Sale Terms: Cash to Seller
Document No.: 1908556
Days on Market: Unknown
Comments: The site was purchased for a future 98 lot subdivision.
Confirmation: Lane Neville by GNB 4/27/2022



SALE 5



Property Type: Vacant Land

Location: Northwest quadrant of I-10 and Antonio Street, I-10 Exit 0 at Anthony, Texas.

Legal Description: Lot 1, Block 1, Anthony Palms

Sale Date: 08/29/2019

Grantor: Hector J. Escobar, Sr. and Nellie Escobar

Grantee: Anthony Palms, Ltd.

Lot Size: 7.9994 acres or 348,453 square feet.

Site Description: Flag-shaped tract with 150 feet of frontage on Sandia Drive (the I-10 Westside frontage road), a depth of about 1,263 feet, and rear parcel that has dimensions of 393 by 405 feet.

Topography: The site slopes downward to the west from Sandia Drive and to the northwest across the westerly rectangular portion. When improved, a small retaining wall was utilized along the south boundary.

Utilities: None

Access: Access is from Sandia Drive along the east boundary. Sandia is the paved two-way I-10 Westside frontage road.

Zoning: Commercial

Sale Price \$592,370

Price/Acre \$74,052/Acre

Price/SF \$1.70

Sale Terms: Cash to Seller

Document No.: 20190067001



Days on Market: 885

Comments: The site is the rear eight acres of a 16.70 acre commercial site that has access to both Antonio Street that intersects the I-10 entry and exit ramps at the Anthony Exit 0. The site wraps around the Big 8 grocery store and the Star Truck Wash. The 16.70 acres had been listed for sale at \$2.33 per square foot. After the selloff of the rear portion, the seller took the remainder area off the market.

Confirmation: Tommy Lewis by LP.





Fluorescent Signs

to me ▾

Hi Tristan,

To fabricate & install a new sign like the current one would be approx. \$22,000.00

Thank You For Your Business,

Debbie Tafoya

Fluorescent Signs, Inc.

PO Box 1315

Las Cruces, NM 88004

575-524-3601

signs@f-sinc.com

www.fluorescentsignsinc.com

Qualifications of Gareth N. Burman, MAI, MRICS

Education

Bachelor of Science in Estate Management, Polytechnic of the South Bank, London, England, 1976. Core courses focused on land economics, property valuation, building construction, and town planning.

Professional Memberships

Member of the Appraisal Institute (MAI Designation), Certificate No. 7203, issued September 1985. Served in several officer positions within the West Texas-New Mexico chapter of the former American Institute of Real Estate Appraisers, including Chairman of the Guidance and Admissions Committees. Served as President of the Rio Grande Chapter of the Appraisal Institute in 1994. Currently serving on regional ethics panel. Served as a chapter board member 2009-2012.

Member of the Royal Institution of Chartered Surveyors (MRICS designation), diploma obtained December 1977.

Professional Licenses

New Mexico Real Estate Appraisers Board — General Certificate No. 00238-G issued 05/12/92. Current certification cycle expires April 30, 2023.

Texas Appraiser Licensing and Certification Board — State Certified General Real Estate Appraiser No. TX-1323822-G issued 10/06/92. Current certification cycle expires October 31, 2022.

Employment

- | | |
|-----------------|--|
| 10/94 - Present | A principal and analyst with Commercial Appraisal, Inc., Albuquerque New Mexico. Commercial Appraisal, Inc., is the result of a merger of three Albuquerque appraisal firms. Sole owner and president since July 2001. |
| 08/91 - 10/94 | A principal and analyst with Payne, Burman & Pearsall, P.C., Albuquerque, New Mexico; providing appraisal and consulting services on commercial property throughout New Mexico and the Southwest. |
| 04/79 - 08/91 | Appraiser/analyst with Appraisal Associates of El Paso, an independent firm offering narrative real estate appraisals and consulting services primarily in West Texas and New Mexico. Specializing in office buildings, shopping centers, multi-unit residential properties, industrial properties and land development assignments. |
| 06/78 - 12/78 | Valuer for the Valuation Office, City of London, London, England. Specialized in valuations of high-rise office buildings and banking halls. |
| 08/76 - 06/78 | Employed as a Valuer by the District Valuer's Office, Tower Hamlets, London, England. Concerned primarily with the valuation of commercial, industrial, and residential properties in an inner-city urban environment. |
| 07/74 - 08/75 | Valuation Officer for the Greater London Council. Completed one year of industrial training as part of the degree program. |

Appraisal Institute Courses and Seminars

Completed all required courses, examinations, submission of demonstration reports and comprehensive examination for membership in the American Institute of Real Estate Appraisers (now the Appraisal Institute) between July 1981 and February 1985.

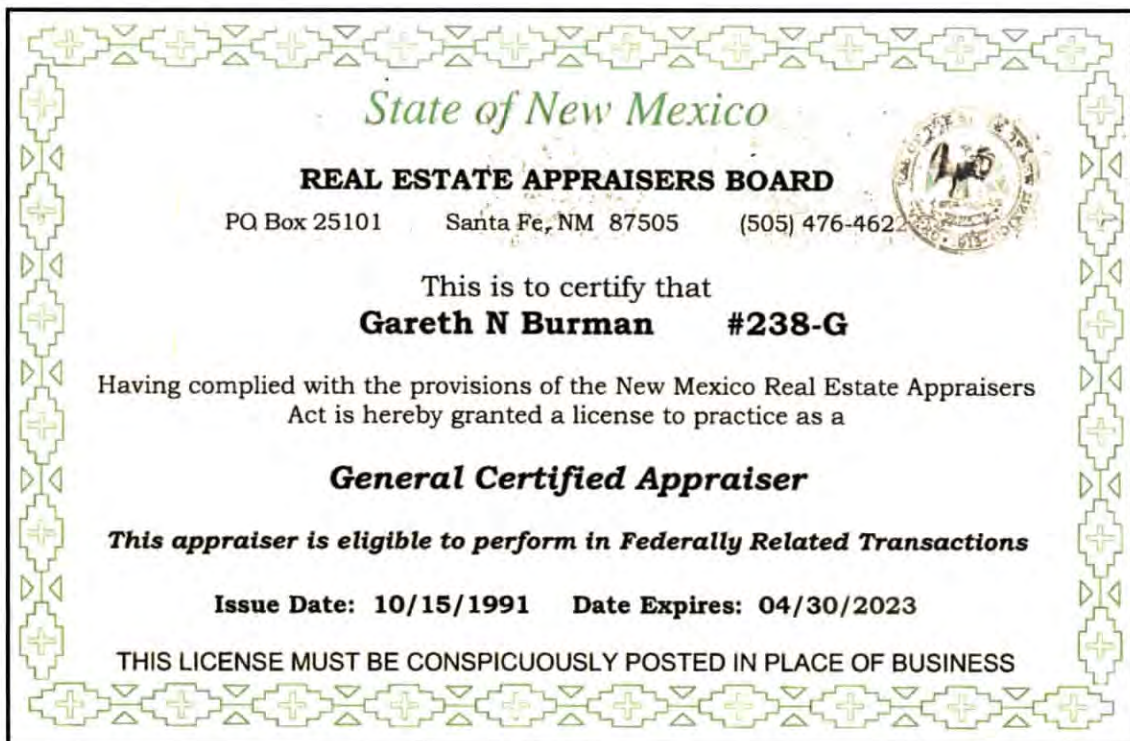
Qualifications of Gareth N. Burman (continued)

Since 1980, I have attended over 70 one or two-day seminars in order to remain current on continuing education. Within the past five years, I have completed the 7-hour USPAP update seminar (10/18); Business Practices and Ethics (2/18); Contract or Effective Rent, Examining Property Rights & Implications in Valuation, Case Studies in Complex Valuation (11/18); Uniform Standards for Federal Land Acquisitions (7/17); Data Verification Methods (04/17); Advanced Spreadsheet Modeling for Valuation Applications (09/15); The Appraiser as an Expert Witness: Preparation & Testimony (4/15); Litigation Appraising, Specialized Topics and Applications (10/14); and Effective Appraisal Writing (06/14).

Professional Experience

My practice covers a wide variety of commercial real estate assignments for both private and public sector intended users. Private clients include major national and community banks, corporations, real estate investors and individuals. Public sector clients include Federal, State and Local government agencies. Expert witness testimony has been provided in New Mexico District Courts, Texas District Courts and US Bankruptcy Courts.

(Client references available upon request).



**COMMERCIAL APPRAISAL, INC.**

March 10, 2022

CERTIFIED MAIL – RETURN RECEIPT REQUESTED

The Board of Regents of New Mexico State University
Attn: Mr. Scott Eschenbrenner
P.O. Box 30001
Las Cruces, NM 88003-8001

Reference: Parcels 2-4 and 3-2 (1.6463 Acres); NMP# E100203; Reconstruction NMSR 404, east of the I-10/NMSR 404 interchange.

Dear Mr. Eschenbrenner:

As you will recall, in early 2021, we were to appraise a partial acquisition of the NMSU property at NMSR 404 and I-10. The project was placed on hold subsequent to the discovery of the NMSU utility infrastructure improvement. The project has been redesigned and NMDOT has asked us to prepare appraisals of the revised acquisition areas.

Copies of the redesigned right-of-way maps are included. We will be undertaking property inspections within the next few weeks. It is not necessary, but if you would like to schedule an appointment or have questions, please contact me at the phone number or email address listed below.

Commercial Appraisal, Inc.
7000 Prospect Place NE, Suite D
Albuquerque, NM 87110
Telephone: (505) 294-8400
Email: cai@commercialappraisal.net

Sincerely,
COMMERCIAL APPRAISAL, INC.

A handwritten signature in black ink, appearing to read 'Gareth N. Burman', is written over a horizontal line.

Gareth N. Burman, MAI, MRICS
NM State Certified Appraiser # 238-G

SURVEY NOTES

1. ALL DISTANCES ARE HORIZONTAL, GROUND DISTANCES.
2. BEARINGS ARE NEW MEXICO STATE PLANE GRID CENTRAL ZONE (NAD83)
3. BASIS OF BEARING: S 7°25'22" E FROM USGEO MONUMENT AT SURVEY CENTERLINE STA. 88+48.58 181.29 1' T. TO USGEO MONUMENT AT SURVEY CENTERLINE STA. 20+88.00 114.03 0' RT. DERIVED FROM CONTROL MAP ENTITLED: CONTROL MAP E1001 TO ANTHONY, TAM, SAA, MP 5, MP 7.5A.
4. DATE OF FIELD SURVEY: OCTOBER 2017 THROUGH APRIL 2020.
5. ALL STATIONS SHOWN FOR EXISTING MONUMENTS ARE TO SURVEY CENTERLINE UNLESS OTHERWISE NOTED. ALL STATIONS SHOWN FOR NEW RIGHT-OF-WAY FEATURES ARE TO SURVEY CENTERLINE UNLESS OTHERWISE NOTED.
6. RIGHT-OF-WAY DIMENSIONS ARE FROM THE SURVEY CENTERLINE.
7. BASIS OF STATIONING FOR SURVEY CENTERLINE DERIVED FROM EXISTING RIGHT-OF-WAY MAP RS-112501 AT STATION P.C. 48+76.84.
8. BASIS OF STATIONING FOR CONSTRUCTION CENTERLINE DERIVED FROM CONSTRUCTION PLANS ENTITLED PCN E100203.
9. ALL PROPOSED CONSTRUCTION FEATURES ARE BASED ON NOW COMPLETE DESIGN PLANS.
10. REFERENCE MAPS USED FOR CH E 0203: R-010-2170315, L-010-211161, S-110101 AND R-012001 N.M.P. AN ARMY.
11. ADDITIONAL RIGHT-OF-WAY INFORMATION IS AVAILABLE IN THE MHOOT GENERAL OFFICE, LAND ENGINEERING SECTION, SANTA FE, NEW MEXICO.
12. SUBJECT TO RESERVATIONS, RESTRICTIONS AND EASEMENTS OF RECORD.
13. ENCRICHMENTS ARE DETAIL AND SHOWN ON ENCROACHMENT EXHIBITS REFERENCED TO THE PROJECT (E 100203). ENCROACHMENT EXHIBITS AND DOCUMENTS RELATED CAN BE OBTAINED THROUGH THE MHOOT RIGHT-OF-WAY BUREAU PROPERTY ASSETS MANAGEMENT SECTION.
14. FOR BUILD NOTES INFORMATION, REFER TO CONSTRUCTION PLANS FOR PCN E100203.
15. SURVEY CENTERLINE FOR N.M.P. NO. S-112501 IS SHOWN FROM BP STA. 47+00.00 TO EP STA. 88+34.32 (SHEET 2) WHERE IT INTERSECTS WITH THE TOWNSHIP LINE (PROPERTY LINE AS SHOWN, THIS ALIGNMENT DID NOT FIT THE FOUND MONUMENTATION THROUGHOUT THE NUMBER 404 PROJECT. THE SURVEY CENTERLINE AS SHOWN FROM STA. BP 49+27.81 (SHEET 3) TO EP STA. 470+54.78 (SHEET 18) IS DERIVED FROM FOUND MONUMENTS AND BY USING THE CONSTRUCTION CENTERLINE FROM RIGHT-OF-WAY MAP N.M.P. NO. R-112501.
16. THE SURVEY CENTERLINE FROM RIGHT-OF-WAY MAP N.M.P. NO. R-112501 IS NOT SHOWN IN THESE PLANS AS THERE WERE MEASUREMENTS INDICATED TO BOTH ALIGNMENTS FOR THE SURVEY AND THE CONSTRUCTION CENTERLINES. THE PLANS WERE INCONSISTENT WITH SCALE OF THE STATIONING WHICH WAS MISSING ON NOT IDENTIFIED. THE REVISIONS ALSO INVOLVED CHANGING THE CONSTRUCTION CENTERLINE TO INCLUDE 'MONUMENTATION' STATIONING FROM MONUMENTATION MAP N.M.P. NO. R-112501 DATED JANUARY 1981. THE SURVEY CENTERLINE OF THIS MAP THUS REFLECTS THE BEST FIT OF THE MONUMENTATION MAP N.M.P. NO. R-112501 AND THE RIGHT-OF-WAY MONUMENTATION FOUND FROM FIELD SURVEYS PERFORMED FROM OCTOBER 2017 TO APRIL 2020.

Binder Page 196 of 298

Binder Page 219 of 1084

STATION	Bearing	Distance	Curve Data
1	S 89°17' 00" E	71.17	228
2	S 89°17' 00" E	343.19	228
3	S 89°17' 00" E	239.17	228
4	S 89°17' 00" E	144.10	228
5	S 89°17' 00" E	70.17	228
6	S 89°17' 00" E	35.17	228
7	S 89°17' 00" E	35.17	228
8	S 89°17' 00" E	35.17	228
9	S 89°17' 00" E	35.17	228
10	S 89°17' 00" E	35.17	228
11	S 89°17' 00" E	35.17	228
12	S 89°17' 00" E	35.17	228
13	S 89°17' 00" E	35.17	228
14	S 89°17' 00" E	35.17	228
15	S 89°17' 00" E	35.17	228
16	S 89°17' 00" E	35.17	228
17	S 89°17' 00" E	35.17	228
18	S 89°17' 00" E	35.17	228
19	S 89°17' 00" E	35.17	228
20	S 89°17' 00" E	35.17	228
21	S 89°17' 00" E	35.17	228
22	S 89°17' 00" E	35.17	228
23	S 89°17' 00" E	35.17	228

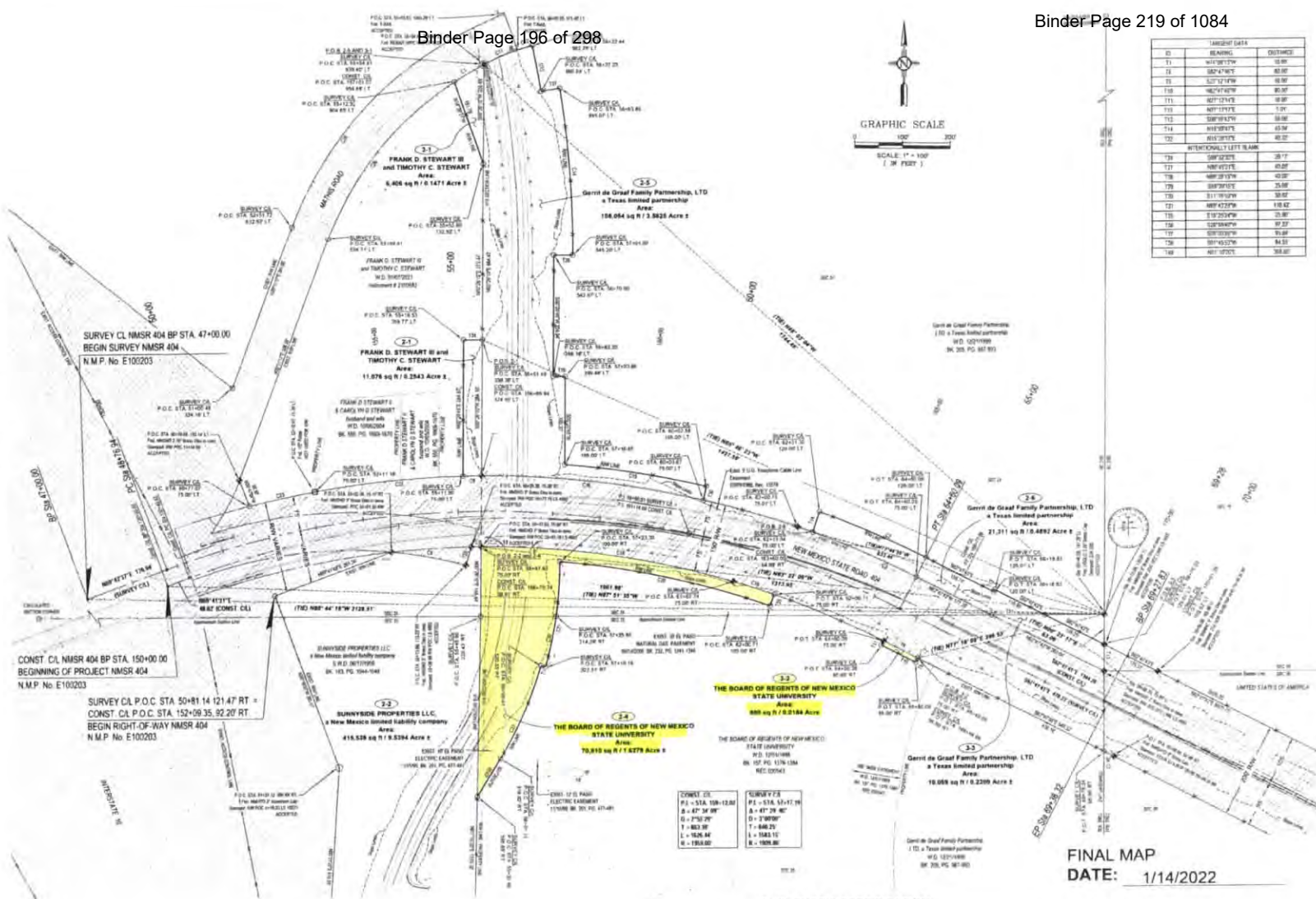
LEGEND

- FOUND MONUMENT AS NOTED
- FOUND T.M.B.M. AS NOTED
- FOUND ALUMINUM CAP AS NOTED
- FOUND REBAR AS NOTED (NO CAP)
- CALCULATED POINT (NOT SET)
- CONTIGUOUS LIMITS OF CUT OR FILL (COLORS AS PER PLANS)
- EXISTING FENCE LINE
- EXISTING ACCESS CONTROL LINE
- DENOTES EXISTING R/W SECURED BY N.M.P. NO. 8-112501
- DENOTES EXISTING R/W SECURED BY N.M.P. NO. 3-112501
- DENOTES EXISTING R/W SECURED BY N.M.P. NO. RS-112501

RIGHT-OF-WAY MAP PREPARED BY
Bohannon & Huston
 3000 GARDENVIEW RD. SUITE 100
 ALBUQUERQUE, NEW MEXICO 87109
 PHONE: 505-833-7500

FOR OWNERS NAME AND AREA FOR PARCELS NUMBERS SHOWN SEE SHEET 14 OF 18

NO.	DESCRIPTION	DATE	BY
1	Revised Outer Parcel 2.1-2.1	01/11/2021	TBC
2	Updated Target and Curve Tables	01/11/2021	DBC
3	Update Parcels 2.1, 2.2, 2.4, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7	01/11/2021	DBC



INTERPOLATED LEFT BLANK

STATION	Bearing	Distance
101	S 89°17' 00" E	35.17
102	S 89°17' 00" E	35.17
103	S 89°17' 00" E	35.17
104	S 89°17' 00" E	35.17
105	S 89°17' 00" E	35.17
106	S 89°17' 00" E	35.17
107	S 89°17' 00" E	35.17
108	S 89°17' 00" E	35.17
109	S 89°17' 00" E	35.17
110	S 89°17' 00" E	35.17
111	S 89°17' 00" E	35.17
112	S 89°17' 00" E	35.17
113	S 89°17' 00" E	35.17
114	S 89°17' 00" E	35.17
115	S 89°17' 00" E	35.17
116	S 89°17' 00" E	35.17
117	S 89°17' 00" E	35.17
118	S 89°17' 00" E	35.17
119	S 89°17' 00" E	35.17
120	S 89°17' 00" E	35.17

DONA ANA COUNTY, NEW MEXICO
 SECTIONS 24 and 25, T 26 S, R 3 E
 SECTIONS 19 and 30, T 26 S, R 4 E

SURVEYOR'S CERTIFICATION

I CERTIFY THAT I AM A REGISTERED PROFESSIONAL SURVEYOR AND THAT THESE RIGHT-OF-WAY MAPS ARE AN INTERIM PRODUCT OF PROJECT DESIGN DEVELOPMENT AND WERE PREPARED BY ME OR UNDER MY DIRECTION AND ARE BASED ON ACTUAL FIELD SURVEYS PERFORMED UNDER MY DIRECTION FROM OCTOBER 2017 TO APRIL 2020. CONFORMANCE WITH THE STATE OF NEW MEXICO'S SURVEY STANDARDS FOR RIGHT-OF-WAY SURVEYING WILL OCCUR FOLLOWING ACTUAL ACQUISITION OF RIGHT-OF-WAY REQUIRED BY PROJECT NUMBER E100203.



BARRY S. WELLES, N.M.P.S. 15817 DATE: 1-14-2022
 BOHANNON & HUSTON, INC.
 1500 JEFFERSON STREET NE
 ALBUQUERQUE, NM 87104

FINAL MAP
DATE: 1/14/2022

PCN E100203

NEW MEXICO DEPARTMENT OF TRANSPORTATION
RIGHT OF WAY MAP
 NEW MEXICO PROJECT NO.

E100203

DONA ANA COUNTY

SCALE 1" = 100' SHEET 3 OF 18

ACCESS CONTROLLED



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-13

- Action Item
 Consent Item
 Informational Item

Presented By: Scott Eschenbrenner
 Special Assistant to the President

Agenda Item:

Lease at Central New Mexico Community College

Requested Action of the Board of Regents:

Approval of the Lease at Central New Mexico Community College

Executive Summary:

As a result of the pandemic and opportunities recognized with online instructional delivery, NMSU has selected to continue the Social Worker program in an online format only. The University will no longer schedule in person classes at CNM Montoya Campus and does not need classroom space in K-building. The programmatic change has impacted Social Worker faculty and staff who will also work remotely, and do not require office space on campus, resulting in many open cubicles. A suitable alternative to efficiently accommodate NMSU's two remaining programs, EDGE and ICAN, is available at Montoya Campus in Tom Wiley Hall. All space is furnished and NMSU will also have access to a conference room and employee break room.

NMSU current rental obligation is \$79,108 per year, which will decrease to \$38,385 per year after the approval of the CNM Governing Board on August 9th, NMSU Board of Regents on September 15th and Board of Finance meeting on September 20th. The revised rent will start on October 1st.

References:

Please see lease agreement and exhibits.

Prior Approvals:

9/1/2022 Regents Real Estate Committee



Central New Mexico Community College

525 Buena Vista SE
 Albuquerque, NM 87106
contracts@cnm.edu

Fourth Amendment to revise the Lease Agreement #17-1-1000-LSR-2019-A4 dated July 1, 2016 between Central New Mexico Community College ("CNM"/"Lessor") and New Mexico State University ("NMSU"/"Lessee").

- The Property Leased in Paragraph 1 of the Lease is hereby amended and restated to read as follows:

Property Leased. In consideration of the terms and conditions in this lease, Lessor leases to Lessee, and Lessee leases from Lessor, those premises with appurtenances, situated in Albuquerque, New Mexico, described as:

- Rooms 204, 205 and 206 in Tom Wiley Hall (TW) to include existing furniture options with shared access to conference room 202, by appointment and shared access to staff break room 201 at the rate of \$15.00 per square foot.
- Total Square Footage of Leased Space: 2,559 square feet.

- The Rent payment table in Paragraph 6 of the Lease is hereby amended and restated to read as follows:

Rent. In consideration of this lease, Lessee shall pay rent in the following manner.

YR	BEGINNING		ANNUAL	MONTHLY	ANNUAL LEASABLE SQ FT RATE	OPTION YEARS
1	7/1/2016		\$122,885.00	\$10,240.41	11.00	
2	7/1/2017		\$122,885.00	\$10,240.41	11.00	
3	7/1/2018		\$122,885.00	\$10,240.41	11.00	
4	7/1/2019		\$128,471.00	\$10,705.92	11.50	*
5	7/1/2020		\$128,471.00	\$10,705.92	11.50	*
6	7/1/2021		\$79,108.50	\$6,592.38	11.50	*
7	7/1/2022	7/1/2022-9/30/2022 \$15,741.00	\$44,529.75	\$5,247.00	12.00	*
		10/1/2022-6/30/2023 \$28,788.75		\$3,198.75	15.00	*
8	7/1/2023		\$38,385.00	\$3,198.75	15.00	*
9	7/1/2024		\$40,944.00	\$3,412.00	16.00	*
10	7/1/2025		\$40,944.00	\$3,412.00	16.00	*

- All previously agreed to terms and conditions of the Agreement shall continue except

for the provisions contained in this amendment.

Accepted by,

Central New Mexico Community College

By:
Olivia Padilla-Jackson
Vice President of Finance & Operations

Date:

By:
Christine Duncan
Comptroller

Date:

New Mexico State University

By:
Ammu Devasthali
Chair-New Mexico State University
Board of Regents

Date:



Central New Mexico Community College
525 Buena Vista SE
Albuquerque, NM 87106
contracts@cnm.edu

Third Amendment to revise the Lease Agreement #17-1-1000-LSR-2019-A3 dated July 1, 2016 between Central New Mexico Community College (“CNM”/”Lessor”) and New Mexico State University (“NMSU”/”Lessee”), collectively referred to as “Parties”.

1. Amendment and Restatement of Paragraph 1 of the Lease. Paragraph 1 of the Lease is hereby amended and restated to read as follows:

Property Leased (See Attachment 1). In consideration of the terms and conditions in this lease, Lessor leases to Lessee, and Lessee leases from Lessor, those premises with appurtenances, situated in Albuquerque, New Mexico, described as:

- a. Office area on the first floor of the Joseph M. Montoya Campus (JMMC) K-Building consisting of 5,247 total square feet.
- b. Two dedicated classrooms on the second floor of the JMMC K-Building including K-207 and K-208, consisting of 1,632 square feet.
- c. Total Square Footage of Leased Space: 6,879 square feet.
- d. CNM Parking Services:
 - i. NMSU staff and student parking: A General parking permit is required to park at all CNM campus locations. Vehicle information is required, and decals must be purchased from the CNM Parking website. All CNM parking rules and regulations must be adhered to. Visit www.cnm.edu/parking for additional information.
 - ii. For short-term trainings/events, NMSU may be provided with temporary parking permits. Advance arrangement through spacesolutions@cnm.edu is required.

2. Amendment and Restatement of Paragraph 6 of the Lease. Paragraph 6 of the Lease is hereby amended and restated to read as follows:

6. Rent. In consideration of this lease, Lessee shall pay rent in the following manner.

YEAR	DATE BEGINNING	ANNUAL AMOUNT	MONTHLY AMOUNT	ANNUAL LEASEABLE SQ. FT. RATE	OPTION YEARS
1	7/1/2016	\$ 122,885.00	\$ 10,240.41	\$ 11.00	
2	7/1/2017	\$ 122,885.00	\$ 10,240.41	\$ 11.00	
3	7/1/2018	\$ 122,885.00	\$ 10,240.41	\$ 11.00	
4	7/1/2019	\$ 128,471.00	\$ 10,705.92	\$ 11.50	▪
5	7/1/2020	\$ 128,471.00	\$ 10,705.92	\$ 11.50	▪
6	7/1/2021	\$ 79,108.50	\$ 6,592.38	\$ 11.50	▪
7	7/1/2022	\$ 82,548.00	\$ 6,879.00	\$ 12.00	▪
8	7/1/2023	\$ 82,548.00	\$ 6,879.00	\$ 12.00	▪
9	7/1/2024	\$ 82,548.00	\$ 6,879.00	\$ 12.00	▪
10	7/1/2025	\$ 82,548.00	\$ 6,879.00	\$ 12.00	▪

a. The total rent for the initial term is (not including option years) \$368,655. If Lessee fails to pay the monthly Rent fifteen (15) days after such payment is first due, Lessee shall pay Lessor a late charge equal to five percent (5%) of such payment without notice or demand from Lessor.

b. CNM/NMSU Two plus Two Program: If CNM and NMSU enter into a separate agreement to provide CNM students with the option to earn a bachelor's degree from NMSU, the Annual Leasable Sq. Ft. rate will be reduced by \$ 1.00/sq. ft.

a) Shared Classroom Space.

a. Additional usage of classrooms at any CNM Campus will be billed per semester based on a rate of \$10.00 per instructional hour per month.

b. Additional usage of lab space at any CNM Campus will be billed per semester based on a rate of \$12.50 per instructional hour per month. Additional charges will be billed where CNM provides a dedicated lab technician for the class.


c. Above refers to traditional academic usage and classes and is not applicable to special event space and general session conference rooms. Rates do not apply to event space at CNM Workforce Training Center.

d. All additional usage of space must be reserved through spacesolutions@cnm.edu and will be billed independently.


3. All previously agreed to terms and conditions of the Agreement shall continue except for the provisions contained in this amendment.

Accepted by,

Central New Mexico Community College

By: 
Olivia Padilla-Jackson
Vice President of Finance & Operations


Date: 00. 7/13/2021

By: 
Wanda Helms
Comptroller

Christine Duncan
Interim Comptroller

Date: 7/14/21

New Mexico State University

By: 
Ammu Devasthali
Chair-New Mexico State University
Board of Regents

Date: 5/18/21

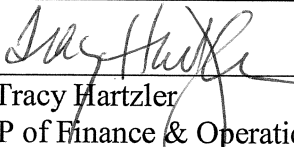
**SECOND AMENDMENT TO
LEASE AGREEMENT**

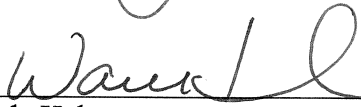
This Second Amendment to Lease Agreement, (this "**Amendment**"), effective July 1, 2019 (the "**Effective Date**"), is made and entered into between, Central New Mexico Community College, hereinafter referred to as "CNM" or "Lessor" and New Mexico State University, hereinafter referred to as "NMSU" or "Lessee".

1. Both Parties would like to exercise the option to renew this lease for an additional seven (7) years, terminating on June 30, 2026.
2. All other terms and conditions of the lease agreement shall remain.

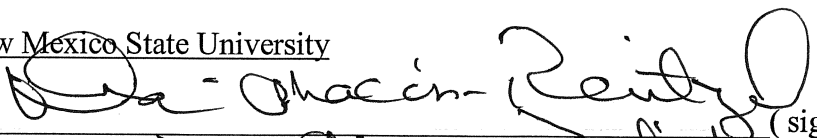
IN WITNESS WHEREOF, the parties have set their hands hereto as of the Effective Date:

LESSOR: Central New Mexico Community College

By:  (signature)
Name: Tracy Hartzler
Title: VP of Finance & Operations

By:  (signature)
Name: Wanda Helms
Title: Comptroller

LESSEE: New Mexico State University

By:  (signature)
Name: ~~Debra Hicks~~ Dina Charon-Rentzel
Title: Chair – New Mexico State University Board of Regents

**FIRST AMENDMENT TO
LEASE AGREEMENT**

This First Amendment to Lease Agreement (this "**Amendment**"), effective August 1, 2016 (the "**Effective Date**"), is made and entered into between, Central New Mexico Community College, hereinafter referred to as "CNM" or "Lessor" and New Mexico State University, hereinafter referred to as "NMSU" or "Lessee".

1. Amendment and Restatement of Paragraph 2 of the Lease. Paragraph 2 of the Lease is hereby amended in its entirety and restated to read as follows:

***Term.** The term of this lease is for a period of three years, commencing August 1, 2016, and terminating June 30, 2019.*

2. Amendment and Restatement of Paragraph 3 of the Lease. Paragraph 3 of the Lease is hereby amended in its entirety and restated to read as follows:

***Option to Renew.** In partial consideration for rent paid under this lease, Lessor grants to Lessee an option to renew this lease for up to 7 additional years for a maximum period of 10 years. The renewal shall be for a term agreed upon by Lessor and Lessee and shall be subject to the same terms and conditions set forth in this lease for the original term, except as with regard to rent as described in Section 6. Lessee may exercise this option by giving Lessor written notice at least one hundred and eighty (180) days prior to the expiration of the current term.*

3. Amendment and Restatement of Paragraph 20 of Lease. Paragraph 20 of the Lease is hereby amended in its entirety and restated to read as follows:

***Approval of State Board of Finance Required:** This Amendment and any subsequent amendment of the Lease are subject to the review and approval of the New Mexico State Board of Finance, without which approval such amendment is null and void. This lease shall not be altered or amended except by instrument in writing executed by the parties.*

4. Amendment and Restatement of Paragraph 23 of Lease. Paragraph 23 of the Lease is hereby amended in its entirety and restated to read as follows:

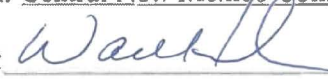
***Right to Assign or Sublease:** Lessee has the right to assign or sublease any of the leased property described in this agreement, provided that such assignment or sublease is to a NMSU or a NMSU-affiliated entity. Lessee shall not otherwise assign or sublease such property without first obtaining the written consent of Lessor which shall not be unreasonably withheld. Any assignment or sublease to a private entity would require New Mexico State Board of Finance approval, without which approval such assignment or sublease is null and void.*

- 5. Amendment and Addition to Paragraph 26 of Lease. Paragraph 26 of the Lease is hereby amended to add the following language:

c. It is agreed that should Lessor not receive funding from the New Mexico legislature or it's governing authority sufficient to cover the financial obligations of Lessor arising with respect to the Lease, Lessor shall have the right to terminate the Lease by delivering written notice of the exercise of this option to Lessee not later than 30 days following completion of the just ended legislative session or its Governing Board.

INWITNESS WHEREOF, the parties have set their hands hereto as of the Effective Date:

LESSOR: Central New Mexico Community College

By :  (signature)

Name: Wanda Helms

Title: Executive Director Purchasing & Materials Management

By :  (signature)

Name: Kathrine Ulibarri

Title: VP of Finance & Operations

LESSOR: New Mexico State University

By :  (signature)

Name: Debra Hicks

Title: Chair – New Mexico State University Board of Regents

LEASE OF REAL PROPERTY



Central New Mexico Community College
 Purchasing Division
 525 Buena Vista Drive SE
 Albuquerque, NM 87106

This lease is made and entered into between, Central New Mexico Community College, hereinafter referred to as "CNM" or "Lessor" and New Mexico State University, hereinafter referred to as "NMSU" or "Lessee".

Lessor and Lessee agree as follows:

1. **Property Leased (See Attachment 1).** In consideration of the terms and conditions in this lease, Lessor leases to Lessee, and Lessee leases from Lessor, those premises with appurtenances, situated in Albuquerque, New Mexico, described as:
 - a. Office area on the first floor of the Joseph M. Montoya Campus (JMMC) K Building including suite K-102 consisting of 6,149 square feet.
 - b. Five dedicated classrooms and office area on the second floor of the JMMC K Building including K-207, K-208, K-209, K-210, K-211, and K-212 (office space) consisting of 5,022 square feet.
 - c. Square Footage of Leased Space: 11,171 square feet.
 - d. Designated Parking Facilities:
 - i. NMSU staff parking: JMCC has no cost parking lots. NMSU employees are required to obtain a no cost parking sticker for their vehicle and register their vehicle(s) with CNM Parking Services Department. Parking at other CNM campuses may require purchase of a parking permit.
 - ii. NMSU's student parking: All CNM campuses have parking lots available for students at no costs. For semester long classes, students will be required to obtain a no cost parking sticker for their vehicle and register their vehicle(s) with CNM Parking Services Department.
 - iii. For short-term classes/trainings, NMSU will be provided with temporary parking permits to be provided to students at the JMCC Campus.
 - iv. Parking at other CNM campuses may require purchase of a parking permit for nearby parking.
2. **Term.** The term of this lease is for a period of three years, commencing July 1, 2016, and terminating June 30, 2019.
3. **Option To Renew.** In partial consideration for rent paid under this lease, Lessor grants to Lessee an option to renew this lease. The renewal shall be for a term agreed upon by Lessor and Lessee and shall be subject to the same terms and conditions set forth in this lease for the original term, except as with regard to rent as described in Section 6. Lessee may exercise this option by giving Lessor written notice at least one hundred and eighty (180) days prior to the expiration of the current term.
4. **Delivery of Possession.** Lessor warrants that the leased property will be vacant and suitable for occupancy on the first day of the initial term. Lessee shall be put in possession of the leased property on such date. If possession by Lessee is delayed by Lessor, rent shall abate proportionately or, at Lessee's discretion, this lease agreement may be terminated without further liability by Lessee at any time prior to Lessee assuming possession.

5. **Holding Over.** Lessee's holding over or continued use or occupancy shall be construed as a month to month tenancy for a period not to exceed 90 days at the same monthly rent and subject to the same terms and conditions set forth in this lease.
6. **Rent.** In consideration of this lease, Lessee shall pay rent in the following manner.

YR	DATE BEGINNING	ANNUAL AMOUNT	MONTHLY AMOUNT	ANNUAL LEASEABLE SQ. FT. RATE	* OPTION YEARS
1	07/01/2016	\$ 122,885	\$ 10,240.41	\$ 11.00	
2	07/01/2017	\$ 122,885	\$ 10,240.41	\$ 11.00	
3	07/01/2018	\$ 122,885	\$ 10,240.41	\$ 11.00	
4	07/01/2019	\$ 128,471	\$ 10,705.92	\$ 11.50	*
5	07/01/2020	\$ 128,471	\$ 10,705.92	\$ 11.50	*
6	07/01/2021	\$ 128,471	\$ 10,705.92	\$ 11.50	*
7	07/01/2022	\$ 134,056	\$ 11,171.33	\$ 12.00	*
8	07/01/2023	\$ 134,056	\$ 11,171.33	\$ 12.00	*
9	07/01/2024	\$ 134,056	\$ 11,171.33	\$ 12.00	*
10	07/01/2025	\$ 134,056	\$ 11,171.33	\$ 12.00	*

- a. **The total rent for the initial term is** (not including option years) **\$368,655**. If Lessee fails to pay the monthly Rent fifteen (15) days after such payment is first due, Lessee shall pay Lessor a late charge equal to five percent (5%) of such payment without notice or demand from Lessor.
- b. **CNM/NMSU Two plus Two Program:** If CNM and NMSU enter into a separate agreement to provide CNM students with the option to earn a bachelor's degree from NMSU, the Annual Leasable St. Ft. rate will be reduced by \$1.00/sq. ft.
- a) **Shared Classroom Space.**
- a. Additional usage of classrooms at any CNM Campus will be billed per semester based on a rate of \$10.00 per instructional hour per month.
- b. Additional usage of lab space at any CNM Campus will be billed per semester based on a rate of \$12.50 per instructional hour per month. Additional charges will be billed where CNM provides a dedicated lab technician for the class.
7. **Use of Leased Premises.** Lessee shall use the leased premises for purposes of carrying on NMSU business.
- a. **Hours of Operation:** Access to CNM JMCC is available Monday through Friday, 6am - 10pm. CNM campuses are closed on Saturday, Sunday, holidays and winter break. Access to campuses during closed periods must be pre-arranged with the CNM Security and Safety Office.
8. **Condition of Premises.** To the best of Lessor's knowledge the premises are in good and safe condition, structurally sound and of safe design and that they comply with all applicable building codes, ordinances, rules and regulations.
9. **Accessibility to the Disabled.** The Lessor warrants that the premises shall meet standards consistent with the Americans with Disabilities Act (ADA) within sixty (60) calendar days of the execution of this lease. The Lessor also warrants that the premises will be maintained in compliance with these standards.
10. **Damage to Premises.** If at the inception of this lease or at any time thereafter (including any renewal) all or any part of the leased premises shall be so damaged or destroyed through any cause, other than Lessee's or Lessee related parties' willful or negligent act, as to be rendered unfit for Lessee's occupancy, in Lessee's reasonable judgment, Lessee may declare this lease terminated and rent shall be payable only to the date of the damage. Alternatively, Lessee, in its sole discretion, may continue to occupy any portion useful to it, and the rent shall abate in proportion to the portions not useful to Lessee.

If at the inception of this lease or at any time thereafter (including any renewal) all or any part of the leased premises shall be so slightly damaged through any cause, other than Lessee's willful act, as not to be rendered unfit for Lessee's occupancy, in Lessee's judgment, Lessor shall repair the premises with all reasonable promptness, at Lessor's expense, and the rent shall abate fairly until repairs are completed. However, if Lessor fails to promptly commence or to expeditiously complete repairs necessary to restore the premises to their former condition, Lessee may declare this lease terminated and rent, including any fair abatement thereof, shall be payable only to the date of termination. Alternatively, if Lessor fails to promptly commence or to expeditiously complete repairs, Lessee, in its sole discretion, may perform or cause to be performed such repairs, and may deduct the costs from rent, including any fair abatement.

Lessee's decision as to whether all or any part of the premises is fit or unfit for occupancy shall be final, but Lessee's decision shall be reasonable in the circumstances.

For purposes of this Lease, the phrase "Lessee's related parties" includes all students, faculty, employees, guests and invitees of Lessee.

11. **Landlord's Work (Alterations).** Prior to possession by Lessee, Lessor will contract for agreed upon site improvements as requested by Lessee. The cost of the site improvements will be reimbursed by Lessee to Lessor on a monthly basis at a rate equal to 1/36 (initial term of the lease) of the costs of the improvements.
12. **Ownership of Improvements.** All alterations and improvements made to or placed in the premises by Lessee are and shall remain the Lessee's property except as the parties mutually agree otherwise in writing, if such alterations and improvements can be removed without undue damage to the premises and are, in fact, removed by Lessee prior to termination of this lease or any renewal thereof or within a reasonable time after termination. Alterations and improvements of a permanent nature which cannot be removed without undue damage to the premises shall become Lessor's property except as the parties mutually agree otherwise in writing.
13. **Condition of Premises upon Surrender.** At the termination of this lease, Lessee shall surrender the premises in the condition in which they were at the inception of this lease, excepting:
 - a. deterioration caused through reasonable use and ordinary wear and tear;
 - b. alterations, improvements or conditions made with Lessor's written approval; and
 - c. any change, damage or destruction not resulting from Lessee's or Lessee's related parties' willful or negligent act.
14. **Utilities, Janitorial Services and Supplies.** Utilities, janitorial services and supplies shall be paid for by the party indicated by an "X." (Where not applicable, enter "N/A"):

	Lessor	Lessee
a. water	X	
b. sewer	X	
c. refuse disposal	X	
d. gas	X	
e. electricity	X	
f. janitorial services and supplies	X	
g. IT / Data		X
h. audiovisual (AV) equipment (designated classrooms)		X

There is limited custodial entry into staff offices and occupants are directed to place wastebaskets and recycling containers outside their door at close of business.


15. **Right of Entry.** Lessor or his agent has a right to enter upon the leased premises to inspect, to make repairs and for other reasonable purposes, with Lessee's permission, which shall not be unreasonably withheld. In an emergency, such as fire, Lessor or his agent may enter the premises without securing Lessee's prior permission, but shall give Lessee notice of entry as soon thereafter as practicable.
16. **Duty to Maintain Premises.**
 - a. Lessor has the duty to reveal to Lessee all structural defects of which he knows or reasonably should know, and to repair all structural defects in the premises.

- b. Lessor has the duty to repair and maintain the exterior of the premises, including but not limited to: roof, windows, grounds, parking lots, sidewalks, doors and lighting in safe condition and in good repair and condition. Lessee has the duty to inspect and notify Lessor of exterior conditions.
 - c. Lessee will report all office, classroom and building matters to the CNM Property and Physical Plant Department Contact; alterations are not allowed without advance approval.
 - d. Provided, it is agreed notwithstanding its terms, except for ordinary wear and tear, Lessee shall promptly reimburse Lessor for any costs that Lessor may incur in making repairs and alterations in and to the Premises, the Building, building systems, the Project or common facilities, systems or equipment where the need for such repairs or alterations is caused by any of the following:
 - i. Lessee's use or occupancy of the Premises in a fashion that contravenes any provision of the Lease;
 - ii. the installation, removal, use, or operation of Lessee's personal property installed in Lessee's finish out of the Leased Premises;
 - iii. the moving of Lessee's Property into or out of the Building; or
 - iv. any misuse of the Leasehold Premises by Lessee's or Lessee's related parties' willful or negligent act.
17. **Duty to Insure.** As between the parties, each party acknowledges that it will be responsible for claims or damages arising from personal injury or damage to persons or property to the extent they result from its negligence. The liability of CNM and NMSU will be subject in all cases to the immunities and limitations of the New Mexico Tort Claims Act, Section 41-4-1 et seq. NMSA 1978, as amended.
18. **Right to Terminate upon Breach of Condition or Agreement.** In addition to all other remedies available at law or in equity, either party may terminate this lease upon the other party's substantial breach of any term or condition contained in this lease, provided that the breaching party shall be given thirty (30) days from the receipt of written notice of a substantial breach to cure the breach or to begin and proceed, with due diligence, to cure a breach that cannot be cured within thirty (30) days. In the event of a substantial breach, the non-breaching party shall give the breaching party written notice that describes the nature of the breach and notifies the breaching party that, unless the breach is cured within the time limits contained herein, the lease shall terminate without further notice at the end of the cure period; provided, notwithstanding the foregoing, Lessee's failure to pay any Rent, if not paid when due, shall constitute a default which, if not cured within thirty (30) days of date Lessor gives Lessee written notice of default, shall entitle Lessor to exercise its remedies available at law including those specified in this Lease.
- a. Upon termination of the lease, the Lessee shall surrender the premises to the Lessor and shall be obligated to pay rent only to the date of surrender. **Any remaining unreimbursed costs for site improvements as requested by Lessee per Section 10 of this agreement must be paid to Lessor upon early termination.**
19. **Special Damages.** If through Lessor's willful breach of any term or condition, Lessee must vacate or cannot take possession of the leased premises, Lessee may recover, in addition to any other damages, special damages, including the cost of employee time lost, moving costs and all other reasonably ascertainable costs connected with relocating to other premises.
20. **Amendments to be in Writing.** This lease shall not be altered or amended except by instrument in writing executed by the parties.
21. **Student Policies.** Lessor acknowledges the current NMSU student policies and recognizes that they may be amended from time to time. Lessor agrees that as to student behavior, the student policies shall be the controlling document, and Lessor agrees to allow Lessee to enforce its student policies.

22. **Address for Notices, Payment of Rent, etc.** Notices required under this lease and rental payments shall be made at the following addresses, except as changed by written notice to the opposite party:
- | | |
|---|--|
| <p>a. Lessor: Central New Mexico Community College
Purchasing Department
525 Buena Vista Drive SE
Albuquerque, NM 87106</p> | <p>Telephone No.: 505-224-4546
Fax No.: 505-224-4548
E-mail: cnmpurchasing@cnm.edu</p> |
| <p>b. Lessee: New Mexico State University
MSC 30RE
P.O. Box 30001
Las Cruces, NM 88003-8001</p> | <p>Telephone No.: 575-646-4090
Fax No.: 575-646-3574
E-mail: realestate@nmsu.edu</p> |
23. **Right to Assign or Sublease.** Lessee has the right to assign or sublease any of the leased property described in this agreement, provided that such assignment or sublease is to a CNM or a CNM-affiliated entity. Lessee shall not otherwise assign or sublease such property without first obtaining the written consent of Lessor which shall not be unreasonably withheld.
24. **Merger of Prior Agreement.** This lease incorporates all of the conditions, agreements and understandings between the parties concerning the subject matter of this lease, and all such conditions, agreements and understandings have been merged into this written lease. No prior condition, agreement or understanding, verbal or otherwise, of the parties or their agents shall be valid or enforceable unless embodied in this written lease.
25. **Certificates and Documents Incorporated.** All certificates and documentation required by the provisions of this lease shall be attached to the lease at the time of execution, and are hereby incorporated in this written lease to the extent they are consistent with its terms and conditions. The following document(s) shall be attached hereto and incorporated herein:
- a. Approved Record Drawings (Attachment 1)
26. **Early Termination.** This lease shall terminate prior to the end of the term set forth in Paragraph 2 of this lease, without penalty to the Lessee, upon the occurrence of one or more of the following events:
- a. It is agreed that should Lessee not receive funding from the New Mexico legislature or its governing authority sufficient to cover the Rent including other financial obligations of Lessee arising with respect to the Lease, Lessee shall have the right to terminate the Lease by delivering written notice of the exercise of this option to Lessor not later than 30 days following completion of the just ended legislative session or its Board of Regents meeting. **Any remaining unreimbursed costs for site improvements as requested by Lessee per Section 10 of this agreement must be paid to Lessor upon early termination.**
- b. This Agreement may be terminated by either of the parties hereto upon written notice delivered to the other party at least one hundred eighty (180) days prior to the intended date of termination. Except as otherwise allowed or provided under this Agreement. **Any remaining unreimbursed costs for site improvements as requested by Lessee per Section 10 of this agreement must be paid to Lessor upon early termination.**
28. **Changes in Square Footage.** Any changes in square footage of the premises from that set forth in Section 1 shall result in a change in the lease rate based upon the rate per Leasable Square Footage (LSF) of the original lease for the effective date in paragraph 5, Rent. If the original rates for LSF have been changed by amendment, then any changes in rent because of changes in square footage shall be based upon the amended rate per LSF. The original lease escalation rate will remain in effect, unless changed by written amendment.
29. **Other Provisions.**
- a. Signage: Lessee has rights to install signage with its name on exterior monument and interior lobby to be provided by lessee. Design, location, and installation to be mutually agreed upon by lessee and lessor.

- b. This lease agreement is not effective until approved by the New Mexico State Higher Education Department and the New Mexico Board of Finance.
- c. The CNM Security and Safety Office provide routine services at CNM Campuses. As per protocol, CNM issues notice to Security for events larger than 150 attendees or high profile events involving the governor, senators, congress or legislators so the Security can increase coverage. NMSU will notify CNM Security and Safety Office in advance if such circumstances should occur. Additional costs for CNM Security services may be incurred by Lessee.
- d. Use: Adhere to all CNM policies & procedures for security, evacuation, safety and hazardous materials.
- e. Safety: Clear egress must be maintained, no aisle clutter or excess furnishings allowed.
- f. Access: Office keys will be issued to assigned staff and a spare set will be maintained with the CNM Connect Campus Coordinator and/or the CNM Security and Safety Office.
- g. NMSU will coordinate all workshops, classes and related training. Coordination includes but is not limited to:
 - i. Coordination with spacesolutions@cnm.edu to schedule shared classrooms – NMSU will need to notify space management one (1) term in advance of need for shared classrooms (above and beyond dedicated classroom needs).
 - ii. Providing/purchasing related training supplies (highlighters, pens, wall charts, etc.).
 - iii. NMSU will have the option to utilize the CNM Duplicating and Postal Center (DPC) for processing of instructional materials and other duplicating needs. DPC will directly bill NMSU for any services provided.
 - iv. NMSU will have the ability to utilize any pre-existing audiovisual (AV) equipment installed in shared classrooms. Any maintenance or issues with AVS equipment must be reported to the CNM Audiovisual Services Department. NMSU will also have the ability to request short-term use of AV equipment from CNM Audiovisual Services Department.
 - v. NMSU students and guests will have access to CNM’s guest WIFI network.

* LESSOR: Central New Mexico Community College

* By:  (signature)
 * Name: Wanda Helms
 * Title: Executive Director Purchasing & Materials Management

* By:  (signature)
 * Name: Kathy Ulibarri
 * Title: VP of Finance & Operations

* LESSOR:

* By:  (signature)
 * Name: Debra Hicks
 * Title: Chair – New Mexico State University Board of Regents

Attachment 1



MONTOYA CAMPUS
 K BUILDING
 FIRST FLOOR
 LAST UPDATED: February 18, 2015



MONTOYA CAMPUS
K BUILDING

SECOND FLOOR
LAST UPDATED: February 18, 2015

SCALE: 1/8" = 1'-0" 5' 10' 20'
DWG. PRINTED ON 34X36





Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-14

- Action Item
 Consent Item
 Informational Item

Presented By: Dorothy Campbell, Interim Provost & Chief Academic Officer

Agenda Item: Associate in Counseling & Community Psychology

Requested Action of the Board of Regents: Motion to approve the Associate in Counseling & Community Psychology program proposal.

Executive Summary:

This NMSU-Grants sponsored, fully online Associates Degree addresses regional and statewide workforce needs in a variety of fields including human & social services agencies, counseling centers, correctional facilities, health care agencies, and schools. The Associate's Degree qualifies graduates directly for employment in a variety of entry-level positions in those fields, and also supports transfer enrollment into higher-level, specialized degree programs. Specifically, the program is fully embedded in NMSU's online Bachelor's Degree in Counseling and Community Psychology. Core courses for the program are already being taught by a full-time, credentialed faculty member, and needed funding for the program is already secured and budgeted.

References: See attached

Prior Approvals:

Grants Curriculum Committee, Grants VPAA, Grants President, Community College Academic Vice Presidents (CCAVP), University Program Approval Committee (UPAC), & Provost

The program was presented at the Regents Student Success Committee on September 1, 2022 and the committee recommended moving this proposal forward to the Board of Regents for consideration.

Associate in Counseling and Community Psychology – NMSU-Grants

- Fully online, and embedded in NMSU's (Online) Bachelor's Degree in Counseling and Community Psychology
- Addresses regional and statewide workforce needs (human & social services agencies, counseling centers, correctional facilities, health care agencies, schools, etc.)
- Associate's Degree qualifies students for entry-level positions as well as for enrollment in higher-level degrees
- Unique degree among New Mexico institutions
- Courses are already being taught by a credentialed, full-time faculty member and with high enrollment levels
- Needed funding is secured and budgeted already



Associate in Counseling and Community Psychology – NMSU-Grants

- LEADS 2025 Alignment

- Diversify and increase enrollment
- Strengthen career pathways (social mobility)
- Exemplifies leveraging existing resources to broaden impact and better serve our diverse student populations



BE BOLD. Shape the Future.

Regents Student Success Committee

**COUNSELING & COMMUNITY
PSYCHOLOGY
ASSOCIATE IN COUNSELING &
COMMUNITY PSYCHOLOGY**

September 1, 2022



**BE BOLD. Shape the Future.
New Mexico State University**

952: COUNSELING & COMMUNITY PSYCHOLOGY - ASSOCIATE IN COUNSELING & COMMUNITY PSYCHOLOGY

In Workflow

1. Student Records Office - Programs (krkeyes@nmsu.edu)
2. GR Curriculum Committee Chair (katioco@nmsu.edu)
3. GR VPAA (marchave@nmsu.edu)
4. GR President (kvanwink@nmsu.edu)
5. CCAVP - Chair (sstovall@nmsu.edu)
6. UPAC - Chair (jlakey@nmsu.edu)
7. Board of Regents (cavotta@nmsu.edu)
8. Student Records Office - HED (krkeyes@nmsu.edu)
9. Student Records Office - CIP (krkeyes@nmsu.edu)
10. GR HLC (sstovall@nmsu.edu)
11. Student Records Office (krkeyes@nmsu.edu)

Approval Path

1. Tue, 02 Aug 2022 22:03:22 GMT
Kori Plank (krkeyes): Approved for Student Records Office - Programs
2. Wed, 03 Aug 2022 04:40:01 GMT
Kathleen O'Connor (katioco): Approved for GR Curriculum Committee Chair
3. Thu, 04 Aug 2022 15:48:18 GMT
Marlene Chavez Toivanen (marchave): Approved for GR VPAA
4. Thu, 04 Aug 2022 15:56:31 GMT
Ken Van Winkle (kvanwink): Approved for GR President
5. Mon, 08 Aug 2022 18:08:25 GMT
Shelly Stovall (sstovall): Approved for CCAVP - Chair

New Program Proposal

Date Submitted: Mon, 01 Aug 2022 23:43:51 GMT

Viewing: 952 : Counseling & Community Psychology - Associate in Counseling & Community Psychology

Last edit: Tue, 02 Aug 2022 19:59:42 GMT

Changes proposed by: Marlene Chavez Toivanen (marchave)

Submission Information

The Degree Type will factor into the level and the submissions that must occur for HED and HLC.

- Community College Types: Applied Associate Degree, Associate Degree, Certificate, Concentration
- Main Campus Undergrad Types: Bachelor's Degree, Concentration, Minor
- Main Campus Graduate Types: Master's Degree, Doctoral Degree, Certificate, Concentration, Minor

Degree Type

Associate Degree

The Degree Title dropdown has all existing degree titles in Banner, if you do not see the one you are looking for you will select "Other" then in the New Degree Title box you will type out the official title of the degree (as you would want it to appear on a students record, transcript, and/or diploma).

Degree Title

Other

New Degree Title

Associate in Counseling and Community Psychology

Academic Level

Undergraduate

The Catalog Title will be what is displayed in the catalog page. The standard format is Major (Concentration) - Degree Title. (I.e., Mathematics (Secondary Education) - Bachelor of Science. Note: If there is no concentration you would just list the Major - Degree.

2 952: Counseling & Community Psychology - Associate in Counseling & Community Psychology

Catalog Title

Counseling & Community Psychology - Associate in Counseling & Community Psychology

College

Community College

Campus

Grants Campus

Department

Community College

Effective Catalog

2023-2024

Program Format

Online (non-UO)

CIP Code

422803 - Counseling Psychology.

Normal or typical length of time for students to complete the program (in years)

2

Curriculum Information**Program Learning Outcomes**

	Learning Outcomes
Outcome 1	Students will be able to demonstrate understanding of recent research development regarding the identified stages of human development as they relate to gender and multicultural issues.
Outcome 2	Compare teacher-centered and student-centered approaches to learning, and to identify a positive learning environment.
Outcome 3	Use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
Outcome 4	Explore cultural influences that may create variability in human development Apply major theories to themselves and reflect on their early childhood development.
Outcome 5	Students will become knowledgeable about the major theories related to adolescence.
Outcome 6	Acquire knowledge of historical and contemporary issues which affect the provision of mental health services by members of diverse mental health disciplines including clinical, counseling, school, and community psychologists, clinical mental health counselors, and others.
Outcome 7	Understand the principles of sensitivity and respect for diverse populations as integral to professional practice in diverse mental health disciplines and settings, including practice in educational and community settings.

List of academic departments/units and or institutions involved in the delivery of courses

Department/Unit
NMSU Grants - Education
NMSU Grants - Social Services
NMSU Grants - Natural Sciences & Mathematics
NMSU Grants - Communications & Humanities

The Course Requirements, need to be in the standard format for the catalog because this piece of the form will be imported directly onto the catalog page. See the Student Records Website for a guide. The total number of credits at the bottom of the course list will be the "official" total for the degree. Please make sure it adds up correctly.

Course Requirements

Prefix	Title	Credits
General Education		
<i>Area I: Communications</i>		
<i>English Composition - Level 1</i>		
ENGL 1110G	Composition I ¹	4

English Composition - Level 2

ENGL 2221G or ENGL 2210G	Writing in the Humanities and Social Science Professional & Technical Communication	3
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Oral Communication

COMM 1115G or COMM 1130G	Introduction to Communication Public Speaking	3
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Area II: Mathematics

MATH 1220G	College Algebra ^{1,2}	3
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Area III: Laboratory Science

Select two courses from Area III: Laboratory Science (8 credits) ³		8
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Area IV: Social/Behavioral Sciences

CEPY 1120G	Human Growth and Behavior	3
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Area V: Humanities

Choose one of the following		3
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HIST 1110G	United States History I	3
HIST 1120G	United States History II	3
HIST 1130G	World History I	3
HIST 1140G	World History II	3

Area VI: Creative and Fine Arts

ARTH 1115G or THEA 1110G	Orientation in Art Introduction to Theatre	3
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General Education Elective

PSYC 1110G	Introduction to Psychology ¹	3
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Core Degree Requirements ¹

CEPY 2110	Learning in the Classroom	3
CEPY 2120	The Preschool Child	3
CEPY 2130	Adolescence - School Setting	3
CEPY 2140	Explorations of Counseling & Community Psychology	3
PHIL 2110G	Introduction to Ethics	3

Other degree requirements

MATH 1350G	Introduction to Statistics ¹	3
PSYC 2230	Psychology of Adjustment	3
PSYC 2311	A Study of Substance Abuse through Learning	3

Choose one from the following:

GNDR 2110G	Introduction to Women, Gender, and Sexuality Studies	3
SOCI 1110G	Introduction to Sociology	3
SOCI 2310G	Contemporary Social Problems	3
SOWK 2110G	Introduction to Human Services & Social Work	3

Total Credits**60**

- ¹ A grade of C or better is required for all core degree requirements and other designated courses.
- ² MATH 1220G College Algebra (or any higher MATH course, excluding MATH 1130G Survey of Mathematics) is required for the degree. Student may need to take any prerequisite course needed to enter MATH 1220G College Algebra or higher first.
- ³ The New Mexico General Education (<https://catalogs.nmsu.edu/grants/general-education/>) course list can be found here for areas I, II, III, IV, V, and VI.

The Road Map, need to be in the standard format for the catalog because this piece of the form will be imported directly onto the catalog page. See the Student Records Website for a guide. All courses and the total number of credits at the bottom of the roadmap should match the Course Requirements list.

Road Map**First Year****Semester 1**

		Credits
ENGL 1110G	Composition I	4
MATH 1220G	College Algebra	3
CEPY 1120G	Human Growth and Behavior	3
CEPY 2110	Learning in the Classroom	3
ARTH 1115G or THEA 1110G	Orientation in Art or Introduction to Theatre	3
Credits		16

Semester 2

CEPY 2120	The Preschool Child	3
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ENGL 2221G or ENGL 2210G	Writing in the Humanities and Social Science or Professional & Technical Communication	3
MATH 1350G	Introduction to Statistics	3
PSYC 1110G	Introduction to Psychology	3
Area III: Laboratory Science		4
Credits		16
Second Year		
Semester 1		
COMM 1115G or COMM 1130G	Introduction to Communication or Public Speaking	3
CEPY 2130	Adolescence - School Setting	3
PHIL 2110G	Introduction to Ethics	3
PSYC 2311	A Study of Substance Abuse through Learning	3
Area III: Laboratory Science		4
Credits		16
Semester 2		
CEPY 2140	Explorations of Counseling & Community Psychology	3
PSYC 2230	Psychology of Adjustment	3
Area V: Humanities - Choose one of the following		3
HIST 1110G	United States History I	
HIST 1120G	United States History II	
HIST 1130G	World History I	
HIST 1140G	World History II	
Choose one from the following:		3
GNDR 2110G	Introduction to Women, Gender, and Sexuality Studies	
SOCI 1110G	Introduction to Sociology	
SOCI 2310G	Contemporary Social Problems	
SOWK 2110G	Introduction to Human Services & Social Work	
Credits		12
Total Credits		60

The admission requirements are needed if the program has a specialized admission process that exceeds the campus requirements for either the Undergraduate or Graduate admission standards.

• For graduate programs, the Graduate School asks for the following information (Provide a summary of the documents and specific information each student will need to provide to be considered for the program): Description, Statement of Purpose/Letter of Interest; Specialty Letter of Interest; Resume; Writing Sample; GRE; GMAT; Special Questions (if yes, what questions need to be answered); Letters of Recommendation (how many are required); NMSU Faculty Representative (if yes, how many); Foreign Language; WES Evaluation; Special License or Verifications (what license/verification)

Does this program lead to licensure, yes or no?

No

Faculty Members Employed to Teach in the Program

Existing Personnel

Kathleen O'Connor

FTE

1.0

Course load and courses they will teach in the proposed program

CEPY 1120G - 3 credits

CEPY 2110G - 3 credits

CEPY 2120 - 3 credits

CEPY 2130 - 3 credits

CEPY 2140 - 3 credits

Courses taught in other programs currently offered

ECED courses as needed.

Description of academic qualifications

Counseling & Psychology, MA

Elementary Education & Early Childhood, M. Ed.

Prior instructional responsibility and other experiences relevant to assigned courses

Program Manager for Education department at NMSU Grants. Responsible for curriculum development for all related Education Programs; course designer and content developer for all BLED, CEPY, EDLT, and ECED courses at the Grants Campus.

Documentation of department faculty support

OCONNOR_CEPY_LETTER_OF_SUPPORT.pdf

NM Higher Education Department**Does the associate level degree articulate to a bachelor's degree program, yes or no?**

Yes

If yes, to which bachelor's degree program?

Counseling and Community Psychology - Bachelor of Science at NMSU Las Cruces

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

At the Grants Campus, all certificate and degree programs are reviewed by the Assessment Committee every three years to assess each programs quality and effectiveness. The intended outcome of this review is to stimulate planning and continuous improvement to support the college's strategic plan.

The purpose of the NMSU Grants Community College program review process is to improve student learning and success for social mobility, identify areas for growth, evaluate resources, prepare for accreditation, and align with HLC Standards. The criteria for program effectiveness include data with measurable outcomes related to enrollment, course completion, program completion, and job placement. The essential components of the program review report include; overview of the program, program curriculum, program data including enrollment and completion, faculty credentials and professional development, student profiles, student learning and success, needs of the program, operational budget for the program and outcomes of the review and action plan for improvement.

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

According to the 2018 - 2028 Occupational Employment Projections for New Mexico by the New Mexico Department of Workforce Solutions (NMDWS), for Community and Social Services Occupation specializing in Counseling in the Northern Area (which includes Bernalillo, Cibola, McKinley, and San Juan Counties) are projected to increase by 19.3%. This proposed degree is 100% embedded in the Bachelor of Counseling and Community Psychology at NMSU Las Cruces.

The projected annual job openings in the Northern area for occupations in Community and Social Services field is 66 jobs. This means that a significant amount of Community & Social Services to include counseling positions are needed to fill those positions. As indicated by NMDWS, there are not enough trained professionals to meet the job market demands in the Northern area and Cibola County. The need for this degree is evident by the number of candidates available per job opening in the field. For example, earning the certificate and Associate degree will afford students entry level jobs as Probation Officers or Correctional Case Managers where there are 2 candidates for every 8 job openings; for counselors there are 3 candidates for every 21 jobs; and for Rehabilitation Counselors there are 1 candidate for every 6 job openings in the Northern Area. The average pay for a person earning the Associate This Associate degree in Counseling and Community Psychology is 100 % embedded in to the Bachelor degree in Counseling and Community Psychology creating a path of social mobility for students pursuing a career in counseling.

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

This Associate program would fill a workforce need in Cibola County. In Grants and surrounding areas, there are two correctional facilities, one detention center, a General Hospital, several behavior health centers, as well as the local school district who would benefit from the trained workforce in this counseling field. These organizations have employees in need of training and education related to counseling and community social services starting with the lowest level of certification to the Associate Degree and higher levels of Education. NMSU Grants offers the courses required for the Associate degrees which intentionally maps to the Bachelor degree for professional licensure and certification. Program collaboration with these most community service facilities already exist and can be enhanced by further educational opportunities and certifications in the field of counseling.

If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program.

There are no public higher education institutions in New Mexico who provide a certificate or Associate Degree in Counseling and Community Psychology that provides a direct pathway to the Bachelor of Counseling and Community Psychology at NMSU Las Cruces.

Other institutions in New Mexico offer closely related programs in the field of community social services for example:

Central New Mexico University offers a Substance Abuse Counselor, Certificate of Completion that is 20 Credits. Santa Fe Community College offers a 18.5 credit Alcohol and Drug Abuse Certificate. San Juan College offers a Behavioral Health/Mental Health Certificate for 29 credits. Clovis Community College offers an Associate of Behavioral Science degree, 60 credits. Northern New Mexico College offers an Associate of Substance Abuse Counselor degree for 62 credits.

There is not another HEI in New Mexico who offers a program like the Associate of Counseling and Community Psychology.

Enrollment and Graduation Projections

Student Type	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	6	7	8	9	10
Continuing Students	3	4	5	6	7
Graduates	5	6	7	8	10

Annual Retention Rate Target (%)

70

Target 100% Graduation Rate (%)

60

Target Job Placement Rate (%)

50

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

The resources allocated to the Social Services and Education Program are adequate for implementing the Associate of Counseling and Community Psychology. Since most the courses are embedded another degree, no additional faculty is required for course delivery. NMSU Grants employs a credentialed faculty member who can teach all content course in CEPY and PSYC for this degree. The courses listed in this certificate/associate degree are already offered and taught by current adjunct faculty.

No additional equipment is needed.

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

It is not anticipated that there would be any additional library or academic support necessary to implement this Certificate and Associate degree program. The Social Services and Education Department currently utilizes library resources and the Student Success Center for Tutoring & Testing. Additional resources are not anticipated for this certificate and associate degree program.

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

The Education Department has been assigned a dedicated classroom with all necessary equipment provided. It is not anticipated that there would be any additional space or modifications of space that would be required to implement this Certificate program within the first five years. Most of the CEPY and PSYC courses are taught online, however NMSU Grants is currently able to meet the physical need for all traditional lecture courses in the event they are taught in person.

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

No Additional technology will be required for faculty, as faculty currently use their own technology.

Describe any other operating resources needed to initiate the program.

Additional operating resources are not required to initiate this program.

Are there existing external facilities that will be used? Have agreements been established to ensure use of the those facilitates?

This program does not have any practicum or clinical sites associated with the curriculum. All coursework will be in-person or in an online format, no agreements are necessary.

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

No Cost Letter Associate in Counseling and Community Psychology.pdf
Counseling and Community Psychology Projected Cost and Benefit.pdf

Letters of Support

ARMSTEAD_CEPY_LETTER_OF_SUPPORT.pdf
LEOSANCHEZ_CEPY_LETTER_OF_SUPPORT.pdf

Accreditation

Is the program seeking specialized accreditation?

No

Is specialized accreditation required for licensure or practice in the program?

No

Has the program already obtained the appropriate specialized accreditation? If so, attach a copy of the letter from the agency granting accreditation?

No

If the program has not yet obtained accreditation but has begun the process of seeking or plans to seek specialized accreditation, specify the name of the agency and provide the time-line for completing the process.

Not applicable.

If the program does not plan to seek specialized accreditation, provide a rationale for not-seeking accreditation here. (if there is not a specialized accrediting organization for this program, indicate so as your rationale).

Not applicable.

If the program includes any of the following, explain how it will ensure that student work and levels of knowledge competencies achieved will be comparable to those achieved through traditional formats: (Award credit for prior learning; use of compressed time frames; use of on-line deliver; inclusion of accelerated formats; or other approaches to learning.)

The courses in the CEPY Program are currently being taught online using standard and benchmarks related to Quality Matters (QM). Real-world engagement through assignments that require students visit, schools, interview teachers, interview counselors or visit social service agencies are comparable to face-to-face classes. Students engage in a real-world experience and then discuss their experience with other students. Students are expected to present what they have learned with the class, and then engage in a peer review process. Peers then provide feedback and share their own experiences. Often students evaluate a classroom scenario and methods used by teachers. They have to consider various ways a teacher might have responded to students. In addition, videos are used to get students to evaluate issues such as classroom set up, teachers' responses and children behavior. These classroom scenarios help students consider many approaches to teaching and learning.

Engagement is very important to this program as group work is very common to the type of work assigned. The group engages in person or zoom and collaborate on projects. Personalized feedback on all assignments and discussions is given by the instructor to promote critical thinking and relevant learning. Instructor presence and engagement is very important to the curriculum as assigned are designed to optimize student engagement.

In all courses, student's complete assignments, discussions, quizzes, research papers and presentations, and special projects. These same options are presented in both face to face and online format. The CEPY Courses have been offered in a 15-week format but could move to an 8-week compressed time frame, making it an accelerated option. It is possible to offer a three or four weekend accelerated learning format as well.

Assessment of student competency is completed through four options in each course as listed below.

1. Consistent engagement in discussion, groups and peer review.
2. Real world experience and summary of learning. (Projects in schools and community agencies are often used for exploration)
3. Evidence of reading and research through research paper and/or presentation.
4. Testing of knowledge through exams.

Will the program be part of a contractual or consortial arrangement (yes/no, explain)?

No.

If the program is planning any involvement by external organizations (other than from accredited higher education institutions) in the key operations as identified below, provide the information as requested.

Type of Involvement	Name of External Organization	Percent of Involvement
Recruitment and admissions of students	Grants Cibola Public Schools	5%

Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

All faculty members were consulted prior to proposing the Certificate and Associate Degree. Faculty members including adjunct faculty were invited to contribute to the proposal and to provide specific input. All faculty members agreed that this proposal would benefit students who are working in the community service sector and allow the opportunity for these students to gain a sense of accomplishment through a certificate and associate degree program that could be used as a stepping stone towards a Bachelor in Counseling and Community Psychology. The proposal was then presented to the NMSU Grants Curriculum Committee and was approved March 2022. The program was then presented to NMSU Grants leadership who then accepted the proposal for submission for the 2023-24 catalog.

Describe the process for assessing and improving student learning in the proposed program.

The Social Service & Education Department is dedicated to the assessment and continuous improvement of student learning. Regular Departmental meetings are utilized to track data (course enrollment by section, course completion by section, and completion of Certificate awards). In addition, biannual meetings will be held with instructors of the courses to analyze course rigor and quality of assignments and assessments across all sections offered. Instructor course reviews are conducted annually to ensure that all courses meet standards of rigor. In addition, all online courses are reviewed with Quality Matters based standards.

Describe the process for assessing and improving student persistence and completion, in the new program.

The Social Services and Education Department regularly analyzes data regarding student completions. Faculty participates in an early alert program using EAB Navigate, an early intervention tool to identify students who are at-risk for failing or dropping out. The Social Services & Education Program Manager in conjunction with Students Services staff will provide intensive advising to assist in determining the right placement for students attempting to complete this Certificate or Associate Degree.

If any of the institution's accreditation relationship (including other regional, specialized, or national accrediting agencies) are currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)

No

If the institution is undergoing or facing substantial monitoring, special review or financial restrictions from the U.S. Department of Education or other federal or state government agencies.

No

If the institution's senior leadership or board membership has experienced substantial resignations or removals in the past year.

No

If the institution is experiencing financial difficulty through conditions, such as, a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years.

Not applicable.

Institution Specific Information Area**Primary target audience for the program (e.g., full#time, part#time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)**

The primary target audience for this degree will be students who are pursuing a Bachelor degree in Counseling and Community Psychology. Because this program will be delivered in completely online, the target audience would be non-traditional learners and working adults who want a career in counseling. Another primary audience is the transfer student population as this degree articulates into the Bachelor of Counseling and Community Psychology.

How does the proposed program align with the department, college and university mission?

This certificate and associate degree aligns fully with the mission and vision of both the Social Services and Education Program as well as with the mission of NMSU Grants by focusing on a diverse population of students who deserves an accessible quality education through innovative teaching and learning that promotes respect and service.

This program aligns with the Social Services and Education program's diverse population of students who will enter the workforce or transfer to an institution of higher with the necessary skills to succeed in their endeavors by exhibiting professionalism, ethical behaviors, real world problem solving strategies, critical skills and knowledge in content areas, adaptability, and flexibility.

Discuss how admissions criteria and strategies will recruit a diverse student body?

As an open admissions institution, NMSU Grants sets minimum criteria. New students are required to submit documentation of high school graduation or equivalency in order to meet this criterion. Transfer students are required to submit transcripts for all previously attended colleges and universities and a high school transcript. Because we are an open admissions college and because we offer a wide variety of academic and career programs, our strategy to recruit is open as well.

What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

As a community college, we recruit a variety of people from all stages of life. Newly graduated high school students seek ease of transferability to a major university or to enroll in a career program where they will learn a skill within a short amount of time. Working adults seek NMSU Grants to acquire additional skills and knowledge to advance in their careers. Veterans and active military seek NMSU Grants because of the academic and career programs available.

The most attractive features of NMSU Grants are affordability, expansive academic and career programs, and flexibility. These features allow NMSU Grants to recruit and enroll people from all walks of life seeking to improve it.

All advertising, brochures, and communications regarding the Associate program will be subject to internal review by the Education Department and senior leadership prior to final approval.

Student Records Office Uploads

HLC wants CIP Code information that is currently being offered at both the institutional and degree level for 4-digit and 2-digit CIP codes for all new programs. This information will be provided by the University Student Records office and added to the form during the HED submissions workflow step.

Key: 952

Projected Cost of Counseling and Community Psychology

Associate of Science, Counseling and Community Psychology

Certificate, Counseling and Community Psychology

1.1 Projected Costs

1.1.1 Additional Faculty Needed for the Program

The certificate and associate degree in Counseling and Community Psychology will have minimal financial impact on NMSU Grants as the proposed program will use existing courses taught by existing faculty members.

Instruction and General funds will be used to support the development and continuation of this program. The proposed program is a collection of courses that exist within the catalog which are scheduled regularly at NMSU Grants. The program will be delivered by one full-time faculty with an assumption of an annual 3% compensation increase. The table below indicates the cost to offer the program for one academic year. This funding is secured and budgeted.

	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty	\$44,559	\$45,005	\$45,455	\$45,909	\$46,368
Fringe	\$15,150	\$15,302	\$15,455	\$15,609	\$15,765
Supplies	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Total	\$62,709	\$63,306	\$63,909	\$64,518	\$65,133

1.1.2 Additional Library Resources Needed for the Program

No new library resources are required to support the offering of this program. Library resources at NMSU Grants and within the NMSU system are sufficient to support this program.

1.1.3 Additional Facilities, Equipment and Technological Resources

No Additional technology will be required for faculty, as faculty currently use their own technology.

1.1.4 New Graduate Assistantships Needed to Support the Program

No Graduate Assistantships are needed to support the program.

1.2 Projected Benefits

1.2.1 Financial Benefits

The tuition and fees associated with student enrolling in this program would result in approximately \$32,000 per year for 15 students enrolled full-time during the fall and

spring semester. This does not account for state appropriation dollars related to student credit hours, course completion, and degree completion.


1.2.2 Benefits to Cibola County and the State of New Mexico

This Associate degree program would fill a workforce need in Cibola County and the state of New Mexico as the demand for careers in Counseling and Mental Health is increasing. In Grants and surrounding areas, there are two correctional facilities, one detention center, a General Hospital, several behavior health centers, as well as the local school district who would benefit from the trained workforce in this counseling field. These organizations have employees in need of training and education related to counseling and community social services starting with the lowest level of certification to the Associate Degree and higher levels of Education. NMSU Grants offers the courses required for the Associate degrees which intentionally maps to the Bachelor degree for professional licensure and certification. Program collaboration with these most community service facilities already exist and can be enhanced by further educational opportunities and certifications in the field of counseling.



New Mexico State University at Grants
1500 Third Street
Grants NM 87020
(505) 287-7981 Fax (505) 287-2329

GRANTS

DATE: July 28, 2022
TO: Review Committee
FROM: Alice Salcido, Business Manager III 
SUBJECT: Associate in Counseling and Community Psychology

The proposed program has 100% of its core courses embedded in the Certificate of Counseling and Community Psychology. The general education courses are offered regularly which does not require additional resources. No additional funding is needed for implementation as this program is 100% online, no additional faculty positions are needed, and this program does not require equipment.

July 21, 2022

To Whom It May Concern,

This is a letter of support for NMSU Grants to offer a Certificate and an Associate Degree in Counseling and Educational Psychology. This type of program would be extremely popular and there is a great need for this type of program in Cibola County.

In my experience, working at NMSU Grants Student Services, in Behavioral Health and currently in School Counseling, I have seen our county, neighboring counties and Tribal governments struggle with having a pool of qualified employees to work in Behavioral Health areas. Many students come to us with an interest in being a professional counselor, a substance abuse counselor, psychologist, etc. but do not really understand the steps to reach a professional degree. By offering an Associate degree in Counseling Education Psychology, (CEPY) it is a pathway to their first college degree at a community college. The CEP courses offer a solid introduction to human growth and behavior, development, learning and careers in community counseling and psychology.

An Associate degree would prepare a graduate to be employed as a paraprofessional at Open Skies Healthcare in Grants (a statewide agency), working with families and children. Several of our correctional facilities hire employees to work as case managers, without a four-year degree. A Bachelor's Degree is preferred; however, employees will be able to continue to take courses to complete their Bachelor's in Counseling and Community Psychology through NMSU Las Cruces. Children, Youth and Families Department (CYFD) is another agency that will hire paraprofessionals to assist the case workers and families. Our school district would use these students as a substitute teacher or educational assistant's and Student Success Counselors in the schools as they pursue their higher-level degrees online. In some cases, there is also funding for those to pursue and complete those degrees. Students can obtain necessary experience, work on the degree and then transition to a higher-level position in the same agency once they get their degrees. Our local Domestic Violence agency, Roberta's Place, hires many staff who enjoy working with people, but they often do not have the formal education and credentials to work with clients, many of those people could use a certificate and or associate degree as they continue on their career pathways.

Applicants for the Licensed Substance Abuse Associate must have a minimum of an Associate degree to apply. The student will need to ensure they have taken sufficient courses in counseling and substance abuse in order to successfully obtain their first level license in NM, the LSAA. Our county has a desperate need for professional substance abuse counselors in the Correctional facilities as well in Behavioral Health agencies and county programs for DWI. Our school district is seeing the need for increased substance abuse education, prevention, and interventionists for our students. NMSU can partner with various agencies and schools to provide these types of programs, and students can get much needed experience.

Our county has "grown our own" counselors and social workers over the past 25 years, which requires a Masters in Counseling, Social Work, Marriage and Family, Psychology, etc. While I have personally seen our "pool" increase, we continue to need more licensed professionals to work in our Behavioral Health agencies, our Correctional Facilities, and our schools. The more we can locally assist adult learners to

reach their first degree in their chosen field, perhaps the more likely they will stay in Cibola County or New Mexico to give back to their communities and people.

I fully support a Counseling Education Certificate and an Associate Degree Program at NMSU Grants. Thank you for assisting NMSU in creating these degree options, as it will help meet the needs of the people in Cibola County and our great state of New Mexico.

Sincerely,

A handwritten signature in cursive script that reads "Beth Armstead".

Beth Armstead, LPCC and Licensed School Counselor

Retired NMSU Grants Vice President for Student Services



HIGH SCHOOL

500 Mountain Road
Grants, New Mexico 87020

July 21, 2022

Letter of Support for
Counseling Education Program
At NMSU Grants

To Whom It May Concern:

I am writing this letter of support for the CEPY Counseling Education Psychology Program in Grants. As an alum of NMSU I saw many students come and go who were unable to achieve a certificate and associate degree in the Counseling Education Program. I, myself was one of those students.


There has been great student interest in this program as well as jobs available at the associate level for case-management and Student Success Counselors in the school district. Many tribal schools, Human Services, Health Services, Social Services and Counseling Agencies have need for employees with basic understanding of human behavior, development, learning and basic counseling communication skills.

In my experience, I was able to gain employment as a Student Success Counselor in the Grants, Cibola County School District, while I continued my education obtaining my Masters of Counseling Degree. I was also fortunate to have my employer pay part of my tuition for my degree which will be completed at the end of the month! I will soon be a state certified and licensed counselor. I can say that these types of opportunities are available to students and I soon will have my Master's Degree to prove it.

If NMSU Grants campus could offer this certificate and associate degree, these students could obtain badly needed jobs, and the funding to continue on to their Bachelor's and Master's Degrees. It would also be a win for the community for these students to stay in an area where there is a huge need for counselors. Cibola County ranks the second highest county in the state for drug related suicides, DWI and substance abuse addictions. Counselors are needed. If NMSU was able to obtain this program, students who are interested in this pathway would stay at NMSU rather than seeking these degree pathways elsewhere.

Please consider approving and promoting this program at NMSU Grants Campus.

Sincerely,


Leonard Sanchez
Student Success Counselor
Phone:(505)363-7610
Email:



New Mexico State University
Grants
1500 3rd Street
Grants, NM 87020-2025

July 21, 2022

Letter of Support for a Counseling and Community Psychology
Program at NMSU Grants Campus

To Whom it May Concern:

I am the Program Manager for Education at New Mexico State University Grants Campus. I have been in this position for twelve years. Prior to obtaining a Master's Degree in Education, I achieved a Master's Degree in Counseling Psychology. I enjoy learning and I promote the benefits of learning in my courses.

I truly enjoy teaching the Counseling Education Psychology Courses. Over the years I have had many students who expressed interest in this field. I advised them to follow this pathway to a career in counseling psychology. At one point, I had over thirty students who later went on to other universities to get their Bachelor and then Master Degrees. Most of those students completed those degrees at other universities simply because this pathway was not available to them through the NMSU system. Students are looking for these programs, and if we do not provide a pathway here, they will go elsewhere.

When students are able to complete a strong foundation of study at the entry level, they are more inclined to feel confident enough to move on to a higher level of study. At NMSU Grants, we cultivate student confidence, we motivate them toward their discipline of interest. We help them visualize what they can achieve. When we are able to provide a pathway to a Bachelor's and Masters degrees, students are more likely to follow that pathway to completion. They are able to achieve licensure and certification in their field of interest.

A pathway in Counseling and Community Psychology will give students a strong understanding of human development, learning and motivation, career development, counseling and communication skills, ethics in the helping professions, and all types of counseling career information. Students will gain an understanding of the educational pathway to those careers. Lastly, our program will help cultivate student confidence and motivation to go forward in the pathway. Many students in the helping professions will be drawn to this certificate and associate degree.

There is a plethora of human and social service agencies, counseling centers, drug court, correctional facilities, health care agencies and schools that are in need of employees who are

interested in the Counseling Education Pathway. They exist in Grants, and in nearby communities. These employers are able to utilize these students in entry level positions. They train them, supervise them, and sometimes even pay tuition for these employees as they work on completion of their bachelor and master degrees. The students are able to work in the field of their interest alongside licensed counselors. Many of our students are desperate for jobs and this helps with their financial stress. It is much like on the job training. These students are sometimes employed at the same agency once they complete their degrees. The greatest benefit is that they are appreciated and are motivated to continue their education. They can see the end result of their efforts. This is strong encouragement for them to stay on the path and complete their degrees.

There is a high need of counselors in Cibola County. This county ranks second out of all the counties in the state for a high incidence of DWI, Substance Abuse and Substance Abuse related suicides especially among the youth. For our small size in relation to other counties, that indicates a huge problem. County, and Tribal communities have high incidence of deaths related to substance abuse and domestic violence. Youth drug court is always busy and the incidence of drug related incidences in the schools indicates a dire need for drug abuse and violence prevention programs. Even as I write this, I hear that last night, an intoxicated driver killed three people, leaving one injured. Two of whom were children. Sadly, this type of report is common here.

Starting with Dual Enrollment Students, counseling courses could be provided for students interested in exploring the field of counseling. The gift of this discipline is that students gain important tools for a healthy life. They learn how to cope with emotions, set boundaries, live healthy by eating right and exercising. Some of the skills they learn may help prevent substance abuse, recognize early signs of violence and learn how to communicate in relationships.

This program is needed, and the students who are interested in this pathway are interested because of their own experiences, a desire to help others, a motivation to learn how to thrive. Please help us get the program started. We have instructors, we have the student interest. We already teach the courses. The courses flow into the Bachelors Degree. We just need a Certificate and Associate Degree for the students that complete the program. We need a complete pathway from Certificate to Associate Degree to Bachelors to Masters Degrees.

Sincerely,



Kathleen O'Connor MA. M.Ed CMS-CHt.
505-287-6693/505-240-0154
katioco@nmsu.edu



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-15

- Action Item
 Consent Item
 Informational Item

Presented By: Dorothy Campbell, Interim Provost
 & Chief Academic Officer

Agenda Item: Master of Arts (Online) – Organizational Leadership

Requested Action of the Board of Regents: Motion to approve the Organizational Leadership – Master of Arts (Online) program proposal.

Executive Summary:

This professional Master’s degree program is unique in the state, providing opportunity for leadership development and advancement to professionals in a wide range of fields. The degree is both flexible and multidisciplinary, centered around 15 credits of core Communication (COMM-prefix) courses. The additional 15 graduate elective credits may be chosen from any discipline, allowing students to develop an individualized program of study. Alternatively, students may choose to complete one of two specified concentrations, in Leadership Communication or Analysis & Decision Making. All core and concentration courses will be offered online in an 8-week format, aligning with NMSU-Online structure and growth priorities. Gray Associates data indicates the program will likely generate a high level of student demand and provide a valuable workforce credential.

The university has committed two Visiting Associate Professor positions to help launch the program, and the Office of Digital Learning has financially committed to the hiring of a college track faculty member to sustain this program once enrollment reaches thirty-five (35) students term over term for one academic year.

References: See attached

Prior Approvals:

Departmental Faculty, Department Head, College Curriculum Committee, Academic Dean, Graduate Dean, University Program Approval Committee (UPAC), and Provost

The program was presented at the Regents Student Success Committee on September 1, 2022 and the committee recommended moving this proposal forward to the Board of Regents for consideration.

Organizational Leadership – Master of Arts (Online)

- Fully online professional Master’s degree, unique among graduate programs in the state
- Marketing support and resource funding from NMSU-Online
- Will include two existing concentrations (currently under the Master of Arts in Communication Studies degree)
 - Leadership Communication
 - Analysis and Decision-Making
- Required courses are already taught regularly
- Designed to be flexible *and* multidisciplinary – 15 credit hours of specified COMM courses may be combined with 15 credit hours from any other disciplines



Organizational Leadership – Master of Arts (Online)

- Includes Masters Accelerated Program Option
- Gray Associates data anticipates high level of student demand
- LEADS 2025 Alignment
 - Diversify and increase enrollment in a growing market for professional master's degrees
 - Community engagement – meets professional development needs for New Mexico's workforce. Experiential learning capstone can impact students' local communities and businesses



BE BOLD. Shape the Future.

Regents Student Success Committee

ORGANIZATIONAL LEADERSHIP MASTER OF ARTS (ONLINE)

September 1, 2022



916: ORGANIZATIONAL LEADERSHIP - MASTER OF ARTS (ONLINE)

In Workflow

1. Graduate Dean (cflinch@nmsu.edu)
2. Student Records Office - Programs (krkeyes@nmsu.edu)
3. AS Academic Dean (jlakey@nmsu.edu)
4. Graduate Dean (cflinch@nmsu.edu)
5. UPAC - Chair (jlakey@nmsu.edu)
6. Provost (davsmith@nmsu.edu)
7. President (mmunsonm@nmsu.edu)
8. Board of Regents (cavotta@nmsu.edu)
9. Graduate School - Council of Deans (cflinch@nmsu.edu)
10. Student Records Office - HED (krkeyes@nmsu.edu)
11. Student Records Office - CIP (krkeyes@nmsu.edu)
12. MA HLC (sstovall@nmsu.edu)
13. Student Records Office (krkeyes@nmsu.edu)

Approval Path

1. Thu, 09 Sep 2021 14:16:46 GMT
Kori Plank (krkeyes): Rollback to Initiator
2. Wed, 06 Oct 2021 17:04:49 GMT
Kori Plank (krkeyes): Rollback to Initiator
3. Wed, 22 Jun 2022 21:50:33 GMT
Carol Flinchbaugh (cflinch): Rollback to Initiator
4. Fri, 24 Jun 2022 22:36:03 GMT
Carol Flinchbaugh (cflinch): Approved for Graduate Dean
5. Mon, 18 Jul 2022 17:47:23 GMT
Kori Plank (krkeyes): Approved for Student Records Office - Programs
6. Mon, 25 Jul 2022 21:23:25 GMT
Joe Lakey (jlakey): Approved for AS Academic Dean
7. Tue, 26 Jul 2022 18:23:09 GMT
Carol Flinchbaugh (cflinch): Approved for Graduate Dean

New Program Proposal

Date Submitted: Fri, 24 Jun 2022 22:15:00 GMT

Viewing: 916 : Organizational Leadership - Master of Arts (Online)

Last edit: Mon, 29 Aug 2022 14:40:07 GMT

Changes proposed by: Greg Armfield (armfield)

Submission Information

The Degree Type will factor into the level and the submissions that must occur for HED and HLC.

- Community College Types: Applied Associate Degree, Associate Degree, Certificate, Concentration
- Main Campus Undergrad Types: Bachelor's Degree, Concentration, Minor
- Main Campus Graduate Types: Master's Degree, Doctoral Degree, Certificate, Concentration, Minor

Degree Type

Master's Degree

The Degree Title dropdown has all existing degree titles in Banner, if you do not see the one you are looking for you will select "Other" then in the New Degree Title box you will type out the official title of the degree (as you would want it to appear on a students record, transcript, and/or diploma).

Degree Title

Master of Arts

Academic Level

Graduate

2 916: Organizational Leadership - Master of Arts (Online)

The Catalog Title will be what is displayed in the catalog page. The standard format is Major (Concentration) - Degree Title. (I.e., Mathematics (Secondary Education) - Bachelor of Science. Note: If there is no concentration you would just list the Major - Degree.

Catalog Title

Organizational Leadership - Master of Arts (Online)

College

Arts and Sciences

Campus

NMSU Online Campus

Division

No Division for this Campus

Department

Communication Studies

Effective Catalog

2023-2024

Program Format

Online(UO)

CIP Code

520213 - Organizational Leadership.

Normal or typical length of time for students to complete the program (in years)

2

Curriculum Information**Program Learning Outcomes**

	Learning Outcomes
Outcome 1	Equip students with effective leadership skills in individual, team, and organizational contexts for professionals who work in any organization (private, government, non-profit).
Outcome 2	Enhance leadership skills to prepare leaders to work effectively in today's dynamic, changing, global, and diverse business environment.
Outcome 3	Enhance analytical and problem-solving skills through written and verbal, and nonverbal communication.
Outcome 4	Enhance written, verbal, and nonverbal communication skills.

List of academic departments/units and or institutions involved in the delivery of courses**Department/Unit**

Communication Studies

Agricultural and Extension Education

Industrial Engineering

The Course Requirements, need to be in the standard format for the catalog because this piece of the form will be imported directly onto the catalog page. See the Student Records Website for a guide. The total number of credits at the bottom of the course list will be the "official" total for the degree. Please make sure it adds up correctly.

Course Requirements

The professional master's degree in organizational leadership is designed to equip students to develop effective leadership skills in individual, group, team, and organizational contexts for professionals who work in organizations of any type (private, government, non-profit). The program will help students master effective leadership in a time of dynamic change in global business, diversity, technology, and digital skills. The degree requires 30 credit hours of coursework, at least 15 credits of coursework must be completed in the Communication Studies Department, and the final 3 credits of coursework must be project hours (COMM 598 MA Project). All courses are offered online and taught asynchronously in 8-week formats. If a student completed the program as below, any concentration or certificate can be combined with 15 hours of communication studies courses to complete

The degree can also be completed with a concentration in Leadership Communication (<http://catalogs.nmsu.edu/nmsu/arts-sciences/communication-studies/communication-studies-leadership-communication-ma-online/>) or Analysis and Decision-Making

(<http://catalogs.nmsu.edu/nmsu/arts-sciences/communication-studies/communication-studies-analysis-decision-making-online/>), please see those catalog listing for more details on requirements.

Professional Masters in Organizational Leadership Requirements:

Select any 12 credits from Communication Studies that are listed below. During your last semester of studies take COMM 598 MA Project(3 credit hours). Take an additional 15 credits from any department, including Communication Studies. Two courses (6 credits) with numbers 450+ can be counted.

For both options, a total of 30 credits is required. Fifteen of which must be from Communication Studies. All courses can be completed in the Department of Communication Studies.

Prefix	Title	Credits
Degree Requirements		
COMM 470	Leadership Communication	3
COMM 570	Seminar in Organizational Communication	3
COMM 598	MA Project	3
Electives ¹		
Select 6 credits of COMM Electives		6
Select 15 credits of Electives from any discipline, including COMM		15
Total Credits		30

¹ In order to graduate students will need 30 credits, 15 of which must be in COMM, including COMM 598 MA Project which should be taken the last semester of coursework.

A GPA of 3.0 or better must be maintained overall and grades in each course must be a B or better.

Graduate course rotation:

Fall

- COMM 557 Seminar Strategic Communication
- COMM 591 Special Topics: Interpersonal Communication in Professional Context
- COMM 591 Special Topics: Diversity, Community, and Communication
- COMM 579 Ethics & Diversity in Leadership Communication
- AXED 5320 Risk and Crisis Communications in Agricultural, Consumer, and Environmental Sciences
- I E 537 Large Scale Systems Engineering

Spring

- COMM 470 Leadership Communication
- COMM 475 International Communication
- COMM 550 Seminar in Communication Technologies
- COMM 565 Seminar in Nonverbal Communication
- COMM 570 Seminar in Organizational Communication
- COMM 578 Case Studies in Leadership Communication
- COMM 598 MA Project
- AXED 5110 Management of Change, Diffusion, and Adoption of Innovations
- I E 563 Topics in Engineering Administration

Entrance Requirements for Graduate Study in Communication Studies

Students wishing to enroll in the Professional Master's program in Organizational Leadership must meet the following criteria:

1. Hold a BA or BS degree from an accredited institution of higher learning
2. Hold a minimum grade point average of 3.00. Professional work experience may be accepted in the cases of lower GPAs.

The Road Map, need to be in the standard format for the catalog because this piece of the form will be imported directly onto the catalog page. See the Student Records Website for a guide. All courses and the total number of credits at the bottom of the roadmap should match the Course Requirements list.

Road Map

Semester 1		Credits
COMM 470	Leadership Communication	3
COMM 557	Seminar Strategic Communication	3
AXED 5320	Risk and Crisis Communications in Agricultural, Consumer, and Environmental Sciences	3
Credits		9
Semester 2		
COMM 570	Seminar in Organizational Communication	3

AXED 5110	Management of Change, Diffusion, and Adoption of Innovations ¹	3
COMM 578	Case Studies in Leadership Communication ¹	3
Credits		9
Semester 3		
COMM 579	Ethics & Diversity in Leadership Communication ¹	3
COMM 591	Special Topics (Interpersonal Communication in Professional Context) ¹	3
Credits		6
Semester 4		
COMM 550	Seminar in Communication Technologies ¹	3
COMM 598	MA Project	3
Credits		6
Total Credits		30

¹ Courses will satisfy either the six credits of COMM Electives or fifteen credits of electives in any discipline (including COMM) requirements.

Will this Master's degree program have a Master's Accelerate Program (MAP) option and roadmap?

Yes

MAP Requirements

New Mexico State University master's accelerated program provides **the opportunity for academically qualified undergraduate students** to begin working on a master's degree **during their junior and senior years** while completing a bachelor's degree. Typically, a bachelor's degree requires four years to complete, and a master's degree requires an additional two years. The master's accelerated programs allow students the opportunity to complete a graduate program in an accelerated manner. You can also check NMSU's catalog for additional information about our programs. The MAP program allows undergraduate students to take graduate courses and count up to twelve credits toward both undergraduate and graduate degrees in COMM.

MAP Requirements

- The Graduate School allows qualified junior or senior students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same course as fulfilling graduate requirements in a related graduate program.
- Undergraduate students may apply for acceptance to the accelerated master's program after completing 60 semester hours of undergraduate coursework of which a minimum of 25 semester credit hours must be completed at NMSU.
- The grade point average must be at a minimum of 3.25.
- Students must receive a grade of B or higher in this coursework to be counted for graduate credit. If a grade of B- or lower is earned, it will not count toward the graduate degree.

Accepted MAP Courses

The following courses are accepted for use in the MAP program, any other courses may be considered after a consultation with an advisor. An exception will need to be made to the degree audit in order for the additional course(s) to be included on both the Undergraduate and Graduate degrees.

Prefix	Title	Credits
COMM 550	Seminar in Communication Technologies	3
COMM 557	Seminar Strategic Communication	3
COMM 562	Seminar in Family Communication	3
COMM 565	Seminar in Nonverbal Communication	3
COMM 571	Seminar in Sports Communication	3
COMM 595	Communication Internship for Graduate Students	3

Enrollment in graduate courses requires the approval of the Department Chair and a completed MAP form before the first semester to take MAP courses for dual credit. Please meet with Dr. Armfield for more information.

The admission requirements are needed if the program has a specialized admission process that exceeds the campus requirements for either the Undergraduate or Graduate admission standards.

- For graduate programs, the Graduate School asks for the following information (Provide a summary of the documents and specific information each student will need to provide to be considered for the program): Description, Statement of Purpose/Letter of Interest; Specialty Letter of Interest; Resume; Writing Sample; GRE; GMAT; Special Questions (if yes, what questions need to be answered); Letters of Recommendation (how many are required); NMSU Faculty Representative (if yes, how many); Foreign Language; WES Evaluation; Special License or Verifications (what license/verification)

Admission Requirements

To apply for graduate study in our department, students must first apply to the NMSU Graduate School (https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=nmsugrad) and must be prepared to include the following application materials:

- Official Transcripts
- Current Resume or Vita

Does this program lead to licensure, yes or no?

No

Is credit for prior learning built into the program, if yes explain?

Coursework in the Leadership Communication Graduate Concentration and/or the Analysis and Decision-Making Graduate Concentration will count toward this degree program. Completing both concentrations will earn a student the Organizational Leadership Masters of Arts Degree.

Faculty Members Employed to Teach in the Program

Existing Personnel

11

FTE

1.0

Course load and courses they will teach in the proposed program

AXED and IE have committed their faculty to teach the courses in their department

Courses taught in other programs currently offered

10

Description of academic qualifications

Two visiting professors were hired in Fall 2021 to support this new MA. Both specialize in Leadership and Organizational Communication. Present faculty of COMM, AXED, and IE currently holds teaching and research backgrounds in this topic.

Prior instructional responsibility and other experiences relevant to assigned courses

Current NMSU faculty hold doctorate degrees and conduct research in the areas of expertise that they will be assigned. Additional faculty will be hired in the area of leadership and organizational communication.

For graduate programs, document scholarship and research capability

Anne Hubbell is a Professor of Communication Studies. She has over 15 scholarly review publications.

Edward Pines is a Professor of Industrial Engineering. In recent years he has collaborated with students and colleagues on ten peer-reviewed conference papers in the areas of systems engineering and engineering management. He currently serves in the Senior Personnel category on NSF Improving Undergraduate STEM Education (IUSE): HSI grant (NSF #1953466). He works with the NMSU Arrowhead Center on a variety of entrepreneurship education programs.

Gabriela Morales is an Assistant Professor of Communication Studies. She has three publications and is highly engaged in the scholarship of application.

Greg Armfield is a Professor and Department Head of Communication Studies. He has co-edited two books on ESPN, is the lead editor of Human Communication in Action (8th ed), and has over 15 scholarly reviewed publications.

Jeanne Flora is a Professor of Communication Studies. She is co-author of Family Communication and has over 10 scholarly reviewed publications.

Sangwon Lee is an Assistant Professor of Communication Studies. He has over 10 scholarly reviewed publications.

Steven Frazee is a Professor Department Head for Agriculture and Extension Education. In recent years he has several peer-reviewed publications and secured several grants.

Duli Shi is an Assistant Professor of Communication Studies. She specializes in Strategic Communication, Communication Technology, and Corporate Responsibility.

Micheal Halliwell is a Visiting Assistant Professor of Communication Studies. He specializes in Organizational Communication.

Jason Feltz is a Visiting Assistant Professor of Communication Studies. He specializes in Organizational Leadership.

William Hoffmann is a Visiting Assistant Professor of Communication Studies. He specializes in Interpersonal Communication.

Dea Romero is a Visiting Assistant Professor of Communication Studies. They specialize in Diversity and Intersectuality.

Documentation of department faculty support

AXED support.pdf

Support_Letter_LDW.pdf

Org Comm Letter Claudia DeJesus.pdf

NMSU-O letter of support Eva Videla .pdf

NMSU-O COMM Letter of Support_Stacie Christiano Allen.pdf

NMSU-O COMM Letter of Support - Kathryn Boren.pdf
 Letter Support_Werner.pdf
 Letter of Support, Communication MA Degree Program.pdf
 Letter of support for MA degree.pdf
 Letter of Support - MAOL.pdf
 IE Support.pdf
 Dean Pontelli Support Memo.pdf

Curriculum Committee Approval

MA in Organizational Leadership Evaluation AS Curriculum Cmte.docx

Gray Associates Data

Gray Data Narrative.docx
 CIP520213_nm_grad_score.pdf
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 CIP_ALL_jobs_NM_masters_060222.pdf
 CIP_ALL_jobs_NM_alldegrees_060222.pdf

NM Higher Education Department

Is there a certificate embedded in the degree program? If so, list certificates and courses required?

No certificate, but two concentrations are embedded in the program. But neither concentration is required to complete the Professional Master's degree.

The Leadership Communication Concentration requires:

- COMM 470: Leadership Communication
- COMM 557: Seminar Strategic Communication
- COMM 570: Seminar in Organizational Communication
- COMM 591: Special Topics (Ethics and Diversity in Leadership Communication)
- COMM 591: Special Topics (Leadership and Communication Case Studies).

The Analysis and Decision-Making Concentration requires:

- AXED 5110: Management of Change, Diffusion, and Adoption of Innovations
- AXED 5320: Risk and Crisis Communication in Agricultural, Consumer, and Environmental Science
- I E 537: Large Scale Systems Engineering
- I E 563: Topics in Engineering Administration
- COMM 598: MA PROJECT

Completing both concentrations will complete the Professional Master's Degree.

Neither concentration is required to complete the Professional Master's Degree.

Does the master's level degree articulate to a doctoral program, yes or no?

No

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

The MA Project course required in the graduate program will serve as the assessment and evaluation point for the MA program. In addition to completing a project, all students will complete a program evaluation and a case study that graduate faculty in Communication Studies will evaluate. Graduate faculty will review the case studies separate from the course instructors annually, evaluate program effectiveness, and adjust courses if needed.

All program quantitative and qualitative metrics will be used to evaluate whether the program is meeting the program objectives stated above. In addition, student completion and placement or promotion rates will be tracked to assess the effectiveness of the concentrations and MA program.

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

The State of New Mexico has a high need for an Organizational Leadership degree program. Locally, UNM has an undergraduate concentration. UTEP has a MA in Leadership Studies, focusing on public administration, communication, community engagement.

Our multidisciplinary approach extends what is currently offered regionally by including graduate courses from multiple colleges, providing students with diverse learning across academic disciplines, approaches, and theoretical backgrounds.

The learning objectives identified above emphasize practical skills that help professionals advance their theoretical and applied knowledge of leadership skills and abilities. The core learning objectives center around organizational leadership skills germane to the needs of global organizations in the 21st century.

The Organizational Leadership degree program also addresses the NMSU land grant mission to improve organizational skills, business development, and effectiveness in New Mexico and the surrounding region. Further, the program aligns with three NMSU LEADS 2025 goals in the following ways:

Goal 1: Enhance Student Success & Social Mobility:

Enrollment Growth. The program was developed to meet the increasing demand for organizational leadership degrees nationwide per Gray Associate's data. The program will be attractive to professionals employed in any organization type who see NMSU as a viable academic option due to the fully online option of this program.

Goal 3: Amplify Extension & Outreach

Community Engagement. The program is designed to meet the needs of professionals working in any industry. It is anticipated that many students from the region will enroll in the program, creating learning that can be applied in their local businesses and communities. Moreover, as part of their capstone experience, students will engage in experiential learning projects applied to their current employer allowing for an immediate application of their learning to the aid of local businesses.

Goal 4: Build a Robust University System

Diversity and Inclusion: The OL degree program will provide a wealth of expertise to broaden student understanding of diversity and inclusion from theoretical and applied perspectives.

We anticipate students will enroll in the Organizational Leadership program for personal enrichment and upskilling their competencies. This skill development will spill over to support community organizations to help them reach business goals and support business growth in the region.

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

NA

Identify where similar degree programs are offered by other public higher education institutions in New Mexico.

The proposed Master's of Organizational Leadership degree does not overlap with any existing master's degree program offered in the state of New Mexico.

1. The University of New Mexico has an undergraduate concentration in organizational leadership but does not have a graduate program.
2. New Mexico Institute of Mining and Technology does not have an organizational leadership program of any type.
3. New Mexico Highlands University does not have an organizational leadership program of any type.
4. Eastern New Mexico University does not have an organizational leadership program of any type.
5. Northern New Mexico College does not have an organizational leadership program of any type.

If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program.

There are no competing programs at any other public higher education institution in New Mexico. The University of New Mexico only has an undergraduate concentration in organizational leadership.

List any nearby non-New Mexico institutions of higher learning where the program is being planned or offered, particularly WICHE member institutions.

UTEP has a Master's of Arts in Leadership Studies, focusing on public administration, communication, community engagement. Our multidisciplinary approach extends what is currently offered at UTEP by including graduate courses from multiple colleges, providing students with diverse learning in content, approach, and theoretical backgrounds. Further, this MA has a very opportunity for more programs to create concentrations or certificates that can be packaged with this minor.

Enrollment and Graduation Projections

Student Type	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	22	33	40	40
Continuing Students	10	10	22	35	45
Graduates	0	8	15	25	35

Annual Retention Rate Target (%)

66

Target 100% Graduation Rate (%)

60

Target Job Placement Rate (%)

70

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

NMSU has an adequate pool of faculty to deliver the analysis and decision-making concentration. NMSU can support many of the multidisciplinary courses with the requisite teaching and research expertise to meet the initial program demands. If needed additional adjuncts could be funded by NMSU-O providing the growth of the program will fund such needs.

In the Fall of 2022 two Visiting Assistant Professors faculty were hired to support the MA program, and develop and teach the concentration courses. Their visiting contracts expire in Spring 2023. In addition, one Visiting Assistant Professor was hired to support the Undergraduate degree in Communication Studies. the expectation is that enrollment will financially support the need for a minimum of two faculty members moving forward.

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

No new equipment, materials, or library resources are anticipated to support the offering of this program. The resources (equipment, materials, library) are currently available in the participating departments and within NMSU are sufficient and fully support this program's launch and initial phases.

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

Given this degree program is online, no new physical facilities are foreseen to be required, and no modifications of existing space will be required. At best, office space may be needed for new faculty, but since the program is all asynchronous online, faculty may not require a physical office on main campus.

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

None expected. The resources (equipment, materials, technology) currently available at the participating departments within NMSU are sufficient and fully support this program's launch and initial phases.

Describe any other operating resources needed to initiate the program.

None expected. This is an online program. No new resources, administrative oversight, or facilities will be needed.

Are there existing external facilities that will be used? Have agreements been established to ensure use of the those facilities?

No. This is an online program.

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

MA Financial analysis.docx

Letters of Support

AXED support.docx
IE Support.docx
Dean Pontelli Support Memo.docx
Organizational Leadership_Graduate_Support Kollmann.pdf
Department OL MA support memo.docx

Accreditation**Is the program seeking specialized accreditation?**

No

Is specialized accreditation required for licensure or practice in the program?

No

Has the program already obtained the appropriate specialized accreditation? If so, attach a copy of the letter from the agency granting accreditation?

No

If the program has not yet obtained accreditation but has begun the process of seeking or plans to seek specialized accreditation, specify the name of the agency and provide the time-line for completing the process.

No accreditation will be sought. Communication Studies does not have a national or international accrediting organization.

If the program does not plan to seek specialized accreditation, provide a rationale for not-seeking accreditation here. (if there is not a specialized accrediting organization for this program, indicate so as your rationale).

Communication Studies does not have a national or international accrediting organization.

If the program includes any of the following, explain how it will ensure that student work and levels of knowledge competencies achieved will be comparable to those achieved through traditional formats: (Award credit for prior learning; use of compressed time frames; use of on-line deliver; inclusion of accelerated formats; or other approaches to learning.)

No credit for prior learning will be given unless the credit is for the concentrations directly linked to the MA program.

Courses will be delivered online asynchronously in an 8-week format since this appeals to our target market of adult learners and military personnel. Faculty will work with Digital Learning Instructors and experts at NMSU in instructional design, specifically Beth Apodaca. All courses will meet student contact hours requirements.

Will the program be part of a contractual or consortial arrangement (yes/no, explain)?

Yes, in the effect that the three NMSU colleges and three departments have agreed to offer the courses for the multidisciplinary concentration and Master's Degree.

If the program is planning any involvement by external organizations (other than from accredited higher education institutions) in the key operations as identified below, provide the information as requested.

Type of Involvement	Name of External Organization	Percent of Involvement
Course placement and advising of students	NA	0
Design and oversight of curriculum	NA	0
Direct instruction and oversight	NA	0
Other support for delivery of instruction	NA	0
Recruitment and admissions of students	NA	0

Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

Sherry Kollmann and Carol Flinchbaugh identified the need for a Master's Degree in Organizational Leadership. None of the state higher educational institutions in New Mexico offer a master's degree in organizational leadership. UNM offers an undergraduate degree, but no other state institution offers a Master's of Organizational Leadership.

Working with a group from several departments on campus, NMSU-O and the graduate school proposed an interdisciplinary Masters of Organizational Leadership. The department heads for Agricultural and Extension Education, Industrial Engineering, and Communication Studies have teamed up to offer the degree along with two concentrations in Leadership Communication and Analysis and Decision-making. Completing both concentrations will allow a student to complete the master's degree.

Describe the process for assessing and improving student learning in the proposed program.

In the MA Project course, a case study will be administered to evaluate the program learning objectives listed above. a case study. The Communication Studies graduate faculty will assess students' responses to evaluate the program's ability to meet the stated learning outcomes. After results have been analyzed for five to ten students, faculty who teach the courses will meet to brainstorm ways to improve the curriculum.

In addition to the case study, student evaluations will be conducted on every course, and in the MA Project class a program evaluation will be conducted. Furthermore, student placement and graduation rates will also be tracked.

Describe the process for assessing and improving student persistence and completion, in the new program.

Research demonstrates that several strategies can be effective for student retention and increasing completion rates. Cohorts have been shown to improve student retention. Given the small nature of this program, cohorts traveling through the concentrations will begin in the spring or fall. Cohorts have been shown to increase student completion rates.

Further, the shortened 8-week course formation will help keep students motivated and progressing through the program. quicker moving on to quicker completion of the concentrations and eventually the MA program. Further, NMSU-O and faculty involved in the program will advise students, stay connected, and be approachable. The flexibility of this MA program, along with short course timeframes and a wide variety of content offerings, will provide the flexibility many students look for in a degree program.

If any of the institution's accreditation relationship (including other regional, specialized, or national accrediting agencies) are currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)

NA

If the institution is undergoing or facing substantial monitoring, special review or financial restrictions from the U.S. Department of Education or other federal or state government agencies.

NA

If the institution's senior leadership or board membership has experienced substantial resignations or removals in the past year.

NA

If the institution is experiencing financial difficulty through conditions, such as, a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years.

NA

Institution Specific Information Area

Primary target audience for the program (e.g., full#time, part#time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The Master's of Arts in leadership communication aims to equip students with the knowledge, skills, and abilities to possess leadership skills to meet organizational needs in the current context. The concentration will provide students with effective leadership skills in individual, group, team, and organizational contexts for professionals who work in any organization (private, government, non-profit).

The primary target audience for this asynchronous online certificate is adult learners who work part-time or full-time, including military personnel. The program learning objectives emphasize practical skills that will help professionals advance their theoretical and applied leadership skills and abilities among a wide variety of careers. The core learning objectives center around organizational leadership skills germane to the needs of global organizations in the 21st century.

The program will help students master effective leadership in a time of dynamic change in global business, diversity, technology, and digital skills. The program's impetus aligns with Gray Associates data that reports that programs focused on organizational administration and management skills are the second-ranked online graduate degree with a student demand score in the 98th percentile. Furthermore, student completion of Distance Education OL (CIP: 52.0213) programs have grown fourfold in only six years. The State of New Mexico has a high need for a Master's of Organizational Leadership degree. Locally, UNM has an undergraduate concentration. UTEP has a MA in Leadership Studies, focusing on public administration, communication, community engagement. Our approach extends what is currently offered regionally by including graduate courses focused on diversity and ethics, providing students with diverse learning approaches and theoretical backgrounds.

Marketing and advertising oversight will be coordinated between NMSU-O and the Graduate School.

How does the proposed program align with the department, college and university mission?

The program aligns with NMSU LEADS 2025 in the following ways (LEADS 2025):

Goal 1: Enhance Student Success & Social Mobility:

Enrollment Growth. The program was developed to meet the increasing demand of the OL degree nationwide per Gray Associate's data. The program will be attractive to professionals employed in any organization type who see NMSU as a viable academic option due to the fully online option of this program.

Goal 3: Amplify Extension & Outreach

Community Engagement. The program is designed to meet the needs of professionals working in any industry. It is anticipated that many students from the region will enroll in the program, creating learning that can be applied in their local businesses and communities. Moreover, as part of their capstone experience, students will engage in experiential learning projects applied to their current employer allowing for an immediate application of their learning to the aid of local businesses.

Goal 4: Build a Robust University System

Diversity and Inclusion: The OL degree program will provide a wealth of expertise to broaden student understanding of diversity and inclusion from theoretical and applied perspectives.

Discuss how admissions criteria and strategies will recruit a diverse student body?

Admission criteria are based on completing a BA or BS and a GPA of 3.0. A standardized exam is not required for admittance. The concentration can be completed online and will only be offered through NMSU-O. All courses are 8 weeks which is appealing to our target market of working professionals. The only required documents for application are a resume or vita and official transcripts from an accredited institution.

What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The office for Digital learning under the direction of Vice Provost Sherry Kollmann will coordinate with Carol Flinchbaugh in the Graduate School to coordinate all marketing and promotional materials. All three colleges and departments involved in the degree will also distribute marketing materials.

Quantitative and qualitative metrics will be used to monitor the program's marketing, implementation, and overall effectiveness on an ongoing basis. Primary measures include the number of student inquiries on the program landing pages, enrollment, and degree completion. Separate course-based grading metrics exist to assess the learning outcomes of students, acquisition of critical skills.

Student Records Office Uploads

HLC wants CIP Code information that is currently being offered at both the institutional and degree level for 4-digit and 2-digit CIP codes for all new programs. This information will be provided by the University Student Records office and added to the form during the HED submissions workflow step.

SRO Upload

CIP Code HLC.xlsx

Reviewer Comments

Kori Plank (krkeyes) (Thu, 09 Sep 2021 14:16:46 GMT): Rollback: To update the missing information, I will open the system for today to get these added. Kori

Kori Plank (krkeyes) (Wed, 06 Oct 2021 17:04:49 GMT): Rollback: Department has elected to hold this program for now and will continue with the specified concentrations attached to the Communication Studies - MA program. They will re-evaluate this next cycle. Will stay in the PIM system with all the proposal information as if for now. -Kori

Carol Flinchbaugh (cflinch) (Wed, 22 Jun 2022 21:50:33 GMT): Rollback: Hi Greg. This looks great! The only issue I see is with the 8 possible MAP courses. I know that the registrars office wants to cap possible MAP courses at 6 total. Please remove two courses. Thanks, Carol

Kori Plank (krkeyes) (Mon, 18 Jul 2022 17:55:02 GMT): department is creating the new courses to replace the special topics. There was confusion as to if they needed to be taught as special topics before created or not. KP allowed the move to the next workflow to keep the degree on track and will update the curriculum once the new courses are in CIM by the August 1 deadline

Key: 916

A&S Curriculum and Educational Policies Committee Degree Proposal Evaluation

To: Joseph Lakey, Associate Dean, Academics

From: A&S Curriculum and Educational Policies Committee: Carol Campbell (co-chair),
Ahram Cho, Jennifer Curtiss, Laura Spitzer (co-chair)

Re: Recommendation for proposed MA in Organizational Leadership

Date: August 16, 2022

The A&S Curriculum and Educational Policies Committee unanimously supports the approval of a Master of Arts degree in Organizational Leadership.

Strengths:

The program is flexible, fully online, and asynchronous, which will attract the target population of working adults.

The program is interdisciplinary. Any concentration or certificate can be combined with 15 hours of communications courses. Students may also choose a concentration in Leadership Communication or Analysis and Decision-Making.

COMM course offerings are interesting and varied, including such topics as ethics and diversity, communication technology and nonverbal communication.

Eleven existing faculty will participate in the program. Nine are from Communication Studies, one from Agriculture and Extension Education, and one from Industrial Engineering. NMSU Online will support this new program by offering two Visiting Professor lines from the distributed HERRF funds.

The proposal states that “NMSU has an adequate pool of faculty to deliver the analysis and decision-making concentration.”

The proposal also states: “The degree does not overlap with any other master’s degree in New Mexico.”

Gray’s Associates data shows that business administration and management skills have a student demand in the 95th percentile.

The program has full support from the College of Arts and Sciences.

The program aligns with LEADS goals.

Questions and considerations:

To the outside observer, it is unclear why Agricultural & Extension Education and Industrial Engineering courses are required for the Analysis and Decision-Making concentration (p. 6). It would be helpful to clarify this in the proposal. How would these courses be useful to professionals in fields such as education, medicine, music, and the military? Are they taught generically so that no previous engineering or agricultural knowledge is required?

There is a concern that these requirements could limit, not widen, potential future student body from various sectors (e.g., public administration). The proposal states: “The primary target audience for this asynchronous online certificate is adult learners who work part-time or full-time, including military personnel. The program learning objectives emphasize practical skills that will help professionals advance their theoretical and applied leadership skills and abilities among a wide variety of careers.” The designers may want to highlight how and why their interdisciplinary approach is unique and beneficial, or tweak their focus.

An additional concern was expressed regarding the visiting faculty. If the positions are not converted to permanent lines, could that produce a timing gap in the degree? Discussing how and when additional faculty would be added to the program would further strengthen the application.

A question was raised about Special Topics classes: are they taught regularly? How much do they vary?



Office of Digital Learning

MSC 311Q
 New Mexico State University
 P. O. Box 30001
 Las Cruces, NM 88003-8001
 575-646-8231, fax: 575-646-2044

To: Dr. Greg Armfield, Academic Department Head and Associate Professor

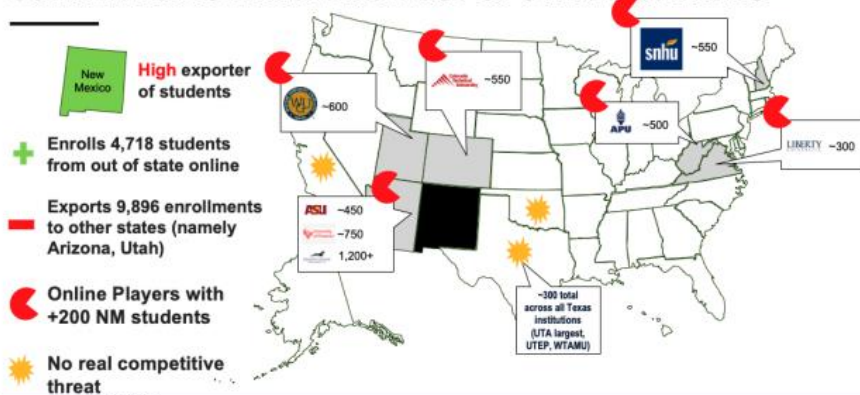
From: Dr. Sherry Kollmann, Vice Provost for Digital Learning Initiatives

Re: Master's proposal for Organizational Leadership

I am writing in support of the Organizational Leadership concentration that Dr. Greg Armfield and his team is proposing. This added online concentration will bring forth educational opportunities that students are seeking and currently obtain with other institutions, many of which are outside of New Mexico (see below). As we continue to grow the workforce within our State, this degree will meet the needs of today's professional looking to advance in their field. Additionally, data provided by the Grey Associates platform indicates that online graduate degrees with a general management emphasis are within the top 10 programs currently in demand.

These institutions have realized their growth through national expansion strategies, and New Mexico has not been immune to their efforts. With the void of a clear in-state standout (see below), MegaUs have entered the market and become the primary provider of online education to New Mexico residents—a feat they've failed to accomplish in many neighboring states.

COMPETITION IS FIERCE FROM OUT OF STATE PROVIDERS



Source: Kanahoma. Confidential and proprietary.

Lastly, NMSU Online will support this new program by offering two (2) Visiting Professor lines from the distributed HERRF funds.



College of Arts and Sciences

Office of the Dean
MSC 3335
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-3500

Enrico Pontelli, Ph.D.
epontell@nmsu.edu

August 28, 2022

To Whom It May Concern:

The College of Arts & Sciences would like to express its support and endorsement for the proposed online Master's degree in Organizational Leadership and the two associated concentrations.

The primary objective of the graduate Organizational Leadership program is to equip students to develop effective leadership skills in individual, team, and organizational contexts for professionals who work in organizations of any type (private, government, non-profit). This is a novel program which is well positioned to serve a need currently not met in the state of New Mexico.

I am impressed by the work done by the team to develop a coherent curriculum with clear learning objectives. The curriculum is interdisciplinary and makes use of talent across three different colleges. The potential to expand the program with additional interdisciplinary concentrations is very high.

The program will provide a unique opportunity for upskilling competencies and enhance career potential across a broad range of disciplines.

The program is well aligned with the strategic goals of the College of Arts & Sciences and it has the strongest support from the College.

Sincerely,

A handwritten signature in blue ink, appearing to read 'EP'.

Enrico Pontelli, Ph.D.
Dean, College of Arts & Sciences

AXED is happy and excited to be a part of the Organizational Leadership degree especially in regards to being multidisciplinary. This will fit in well with our current offering of graduate courses as we are moving to an 8 week online format.

Steve Frazee

Department Head and Professor
College of Agricultural, Consumer and Environmental Sciences
Department of Agricultural and Extension Education
MSC 3501
New Mexico State University
P.O. Box 30003
Las Cruces, NM 88003-8003

Office# 575-646-2095
sfrazee@nmsu.edu

The Department of Industrial Engineering looks forward to supporting this multidisciplinary effort in Organizational Leadership.

*Edward Pines, Professor
Department of Industrial Engineering
New Mexico State University
293 Foreman Engineering Complex
Las Cruces, NM 88003
575-646-2730 IE Office: 575-646-4923
<http://ie.nmsu.edu>*



**BE BOLD. Shape the Future.
College of Engineering**

28 August 2022

Good Afternoon,

After reviewing the program objectives and based on my 31 years of experience providing employment services in the government sector (the past eight in an upper management role) I personally am convinced that the skills and resources gained through this program would be a benefit for anyone in my field who desires to make an impact and build bridges in their daily interaction with both colleagues and customers.

I currently work for an agency that advocates for nearly 1.7 million Texas veterans, manages eight different programs employing a diverse staff and serving a wide range of customers from all backgrounds and education levels (many of whom have service-connected disabilities). A program such as this would help the student to be able to envision "the big picture" and determine how to bring many working parts together most effectively.

During this period of COVID-19, so much has changed in the business culture that working conditions and the expectations of both workers and consumers have shifted dramatically. In many instances, it has become difficult to lead/manage a team where remote work has become the norm. This is especially true in traditionally customer facing positions where part of the team is ready to re-engage and another part is content (and have grown accustomed to) remote work and have no desire to return to engaging face-to-face.

I am fond of the expression "The only thing that is constant is the change." As business world changes and becomes even more diverse (in some instances with employees working remotely from other states or even countries) it is vital that our leaders are equipped to effectively manage a wide variety of programs, staff, and different personalities. This proposed program would enhance the skills of leaders and equip them to be extremely effective in the areas of analysis, communications (written and verbal/nonverbal) as well as problem solving.

As a District Manager that leads of team of 26 employees that is responsible to providing services to veterans in 107 of Texas' 254 counties, I feel confident of the value that a Master of Arts in Organizational Leadership would provide to both emerging and seasoned leaders.

LAWRENCE G. DENTON, JR.
West Texas District Manager
Texas Veterans Commission



Office of Digital Learning

MSC 311Q
New Mexico State University
P. O. Box 30001
Las Cruces, NM 88003-8001
575-646-8231, fax: 575-646-2044

To: Greg Armfield, Professor and Department Head, Department of Communication Studies

From: Sherry Kollmann, Associate Vice Chancellor, Digital Learning
Enrico Pontelli, Dean of Arts & Sciences

Handwritten signature and date: 8/26/2022

Subject: Letter of Support - Master of Arts (online)

Date: August 26, 2022

This letter is intended to provide the necessary documentation that outlines support for the Organizational Leadership concentration that Dr. Greg Armfield and his team have proposed to the University Program Approval Committee (UPAC). This letter provides a financial commitment to a faculty line as well as an outline of the marketing and recruitment goals for the next two years.

Faculty Line

To launch this program, the university has committed to two Visiting Associate Professors to work with Dr. Armfield and the instructional design team in the development and initial launch of this online program. The Office of Digital Learning has financially committed to the hiring of a college track faculty member to sustain this program once we have reached enrollment of thirty-five (35) students' term over term for one academic year.

Marketing & Recruitment

The program is featured in a "Communications" area of study campaign where the MA/BA Comm Studies degrees are promoted together around generic "communication" type keywords. Traffic from this campaign is routed to a dedicated "Communications" area of study landing page where the student is directed to fill out an RFI form. Below are examples of the advertising efforts/screenshots that will be utilized.

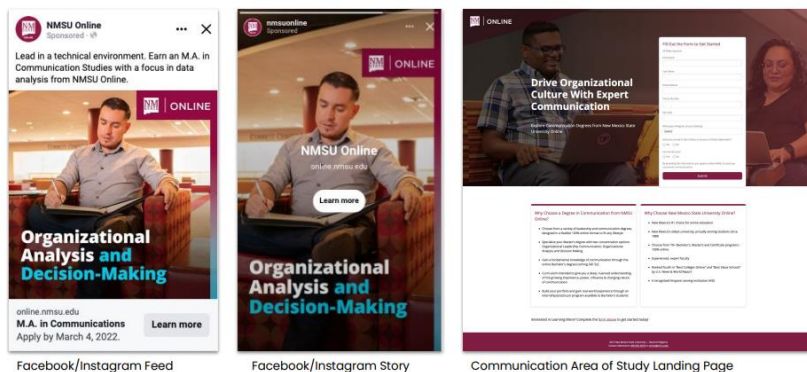


Figure 1: Advertisement Example



Office of Digital Learning

MSC 311Q
 New Mexico State University
 P. O. Box 30001
 Las Cruces, NM 88003-8001
 575-646-8231, fax: 575-646-2044

Ad · online.nmsu.edu/ ⓘ

NMSU Online | Advance in Communication | Flexible. 100% Online
 NMSU Online Offers 100% Online Communication Studies Bachelor's and Master's Programs.
 Explore NMSU Online's BA in Communication Studies Programs. Financial Aid is Available! 100% Flexibility. Accredited University. Accelerated Programs.

<p>Extension Services Choose From Our Vast Portfolio. Gain New Skills 100% Online Now.</p>	<p>Military Programs Explore Military & Veteran Programs Learn More & Apply Today!</p>
<p>Professional Development Career-Specific Micro-Credentials. Explore Available Courses Today!</p>	<p>Master's Degrees Pursue Your Master's Degree Today! Explore Accredited Programs Now.</p>

Ad · online.nmsu.edu/ ⓘ

NMSU Online | Study Communication Online | Advance in Communication
 Learn from Experts in Your Field. 100% Online Communication Degree from NMSU Online. Earn Your Master's in Communication from NMSU Online, a Top-Ranked Online University. 100% Flexibility. Accredited...

- Extension Services**
- Military Programs**
- Professional Development**
- Master's Degrees**

Ad · online.nmsu.edu/ ⓘ

NMSU Online | Communication Program Online
 Earn Your Communication Studies Degree from NMSU Online, a Top-Ranked Online University. NMSU Online Offers 100% Online Bachelor's and Master's Degrees in Communication—Apply now! 100% Flexibility. Accredited University. Accelerated Programs.

Figure 2: Paid Search Example

Estimated Growth and Cost

Estimates	FY'22	FY'23
Est. Spend	\$18,000	\$35,000
Est. Starts	35	64
Est. Cost/Start	\$514	\$550

MA Comm Studies will also be recruiting students from organic leads such as email, nurture campaigns, text, alumni engagement, etc. with the projection that these organic efforts, traffic and overall interest will also increase to help drive conversions. It is important to note that as of August 26, 2022, 84% of inquiries and applications for the MA Comm Studies program came from brand and non-brand campaigns, not program specific campaigns. This data illustrates that this program will benefit from the overall NMSU Online paid search marketing that is being implemented.



Rev. Dr. Pamela Rowley
 District Superintendent
epds-rowley@att.net
 phone: (575)642-8559

Kathy Jewell, CLM
 District Lay Leader
kpjewell7676@gmail.com
 phone: (915)474-3968

Melissa Thacker
 Administrative Assistant
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 phone: (505)255-8786
 ext. 117

6401 Belton Road
El Paso, Texas 79912-4901
915-584-9494 Office
915-584-9515 Fax

August 28, 2022

To Whom it May Concern,

In reviewing the Master of Arts online degree program in Communication Studies at New Mexico State University, I immediately thought of my son who attended law school and is very interested in offering mediation in the business sector and for church groups who find themselves in conflict. I will be recommending this program to him!

I am a pastor in the United Methodist Church, currently in a supervisory role as a District Superintendent of one of the largest geographical areas in the United States. As one who has dealt with conflict resolution in the local church between clergy and laity, mediation between “mother” churches and church plants, communication with leadership teams, conflicts between staff members of large congregations, and working with varying leadership styles among church councils, I believe your program would provide a great benefit to anyone in my field seeking to make an impact in their church, workplace, and in the world.

Looking at the objectives of the program, especially as it pertains to leadership communication and decision making, I can envision the skills learned could readily be applied to what is needed in the church and related settings, such as non-profit organizations. Building successful teams and a positive culture in the organization will lead to effectiveness, growth, healthier leaders, and will have a greater impact on the entire system. As a world-wide institution, the United Methodist Church is crossing continents, political differences, societal complexities, and cultural boundaries. Effective global and international communication, and leaders who understand what drives an organization to be the best they can be, will be exceedingly valuable to our future.

Having earned two degrees in higher education and teaching at the university level for part of my career life, I am wishing there had been this kind of opportunity for organizational leadership communication to enhance my own professional path and trajectory in ministry. I look forward to the impact it will provide for organizations and its leaders, and I will recommend it to those who look to make a difference in their own professional pathway, communication effectiveness, and those they serve.

Sincerely,

Rev. Dr. Pamela A. Rowley
 District Superintendent
 El Paso District of the New Mexico Conference of the
 United Methodist Church
 6401 Belton Rd.
 El Paso, Texas 79912
 575-642-8559

August 25, 2022

Re: Consideration for Online Master of Arts Program - Organizational Leadership

Dear University Program Approval Committee Members:

I am writing in strong support of the proposed online Master of Arts in Organizational Leadership at New Mexico State University (NMSU). I received my Master of Arts in Communication Studies at NMSU in 2007 and have been a faculty of practice for the Department of Communication Studies for more than 15 years. Additionally, I have a consulting business in which I work closely with organizational leaders who seek to strengthen the communication and leadership skills within their work teams. I am confident that an accessible graduate program in organizational leadership offered through the Department of Communication Studies at NMSU will meet both the market demands and student interests and needs.

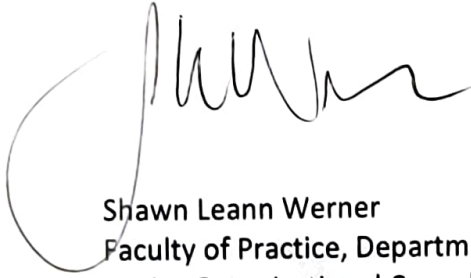
In my role as an organizational consultant, I coach and facilitate workshops for a variety of organizations throughout New Mexico and Texas. All of the employers I have worked with have explicitly stated that they seek to hire and promote employees who can effectively communicate and lead. They express disappointment when their team members are lacking the ability to build relationships, influence people, effectively communicate and manage conflict, and generally work well with others. This is supported by data from the National Association of Colleges and Employers (NACE) who survey employers across the country each year. NACE identifies communication and leadership as critical competencies that prepare college graduates for success in the workplace. Their findings in 2021 reveal that employers recognize a significant gap between the importance of communication and leadership competencies and graduate proficiency (NACE, 2022). Given the proposed curriculum and learning outcomes for the Master of Arts in Organizational Leadership at NMSU, the program is aligned with some of the top skills that employers seek -but do not always get- in their employees. Thus, this program presents an opportunity for partnerships between the university and organizations looking to recruit skilled employees.

The student need for such a program is also great. I teach both organizational communication and leadership courses for undergraduates in the Department of Communication Studies and can attest to the fact that students in the department have a genuine interest in both graduate school and organizational leadership. Of the students who state that they would like to attend graduate school, many cite work, scheduling, and commuting as potential obstacles. That is why the prospect of an online graduate program in the department is so exciting. This new program will give many students both the coursework and the flexibility that they want and need.

I believe the online Master of Arts in Organizational Leadership will be a wonderful opportunity for NMSU students, the university, and organizations in the community. Thank you for taking

the time to review my letter of support and feel free to contact me with any follow-up questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shawn Leann Werner'. The signature is fluid and cursive, with a large initial 'S' that loops around the first part of the name.

Shawn Leann Werner
Faculty of Practice, Department of Communication Studies, NMSU
Senior Organizational Consultant, BRIGHTideas Consulting Services

To Whom It May Concern:

New Mexico State's MA in Organizational Leadership offers much-needed, forward-thinking resources that could greatly enhance the success of organizations. With 30+ years of experience in non-profit work, I appreciate the positive impact of persons equipped with strong communication and leadership skills--both for their teams and the communities they serve. We need more leaders prepared to thrive in the complex, constantly-evolving environment in which we live.

Kathryn Boren, M. Div.
Employee Wellness
YWCA Lubbock



1800 Copper Loop
Las Cruces, NM 88005

Office (575) 528-2200
Fax (575) 524-2575
www.trescoinc.org

Greg G. Armfield, Ph.D.
Professor and Department Head
Department of Communication Studies
New Mexico State University

August 26, 2022

Dear Dr. Armfield,

This letter is to confirm my enthusiastic support of the Department of Communication Studies at New Mexico State University in their new Leadership and Analytics/Decision Making online master's program to be considered as a professional master program.

I understand that this program is designed to promote and provide opportunities for individuals like me, young upward mobile professionals, to develop skills and expertise to further one's career.

As a community leader at a local non-profit with the desire to constantly learn and grow I see this program as a good fit for me to take my career to the next level.

Sincerely,

Stacie Christiano-Allen
Community Engagement Manager
Tresco, Inc.
sallen@trescoinc.org
Cell (575) 621-7256

August 25, 2022

To Whom It May Concern,

It is my pleasure to write a letter in support of the new online professional master's program that is multidisciplinary and focuses on two concentrations: Leadership and Analytics/Decision-Making at New Mexico State University.

As an alumna, I have experienced firsthand the advantages of having a higher education degree and continuing into a master's program. I also experienced difficulties completing the degree in a traditional setting because of work commitments. The online model will facilitate this since many students must continue their education part-time. The concentration will set them up for the current competitive job market. In my experience, the workforce needs people with extraordinary communication skills and with the ability to analyze and create processes for decision-making. For the last four years, I have been working in the nonprofit sector and my academic credentials have helped me to succeed on my career path. During my time in the communications program, I explored different career paths and discovered the flexibility of having a communication degree. I know that my master's set me up for success because my educational experiences aligned with my current line of work.

In conclusion, I fully support the efforts of the Communication Studies Department. The entire department has a student success focus that allows students to accomplish their career goals.

Sincerely,



Eva Videla

Development Associate

National Young Farmers Coalition

Eva@youngfarmers.org

(518) 643-3564 Ext. 132

August 25, 2022

To whom it may concern:

As a graduate with a Master's of Arts in Communication Studies, and as a working professional, I am writing this letter in support of the new Online Organizational Communication Master's Program through the Department of Communication Studies at New Mexico State University. I believe this new online program would be very beneficial to future students and is proving to be a growing area of study that is desired in many professional fields. From personal experience, I have witnessed many demonstrated leadership qualities that are sought after and praised in the workplace.

I believe the knowledge and skills I have acquired through learning more about organizational communication and leadership have made a significant impact on my work performance. During my Master's Program, I was fortunate to participate in an organizational leadership seminar that gave me the opportunity to acquire knowledge and skills that I not only use today in my professional career, but that I also continue to get praised on through my work ethic and organizational knowledge. I have heard similar testimonials from members of my cohort who participated in organizational communication seminars.

In addition, online degree programs are proving to be in high demand. With lasting effects from the pandemic in 2020, in addition to work, family, and life demands, more and more students are choosing to continue their education through online degree programs. Making more online programs such as this one available to students will bring many benefits to both students and the university. More students will be attracted to these types of programs, find it as a more achievable goal, and will choose to attend New Mexico State University over other universities.

I truly believe that more and more people are finding organizational communication skills beneficial to professional careers and are searching for opportunities to learn more. This new program has my full support and I am excited to see how this program, the Department of Communication Studies, and New Mexico State University continue to grow.

Sincerely,

A handwritten signature in cursive script that reads "Claudia DeJesus". The signature is written in black ink and is positioned above the printed name.

Claudia DeJesus

Obtaining an M.A. in Strategic Communications from Seton Hall University launched my career and opened critical opportunities for my professional development. After working in this field for over a decade, I highly recommend a post-graduate degree in leadership communication. As the Director of Communications at the Texas Methodist Foundation, which manages approximately \$1 billion in assets for nonprofit organizations, I develop communication strategies and creative solutions for six multi-disciplinary teams. This work requires expertise in strategy development, change management, crisis communication, DEI, and much more, so I am always grateful to see universities making leadership communication available to students. I believe New Mexico State's new concentration in Organizational Leadership Communication will open doors for future leaders and shape successful communication careers.

Leia Danielle Williams

Director of Communication

Texas Methodist Foundation

The program's impetus aligns with Gray Associates data that reports that programs focused on business administration and management skills are the second-ranked online graduate degree with a student demand score in the 95th percentile. Dean Lakey analyzed three markets within 350 miles of Las Cruces and Nationally. The scorecard shows that the CIP rates very highly at the Master's and other levels in terms of student demand nationally but somewhat lower for NM in terms of job outlook. That said, no competing program exists in NM at this time. Gray rates this program as pretty highly in terms of competitive intensity, which is a measure of potential to attract students to the program. Gray considers anything in the 90th percentile or above to have excellent potential. The ranking for this online leadership program is in the 95th percentile.

Here are some numbers based on PES job posting tool dated 06/02/22 ("job" means "job posting")

NM data

NM all jobs: 569K

NM all jobs requiring Master's: 23,224 (about 4.1 pct)

CIP520213 jobs in NM (all degree levels): 20,753 (about 3.65 pct)

CIP520213 jobs in NM (Masters): 618 (about 0.11 pct)

US data:

US all jobs: 104,678,908

US jobs requiring a Masters: 2,793,079 (about 2.67 pct)

CIP520213 jobs in US (all degree levels): 3,313,687 (about 3.2 pct)

CIP520213 jobs in US (Masters): 146,812 (about 0.14 pct)

As fraction of job postings in the US: 569K/105M, NM represents about 0.54 pct of national economy.

Master's degree completions under CIP520213 in NM: 9 in 2018, 11 in 2019. All completions online at institutions outside NM. Master's completions nationally, same CIP: 5723 in 2018, 6090 in 2019.

NM completions amount to 0.17 pct of national completions in 2018 and 2019. This suggests that NM is not producing a fraction of Master's degrees in Organizational Leadership commensurate with its size as a fraction of the national economy.

One nuance of this data is that, for online programs, in-market completions are counted by where the student lives, not where the institution is physically located. For example, in the file CIP52.0213_nm_grad_comp, all of the completions were students living in New Mexico completing online programs at institutions outside the state (mostly WGU).

For context:

NM GDP: 95.01 Billion in 2021

US GDP: 20.94 trillion in 2021

This says that NM represents about 0.45 percent of the US GDP

NM population: 2.1 million (2020)

US population: 329.5 million

so NM represents about 0.637 pct of the US population.

Furthermore, student completion of Distance Education OL (CIP: 52.0213) programs have grown fourfold in only six years.

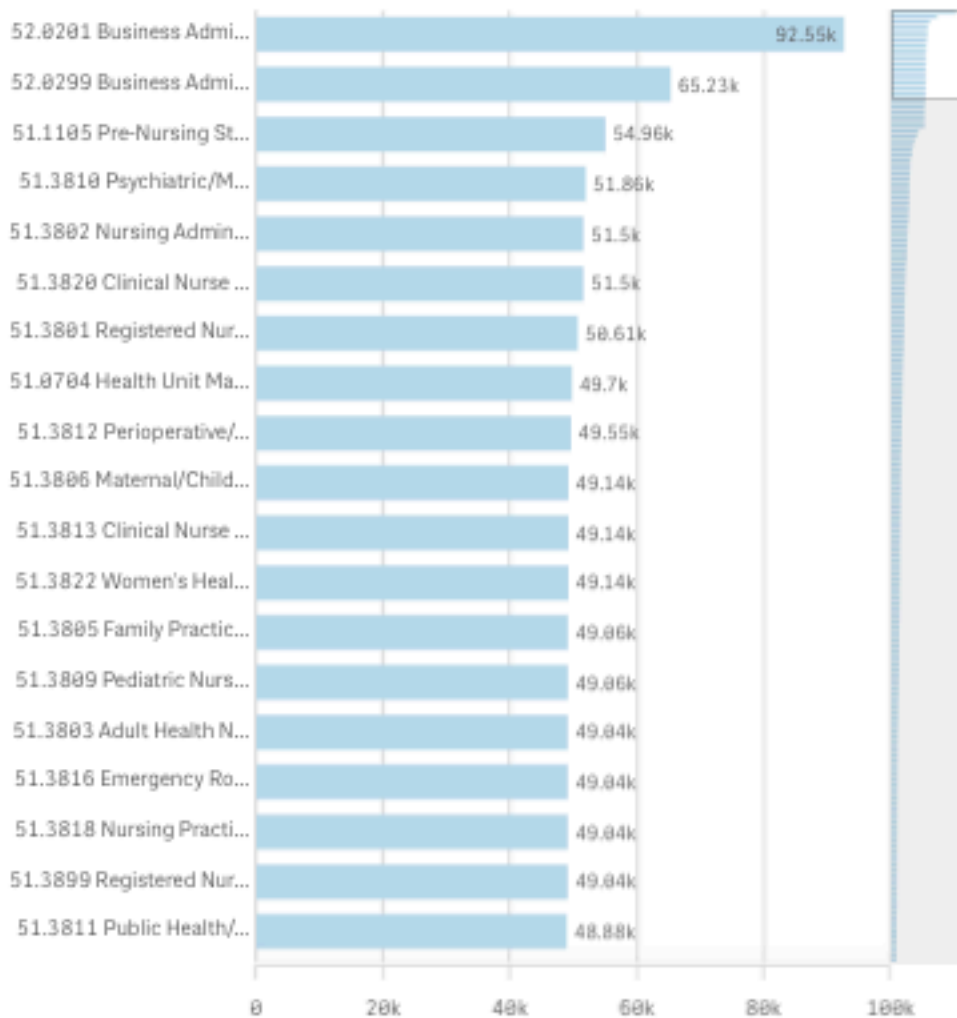
Keywords Included: Keywords Excluded: Standard Occupational Code (SOC): Industry: Classification of Instructional Program (CIP): Skills: Degree Level:

Educational Qualification: Company: Job Posting Title: State / Terr: County, State: City, State: Year: Month: Status: Source:

Select Table Dimension

- SOC Title
- CIP**
- Skills
- Degree Level
- Company
- Job Posting Title
- Educational Qualifications
- State / Terr
- City
- County, State
- Industry

Job Postings By CIP (Duplicate Job Postings Exist When A Job Is Tied To ...)

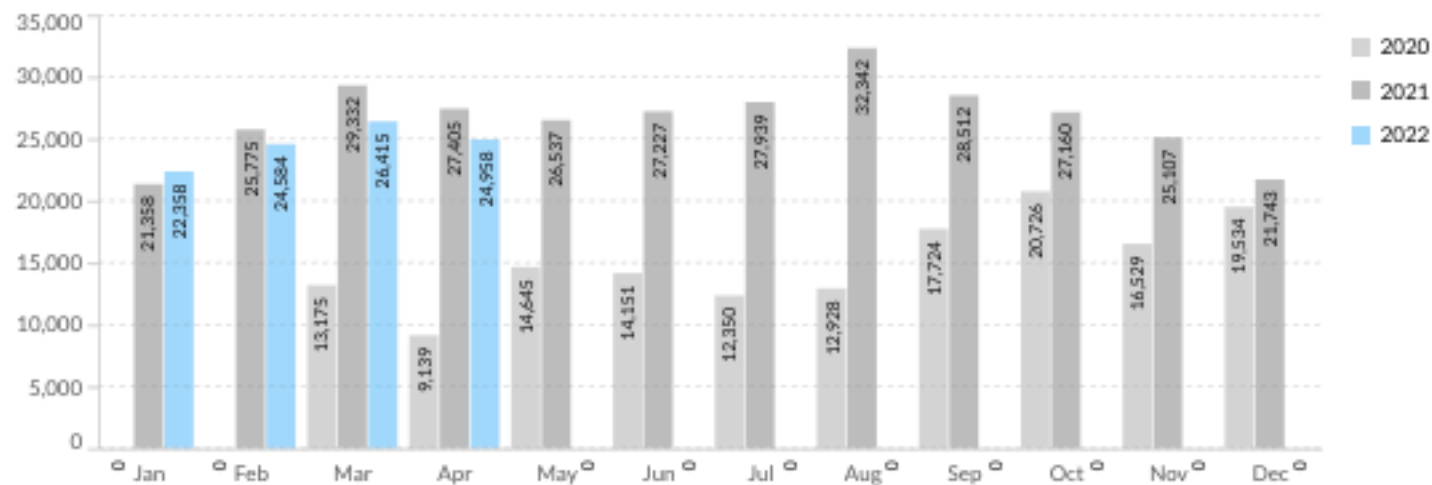


% of Jobs by Degree Level



Top 10 Skills	% of Job Postings
NURSING	5%
PATIENT CARE	4%
REGISTERED NURSE	4%
SURGERY	1%
ACUTE CARE	1%
NURSING CARE	1%
HTTP	1%
Q	1%
D	1%
ELECTRICAL ENGINEERING	1%
Others	79%

Jobs by Month



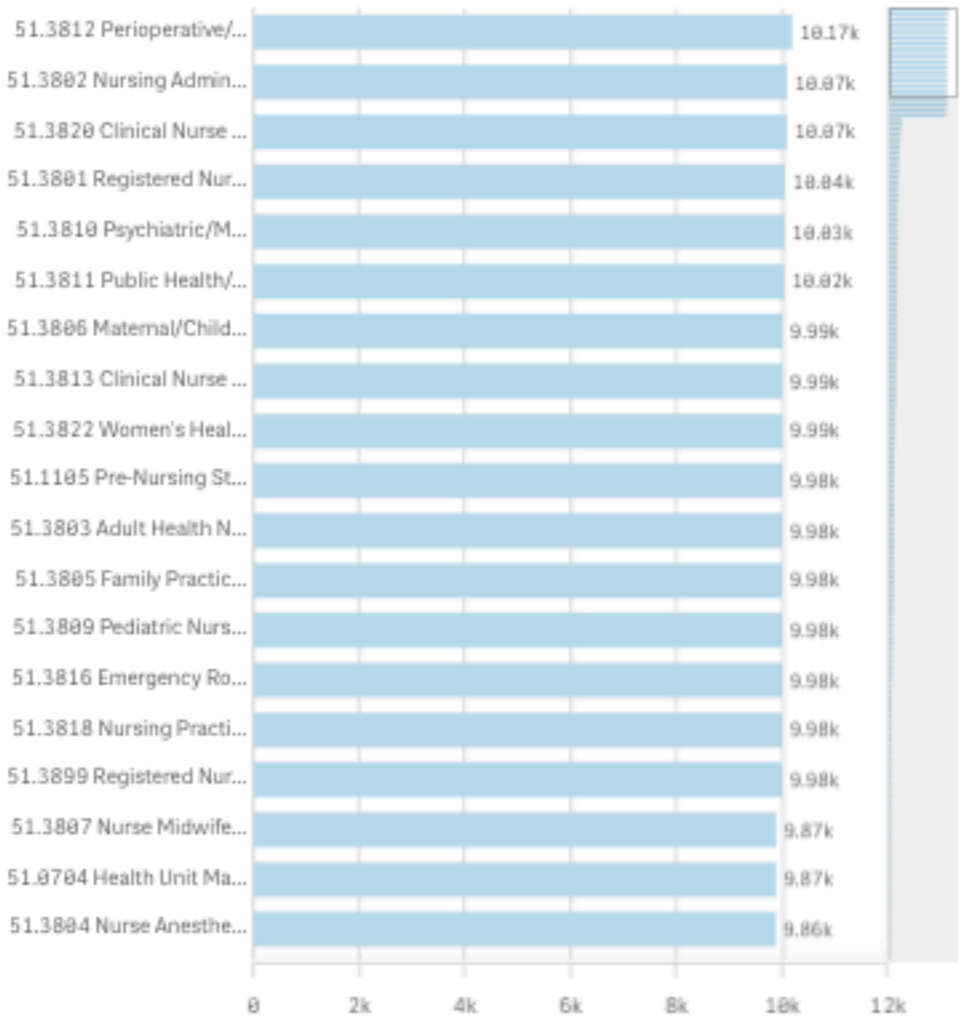
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Educational Qualification | Company | Job Posting Title | State / Terr | County, State | City, State | Year | Month | Status | Source

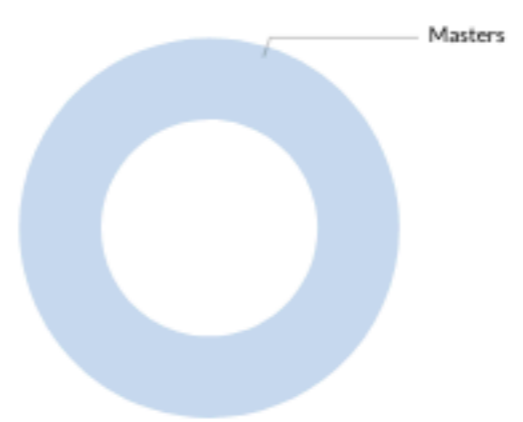
Select Table Dimension

- SOC Title
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Job Postings By CIP (Duplicate Job Postings Exist When A Job Is Tied To ...)



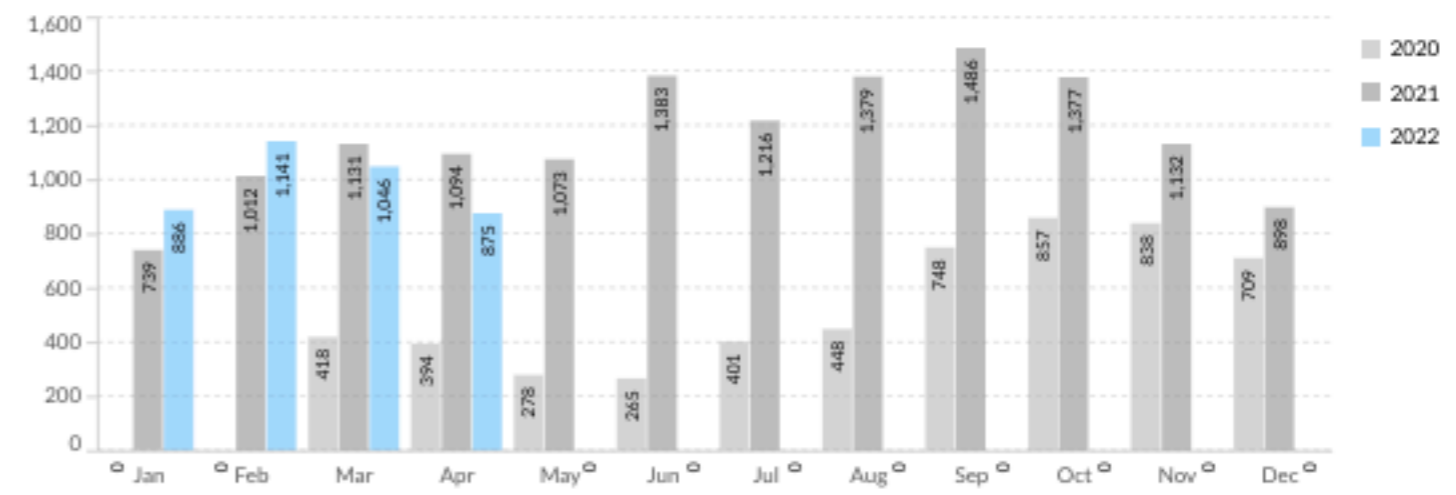
% of Jobs by Degree Level



Top 10 Skills | % of Job Postings

Top 10 Skills	% of Job Postings

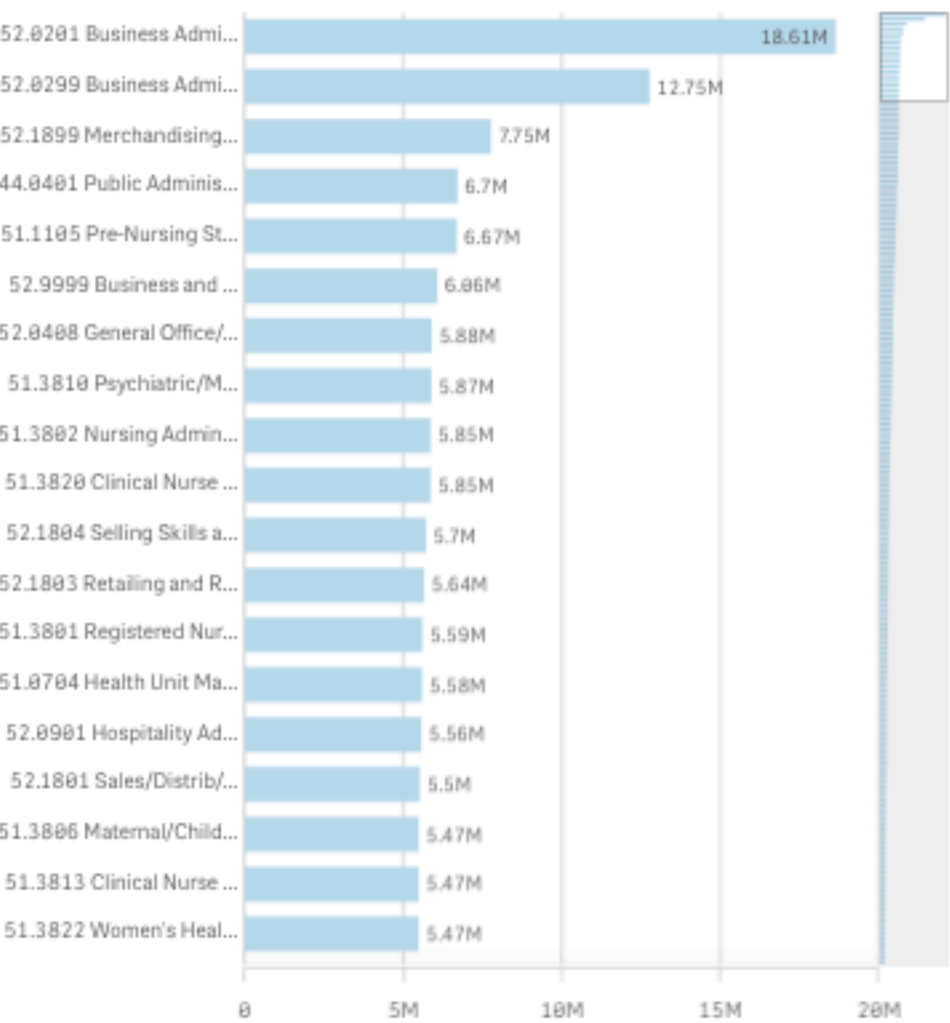
Jobs by Month



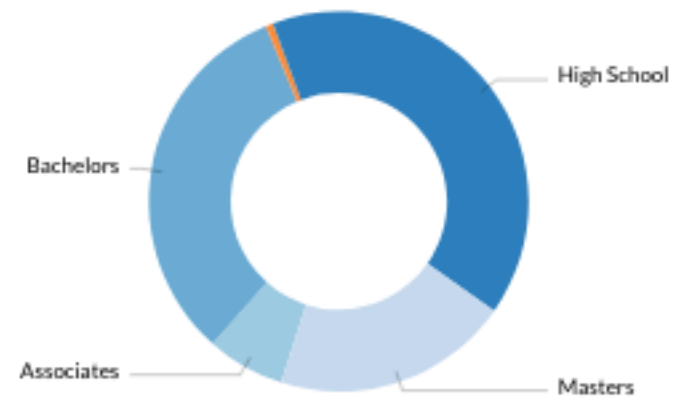
Select Table Dimension

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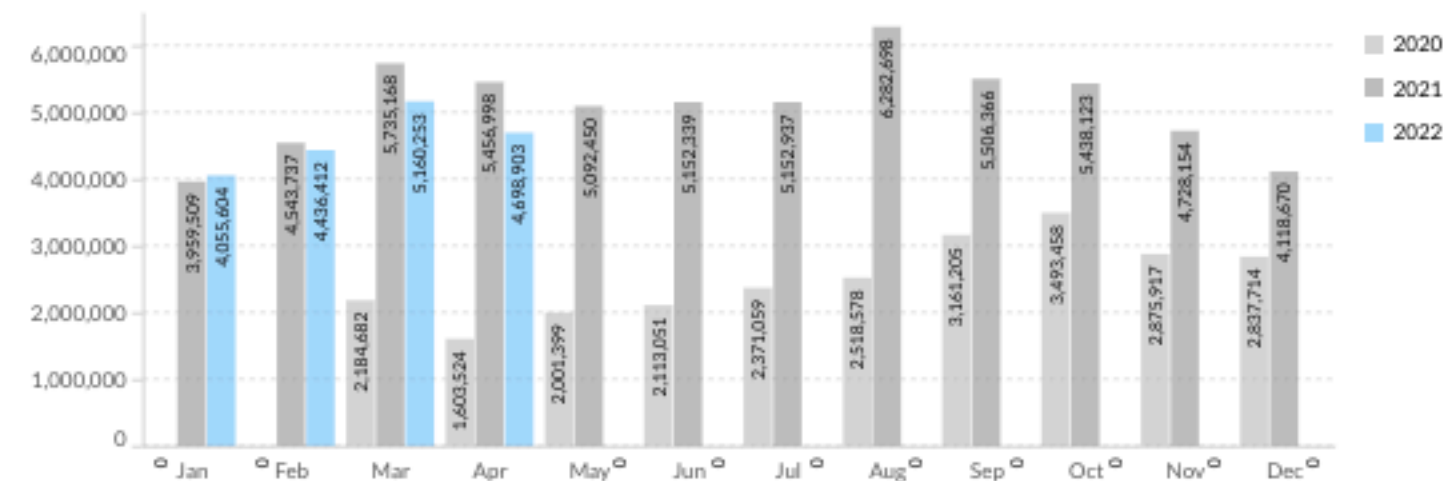
Job Postings By CIP (Duplicate Job Postings Exist When A Job Is Tied To ...)



% of Jobs by Degree Level



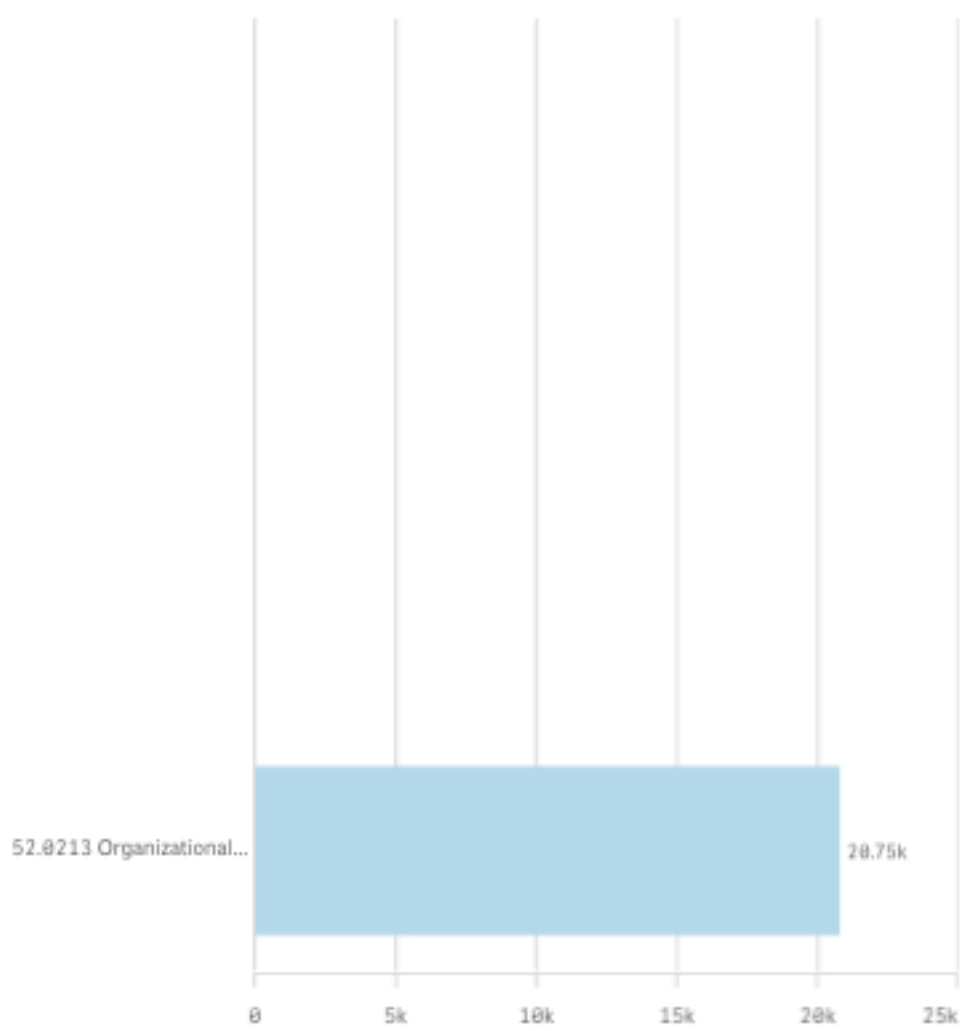
Jobs by Month



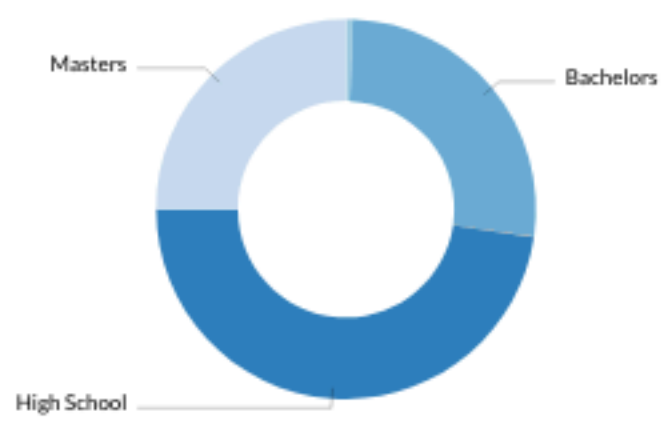
Top 10 Skills	Q	% of Job Postings
NURSING		3%
PATIENT CARE		2%
REGISTERED NURSE		2%
AGILE		1%
C		1%
SOFTWARE DEVELOPMENT		1%
ACCOUNTING		1%
PROGRAMMING		1%
NURSING CARE		1%
PYTHON		1%
Others		87%

- Select Table Dimension
- SOC Title
 - CIP**
 - Skills
 - Degree Level
 - Company
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 - Educational Qualifications
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 - County, State
 - Industry

Job Postings By CIP (Duplicate Job Postings Exist When A Job Is Tied To ...)

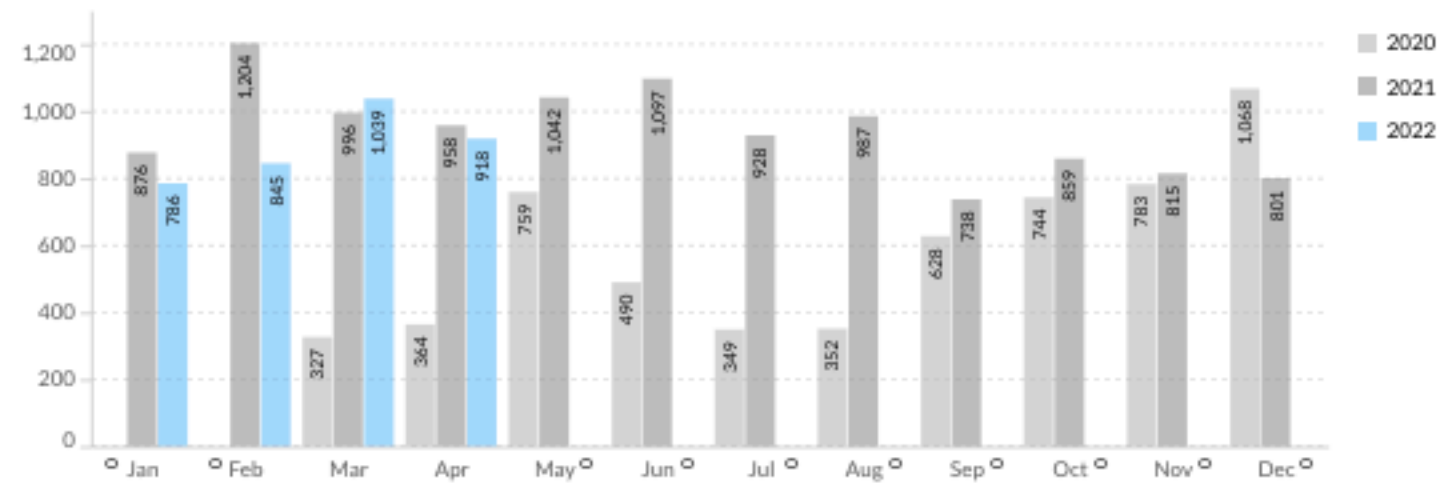


% of Jobs by Degree Level



Top 10 Skills	% of Job Postings
INSURANCE	3%
ACCOUNTING	3%
MERCHANDISING	3%
SUPERVISING	2%
PROJECT MANAGEMENT	2%
INVENTORY MANAGEMENT	2%
NURSING	2%
BUSINESS MANAGEMENT	1%
MANAGEMENT DEVELOPMENT	1%
MANAGERIAL	1%
Others	79%

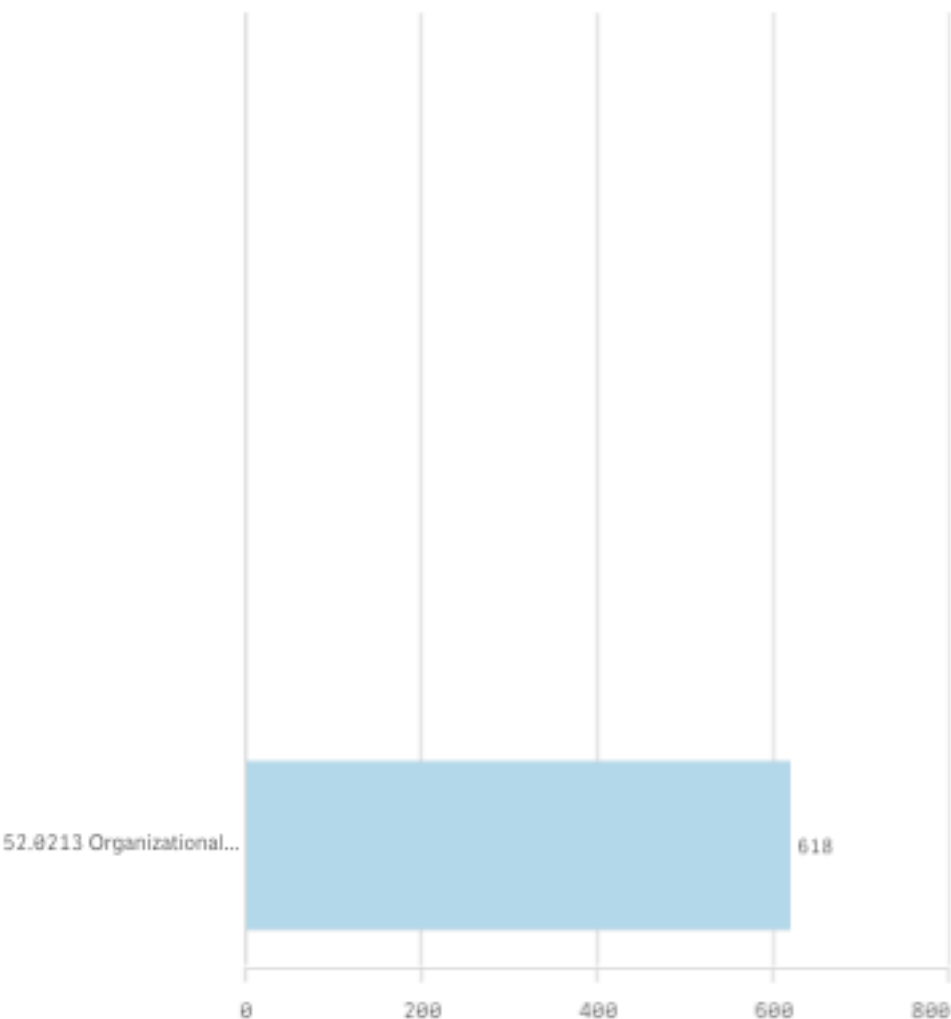
Jobs by Month



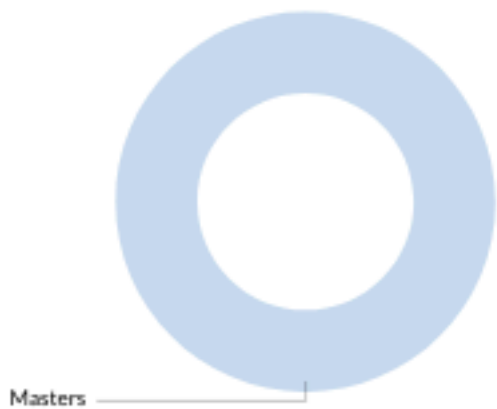
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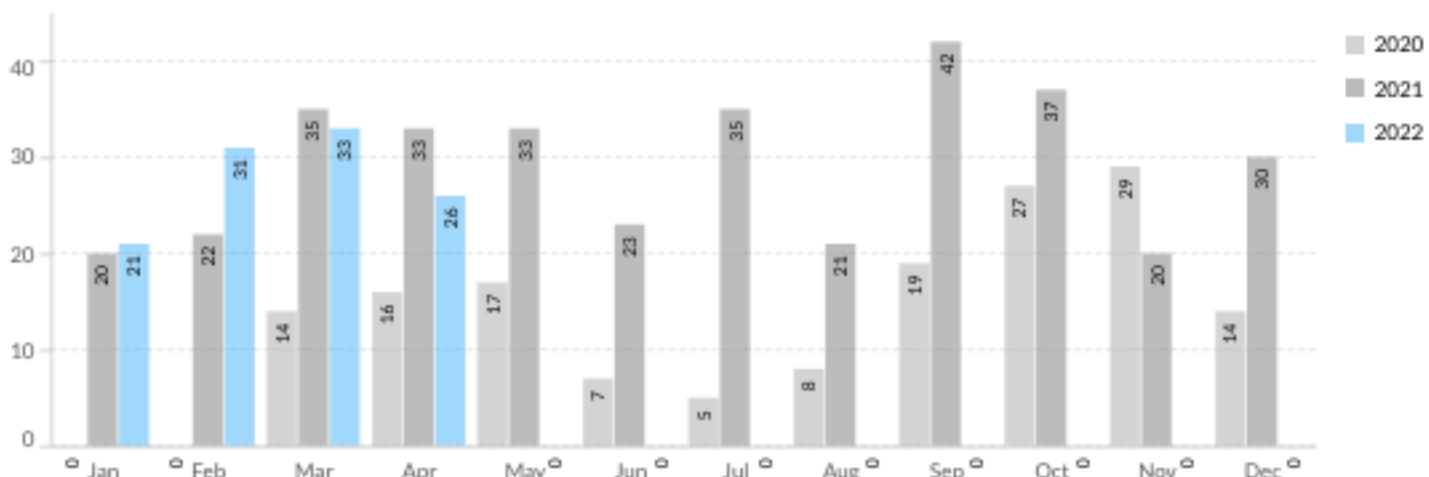


% of Jobs by Degree Level



Top 10 Skills	Q	% of Job Postings
NURSING		3%
MERCHANDISING		3%
PATIENT CARE		2%
D		2%
REGISTERED NURSE		2%
HTTPS		2%
GERONTOLOGY		1%
INSURANCE		1%
SUPERVISING		1%
PROJECT MANAGEMENT		1%
Others		80%

Jobs by Month



Jobs: 3,313,687 | Companies: 235,493 | Count of Salaries: 574,884 | Ave Salary: \$54,619 | SOC Job Titles: 7 | CIPs: 1 | Skills: 9,478 | Degree Levels: 7 | Educational Qualifications: 385 | States / Terr: 36 | Cities: 16,425

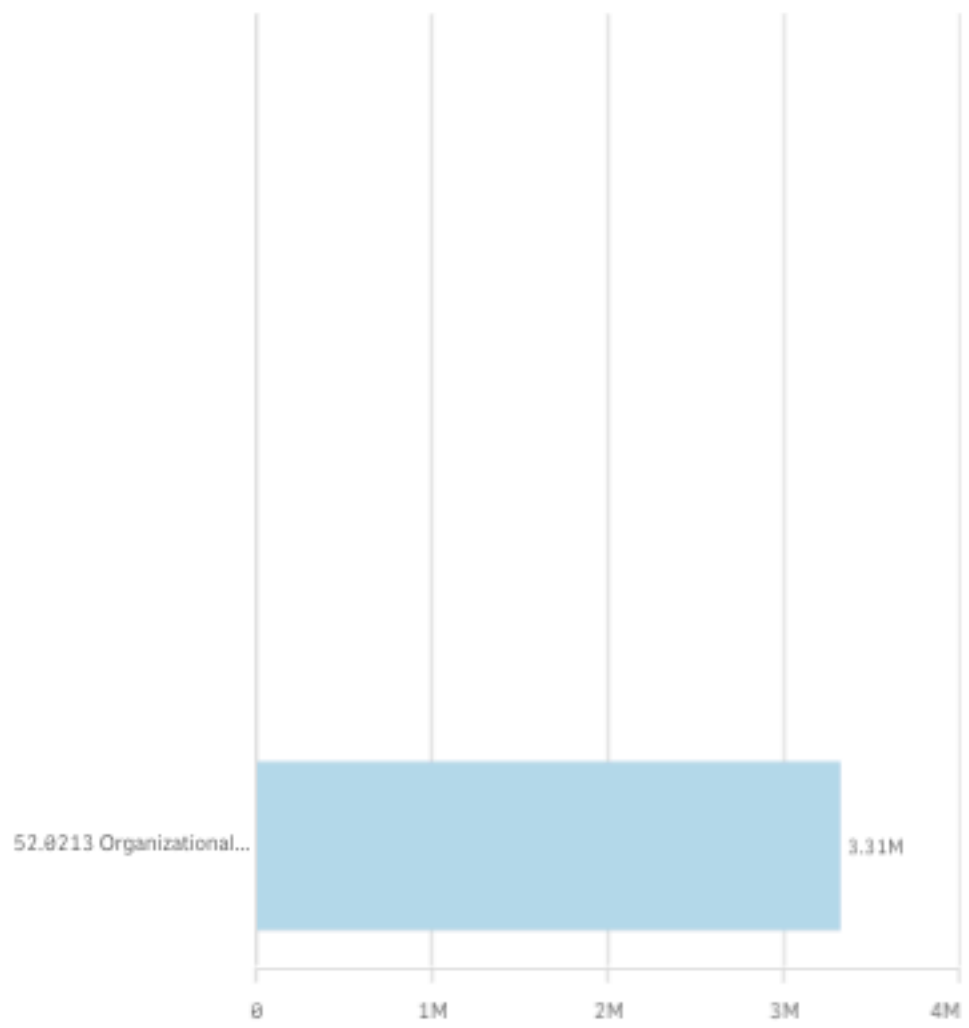
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Educational Qualification | Company | Job Posting Title | State / Terr | County, State | City, State | Year | Month | Status | Source

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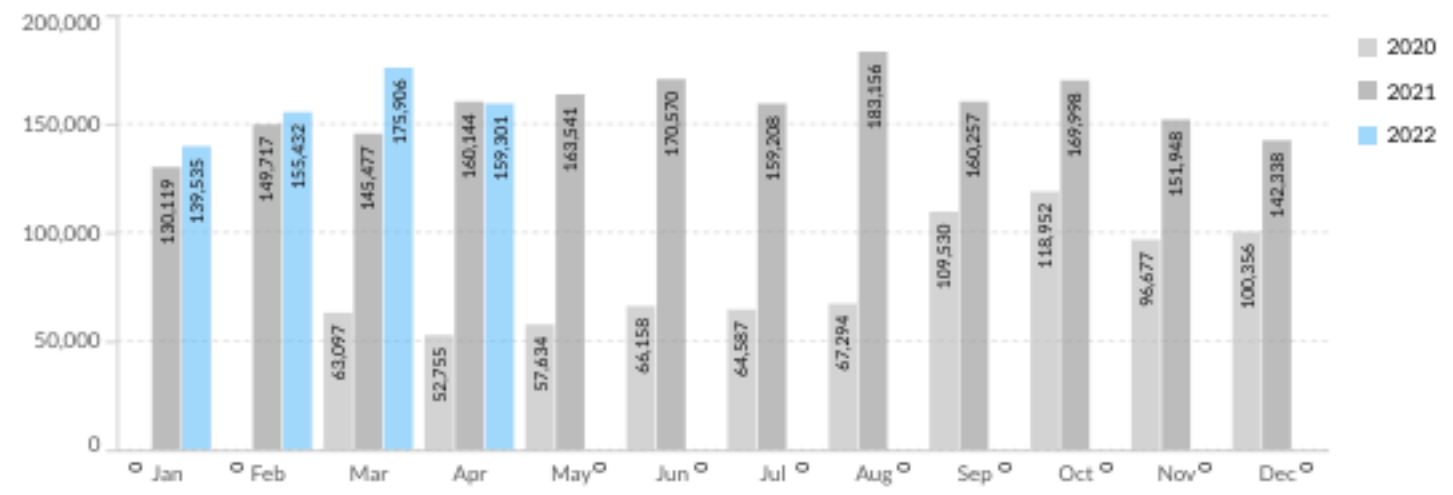


% of Jobs by Degree Level



Top 10 Skills	Q	% of Job Postings
ACCOUNTING		3%
PROJECT MANAGEMENT		3%
INVENTORY MANAGEMENT		2%
MERCHANDISING		1%
BUDGETING		1%
INSURANCE		1%
SUPERVISING		1%
SENIOR MANAGEMENT		1%
MANAGEMENT DEVELOPMENT		1%
EXCEL		1%
Others		84%

Jobs by Month



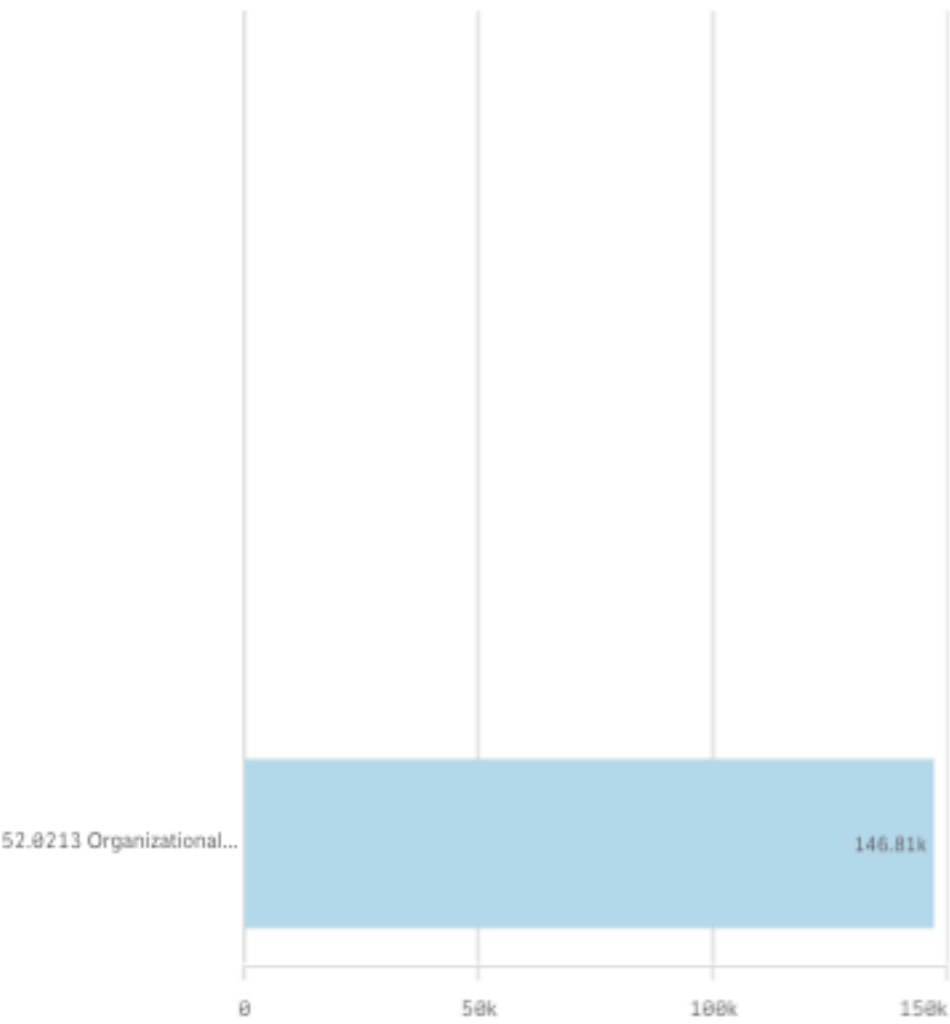
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Educational Qualification | Company | Job Posting Title | State / Terr | County, State | City, State | Year | Month | Status | Source

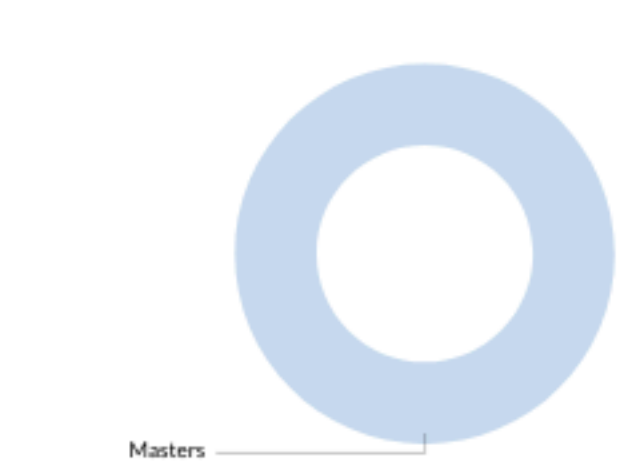
Select Table Dimension

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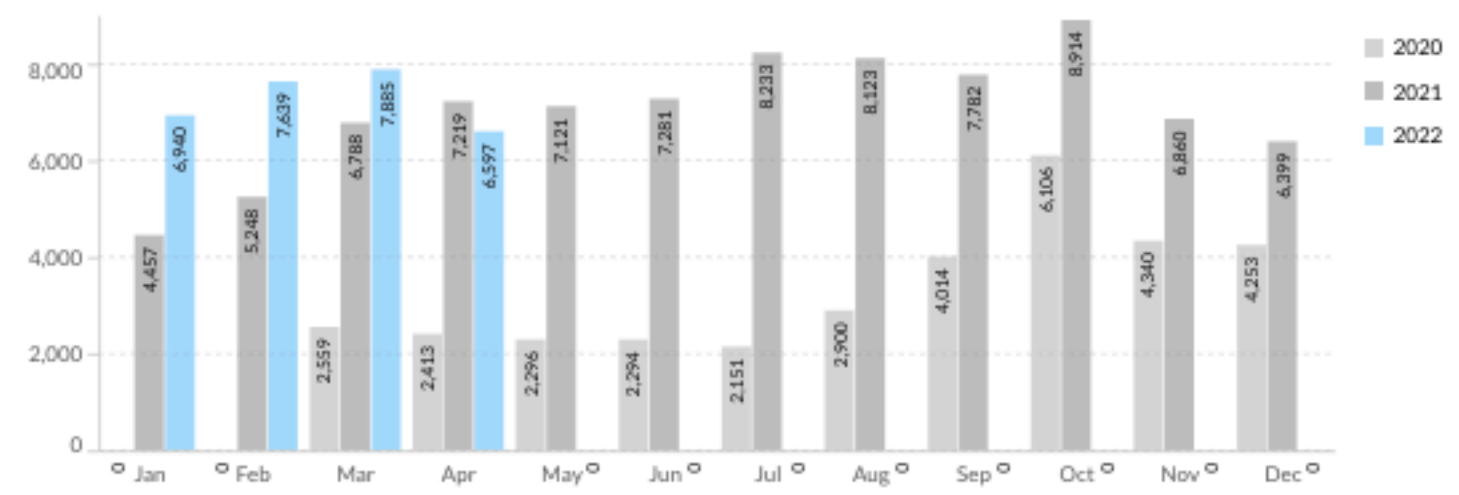


% of Jobs by Degree Level



Top 10 Skills	Q	% of Job Postings
PROJECT MANAGEMENT		3%
ACCOUNTING		2%
MERCHANDISING		1%
NURSING		1%
SENIOR MANAGEMENT		1%
BUDGETING		1%
INSURANCE		1%
PATIENT CARE		1%
HTTPS		1%
D		1%
Others		86%

Jobs by Month



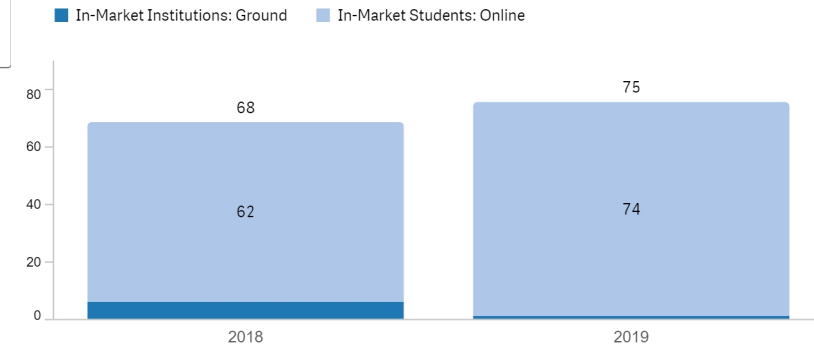
Current Selections:
 Scorecard Campus: Las Cruces 350-Mile Radius
 Scorecard Award Level: Masters
 Scorecard Campus Type: All
 Scorecard CIP Name: 52.0213 Organizational Leadership

Dimensions

Metrics

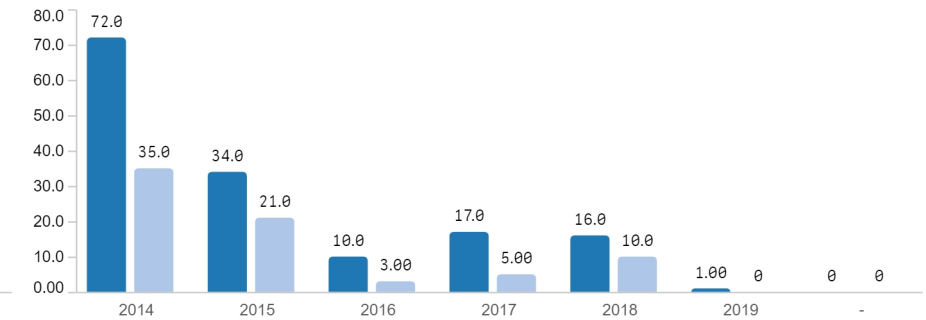
Total Completions by In-Market Students

Current Year and Previous Year



Total Completions by In-Market Institutions

Completions Distance Education Completions



Instructions: Select at least one Dimension and one Metric. Market dimensions is shown if more than 1 Market selected.

Table Selections

Institution	2019 Sum of On-Ground and Online Completions
Western Governors University	32
Columbia Southern Education Group Inc.	10
Northcentral University	4
Trident University International	3
Gonzaga University	3
Excelsior College	3
Lewis University	2
Southwestern Assemblies of God University	2
Michigan State University	1
Colorado Christian University	1
Norwich University	1
Concordia University System	1

CIP: 52.0213 Organizational Leadership | Market: Las Cruces 350-Mile Radius | Modality: All | Award Level: Masters | Select Program

CIP: 52.0213 Organizational Leadership | Market: Las Cruces 350-Mile Radius | Total Score: 29 | Percentile: 95

Student Demand
Score: 25 Percentile: 97

Category	Pctil	Criterion	Value	Score
Size	99	Inquiry Volume (12 Months)	743	6
	99	Int'l Page Views (12 Months)	169,001	2
	31	Google Search Volume (3 Months)*	1,927	2
	81	On-ground Completions at In-Market Institutions	1	3
	98	Online Completions by In-Market Students	74	12
90	Sum of On-ground and Online Completions	75	NS	
Growth	0	Inquiry Volume YoY Change (Units)	-145	-1
	14	Google Search YoY Change (Units)*	-245	-1
	95	Completion Volume YoY Change (Units)	7	3
	54	Inquiry Volume YoY Change (%)	-10%	0
	8	Google Search YoY Change (%)*	-11%	-1
58	Completion Volume YoY Change (%)	10%	0	

Competitive Intensity
Score: 5 Percentile: 91

Category	Pctil	Criterion	Value	Score
Volume of Competition	89	Campuses with Graduates**	1	0
	99	National Online Institutions (Units)**	133	4
	99	Institutions with Online In-Market Students**	24	NS
	7	Institutions YoY Change (Units)**	-1	2
	7	Average Completions by Local Institution	1	-2
	7	Median Completions by Local Institution	1	-2
	39	YoY Median Program Change (Units)	-2	0
Market Saturation	11	YoY Median Program Change (%)	-83%	-1
	98	Natl'l Online % of Institutions	80%	3
	83	Natl'l Online % of Completions	87%	6
Market Saturation	40	Average Cost per Inquiry**	\$44	0
	90	Google Search * Cost per Click**	\$20	-3
	93	Google Competition Index**	0.75	-1

Employment*
Score: -1 Percentile: 43

Category	Pctil	Criterion	Value	Score
Size (Direct Prep)	75	Job Postings Total (12 Months)*	322	1
	82	BLS Current Employment*	2,512	1
	81	BLS Annual Job Openings*	225	0
Size (Generalist)	79	BLS Share of Generalist Employment*	123	1
	79	BLS Share of Generalist Openings*	12	0
Growth (Direct Prep)	41	BLS 1-Year Historical Growth**	-2%	-1
	36	BLS 3-Year Historic Growth (CAGR)*	3%	0
	55	BLS 10-Year Future Growth (CAGR)*	0.8%	NS
Saturation (Direct Prep)	26	Job Postings per Graduate*	0.7	-1
	43	BLS Job Openings per Graduate*	0.6	-1
Wages (Direct Prep)	69	BLS 10th-Percentile Wages*	\$42,796	1
	87	BLS Mean Wages*	\$88,688	NS
National American Community Survey	73	Natl'l ACS Wages (Age < 30)	\$46,981	1
	76	Natl'l ACS Wages (Age 30-40)	\$98,372	1
Degree Outcomes	19	Natl'l ACS % with Any Graduate Degree	23%	NS
	31	Natl'l ACS % with Masters	19%	NS
Degree Outcomes	19	Natl'l ACS % with Doc/Prof Degree	3%	NS
	89	Natl'l ACS % Unemp. (Age < 30)**	5%	-2
Degree Outcomes	83	Natl'l ACS % Unemp. (Age 30-40)**	3%	-2
	57	Natl'l ACS % in Direct Prep Jobs	4%	NS

CIP Description:
A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.

Degree Fit:
Score: 0 Percentile: 50

Category	Pctil	Criterion	Value	Score
NHEBI Nat'l 2 Year		Cost Index**	NA	NS
		Student Faculty Index	NA	NS

National Completions by Level
Score: 0

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	7%	54%	0%
Associates	1%	0%	0%
Bachelors	36%	26%	9%
Postbaccalaureate Certificate	3%	0%	0%
Masters	50%	17%	61%
Post-masters Certificate	1%	0%	0%
Doctoral	4%	2%	23%
Unknown	0%	0%	8%

National Workforce Ed. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College	14%
Some College	21%
Associates	8%
Bachelors	35%
Masters	17%
Doctoral	4%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
** - Color scale in reverse.
NA - No data available/not currently tracked.
NS - Not Scored in Rubric (value = 0).
2-yr - Associates & certificate programs only.
PCTL - Percentile

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-46	-11	-5	4	17	27	48	97

** Color Scale in Reverse

Percentile (Reverse)	<40	40+	70+	90+	95+	98+

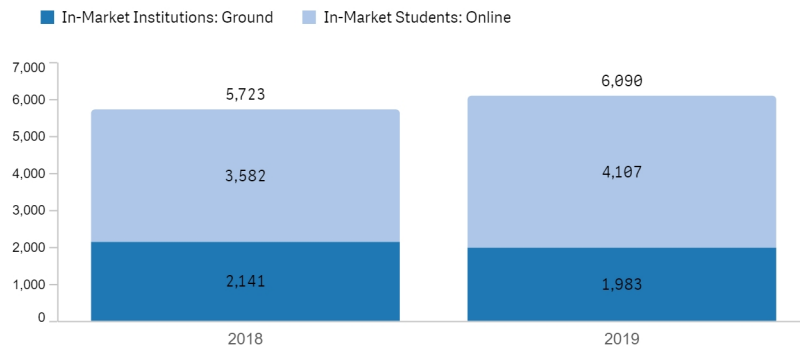
Current Selections:
 Scorecard Campus: National
 Scorecard Award Level: Masters
 Scorecard Campus Type: All
 Scorecard CIP Name: 52.0213 Organizational Leadership

Dimensions

Metrics

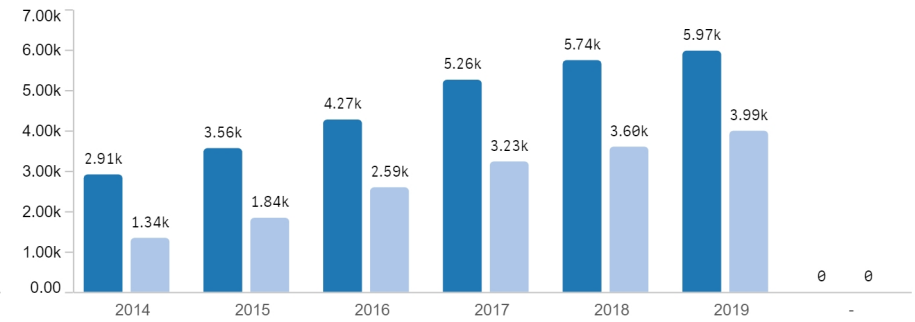
Total Completions by In-Market Students

Current Year and Previous Year



Total Completions by In-Market Institutions

■ Completions ■ Distance Education Completions



Instructions: Select At Least One Dimension And One Metric. Market Dimensions Is Shown If More Than 1 Market Selected.

Table Selections

Institution	2019 Sum of On-Ground and Online Completions
Western Governors University	1,056
Columbia Southern Education Group Inc.	327
Wilmington University	231
Chapman University	229
Strategic Education, Inc.	205
Michigan State University	155
Central Michigan University	154
Gonzaga University	145
Northeastern University Lifelong Learning Network	111
Western Kentucky University	108
National University System	104

CIP: 52.0213 Organizational Leadership Market: National Modality: All Award Level: Masters Select Program

CIP: 52.0213 Organizational Leadership **Market: National** **Total Score: 47** **Percentile: 97**

Student Demand
Score: 34 Percentile: 98

Category	Pctl	Criterion	Value	Score
Size	99	Inquiry Volume (12 Months)	22,155	6
	99	Int'l Page Views (12 Months)	169,001	2
	35	Google Search Volume (3 Months)**	56,075	2
	95	On-ground Completions at In-Market Institutions	1,983	8
	99	Online Completions by In-Market Students	4,107	12
98	Sum of On-ground and Online Completions	6,090	NS	
Growth	6	Inquiry Volume YoY Change (Units)	-6,956	-1
	73	Google Search YoY Change (Units)**	7,740	1
	98	Completion Volume YoY Change (Units)	367	3
	22	Inquiry Volume YoY Change (%)	-24%	0
	85	Google Search YoY Change (%)*	16%	1
68	Completion Volume YoY Change (%)	6%	0	

Competitive Intensity
Score: 11 Percentile: 95

Category	Pctl	Criterion	Value	Score
Volume of Competition	98	Campuses with Graduates**	139	3
	99	National Online Institutions (Units)**	133	4
	99	Institutions with Online In-Market Students**	133	NS
	94	Institutions YoY Change (Units)**	0	-1
	71	Average Completions by Local Institution	14	0
	71	Median Completions by Local Institution	9	0
	73	YoY Median Program Change (Units)	0	0
Market Saturation	55	YoY Median Program Change (%)	-8%	0
	98	Natl'l Online % of Institutions	80%	3
	93	Natl'l Online % of Completions	87%	5
	38	Average Cost per Inquiry**	\$50	0
Market Saturation	87	Google Search * Cost per Click**	\$21	-2
	94	Google Competition Index**	0.75	-1

Employment*
Score: 2 Percentile: 72

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	88	Job Postings Total (12 Months)**	29,666	1
	80	BLS Current Employment*	72,162	1
	79	BLS Annual Job Openings*	6,133	0
	79	BLS Share of Generalist Employment*	4,339	1
Size (Generalist)	79	BLS Share of Generalist Openings*	412	0
	68	BLS 1-Year Historical Growth**	-2%	0
Growth (Direct Prep)	65	BLS 3-Year Historic Growth (CAGR)*	2%	0
	54	BLS 10-Year Future Growth (CAGR)*	0.6%	NS
Saturation (Direct Prep)	58	Job Postings per Graduate*	2.4	0
	50	BLS Job Openings per Graduate*	0.5	0
Wages (Direct Prep)	66	BLS 10th-Percentile Wages*	\$45,096	1
	88	BLS Mean Wages*	\$93,578	NS
National American Community Survey Outcomes	73	Natl'l ACS Wages (Age < 30)	\$46,981	1
	76	Natl'l ACS Wages (Age 30-60)	\$98,372	1
Degree Outcomes	19	Natl'l ACS % with Any Graduate Degree	23%	NS
	31	Natl'l ACS % with Masters	19%	NS
	19	Natl'l ACS % with Doc/Prof Degree	3%	NS
	89	Natl'l ACS % Unemp. (Age < 30)**	5%	-2
83	Natl'l ACS % Unemp. (Age 30-60)**	5%	-2	
57	Natl'l ACS % in Direct Prep Jobs	4%	NS	

CIP Description:
A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.

Degree Fit:
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

National Completions by Level
Score: 0

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	7%	7%	1%
Associates	1%	1%	1%
Bachelors	36%	35%	9%
Postbaccalaureate Certificate	3%	3%	0%
Masters	50%	50%	40%
Post-masters Certificate	1%	1%	1%
Doctoral	4%	4%	40%
Unknown	0%	0%	9%

National Workforce Ed. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College*	14%
Some College	21%
Associates	8%
Bachelors	35%
Masters	17%
Doctoral	4%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
** - Color scale in reverse.
NA - No data available/not currently tracked.
NS - Not Scored in Rubric (value = 0).
2+Y - Associates & certificate programs only.
PCTL - Percentile

Total Percentile	0	20+	40+	70+	90+	95+	96+	100
Total Score	-46	-11	-5	6	22	32	51	104

** Color Scale in Reverse

Percentile (Reverse)	<40	40+	70+	90+	95+	96+

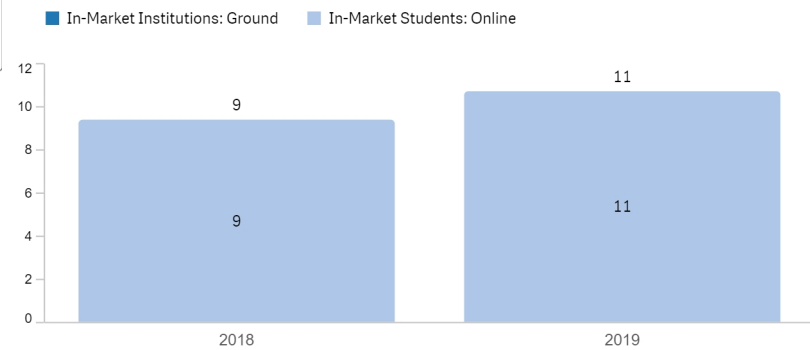
Current Selections:
 Scorecard Campus: New Mexico
 Scorecard Award Level: Masters
 Scorecard Campus Type: All
 Scorecard CIP Name: 52.0213 Organizational Leadership

Dimensions

Metrics

Total Completions by In-Market Students

Current Year and Previous Year



Total Completions by In-Market Institutions

■ Completions ■ Distance Education Completions



Instructions: Select at least one Dimension and one Metric. Market dimensions is shown if more than 1 Market selected.

Table Selections

Institution	2019 Sum of On-Ground and Online Completions
Western Governors University	4
Columbia Southern Education Group Inc.	3
Lewis University	2
Gonzaga University	1
Trident University International	0
Colorado Christian University	0

CIP: 52.0213 Organizational Leadership | Market: New Mexico | Modality: All | Award Level: Masters | Select Program

CIP: 52.0213 Organizational Leadership | Market: New Mexico | Total Score: 29 | Percentile: 96

Student Demand
Score: 26 Percentile: 98

Category	Pctl	Criterion	Value	Score
Size	99	Inquiry Volume (12 Months)	95	6
	99	Int'l Page Views (12 Months)	169,001	2
	39	Google Search Volume (3 Months)*	477	2
	0	On-ground Completions at In-Market Institutions	0	0
	98	Online Completions by In-Market Students	11	12
Growth	93	Sum of On-ground and Online Completions	11	NS
	1	Inquiry Volume YoY Change (Units)	-0	-1
	72	Google Search YoY Change (Units)*	72	1
	96	Completion Volume YoY Change (Units)	1	3
	43	Inquiry Volume YoY Change (%)	-0%	0
80	Google Search YoY Change (%)*	10%	1	
62	Completion Volume YoY Change (%)	14%	0	

Competitive Intensity
Score: 6 Percentile: 95

Category	Pctl	Criterion	Value	Score
Volume of Competition	0	Campuses with Graduates**	0	-3
	99	National Online Institutions (Units)**	133	4
	98	Institutions YoY Change (Units)**	5	NS
	50	Average Completions by Local Institution	NA	NS
		Median Completions by Local Institution	NA	NS
		YoY Median Program Change (Units)	NA	NS
		YoY Median Program Change (%)	NA	NS
	98	Natl'l Online % of Institutions	80%	3
	83	Natl'l Online % of Completions	87%	6
	Market Saturation	43	Average Cost per Inquiry**	\$49
78		Google Search * Cost per Click**	\$14	-1
92		Google Competition Index**	0.70	-1

Employment*
Score: -3 Percentile: 31

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	90	Job Postings Total (12 Months)*	201	2
	81	BLS Current Employment*	421	1
	80	BLS Annual Job Openings*	38	0
Size (Generalist)	79	BLS Share of Generalist Employment*	21	1
	79	BLS Share of Generalist Openings*	2	0
Growth (Direct Prep)	47	BLS 1-Year Historical Growth**	-2%	-1
	82	BLS 3-Year Historic Growth (CAGR)*	2%	0
	81	BLS 10-Year Future Growth (CAGR)*	0.4%	NS
Saturation (Direct Prep)	75	Job Postings per Graduate*	9.1	1
	86	BLS Job Openings per Graduate*	2.2	0
	45	BLS 10th-Percentile Wages*	\$35,889	-5
National American Community Survey Outcomes	72	BLS Mean Wages*	\$73,574	NS
	73	Natl'l ACS Wages (Age < 30)	\$46,661	1
	76	Natl'l ACS Wages (Age 30-60)	\$68,372	1
	19	Natl'l ACS % with Any Graduate Degree	22%	NS
	31	Natl'l ACS % with Masters	19%	NS
	19	Natl'l ACS % with Doct/Prof Degree	3%	NS
	89	Natl'l ACS % Unemp. (Age <30)**	5%	-2
	83	Natl'l ACS % Unemp. (Age 30-60)**	3%	-2
	57	Natl'l ACS % in Direct Prep Jobs	4%	NS

CIP Description:
A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.

Degree Fit:
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year		Cost Index**	NA	NS
		Student Faculty Index	NA	NS

National Completions by Level
Score: 0

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	7%	18%	0%
Associates	1%	0%	1%
Bachelors	36%	28%	8%
Postbaccalaureate Certificate	3%	0%	0%
Masters	50%	49%	40%
Post-masters Certificate	1%	3%	0%
Doctoral	4%	3%	40%
Unknown	0%	0%	10%

National Workforce Ed. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College	14%
Some College	21%
Associates	8%
Bachelors	35%
Masters	17%
Doctoral	4%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
** - Color scale in reverse.
NA - No data available/not currently tracked.
NS - Not Scored in Rubric (value = 0).
2+Y - Associates & certificate programs only.
PCTL - Percentile

Total Percentile	0	20+	40+	70+	90+	95+	96+	100
Total Score	-43	-10	-4	4	17	27	41	94

** Color Scale in Reverse

Percentile (Reverse)	<40	40+	70+	90+	95+	96+



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-16

- Action Item
 Consent Item
 Informational Item

Presented By: Dorothy Campbell, Interim Provost
 & Chief Academic Officer

Agenda Item: Doctor of Philosophy – Transborder and Global Human Dynamics

Requested Action of the Board of Regents: Motion to approve the Doctor of Philosophy in Transborder and Global Human Dynamics program proposal.

Executive Summary:

This Ph.D. degree program involves nine sponsoring or affiliated departments and programs across two colleges. The program is designed to “forge new solutions, interpretations, and understandings of issues impacting New Mexico and the US-Mexico transborder region directly, with broader implications for other border communities around the world.” It will develop leadership capacity and provide research support to public agencies, community-based advocacy groups, and private firms in addressing complex border issues and promoting greater diversity, equity, and inclusion. The program also broadly supports economic development in our border region as evidenced by several letters of support for the program.

The program is fundamentally interdisciplinary, requiring completion of a 24-credit interdisciplinary core plus 24 credits from at least two of six identified interdisciplinary concentrations. This structure makes it truly unique among state and regional programs in how it addresses critical transborder challenges. In addition, the program aligns with and recognizes credits from many of NMSU’s existing Master’s degree programs and graduate certificates, and provides an avenue for increasing Ph.D. graduates in the Humanities and Social Sciences, a key metric in our pursuit of Carnegie R1 status.

The program leverages substantial, existing resources and expertise from across the institution, and has additional college and graduate school support for one new faculty line and several GA positions.

References: See attached

Prior Approvals:

Departmental Faculty, Department Head, College Curriculum Committee, Academic Dean, Graduate Dean, University Program Approval Committee (UPAC), and Provost

The program was presented at the Regents Student Success Committee on September 1, 2022 and the committee recommended moving this proposal forward to the Board of Regents for consideration.

Transborder and Global Human Dynamics – Doctor of Philosophy

- Interdisciplinary degree including nine sponsoring/affiliated departments and programs across two colleges
- Aligns with and recognizes credits from many existing Master's degree programs and graduate certificates
- 24-credit interdisciplinary core plus 24-credits from at least two of six identified interdisciplinary concentrations
- Interdisciplinary structure makes it truly unique among state and regional programs
- Leverages existing resources and expertise and has additional college and graduate school support for one new faculty line and several GA positions



Transborder and Global Human Dynamics – Doctor of Philosophy

- Designed to “forge new solutions, interpretations, and understandings of issues impacting New Mexico and the US-Mexico transborder region directly, with broader implications for other border communities around the world.”
- Develop leadership capacity and provide research support to public agencies, community-based advocacy groups, and private firms in addressing complex border issues and promoting greater diversity, equity, and inclusion
- Broadly supports economic development in our border region as evidenced by several letters of support for the program
- Supports many LEADS 2025 objectives, most notably those related to addressing local and global challenges and intentionally growing research and creativity in the humanities and social sciences



BE BOLD. Shape the Future.

Regents Student Success Committee

TRANSBORDER AND GLOBAL HUMAN DYNAMICS DOCTOR OF PHILOSOPHY

September 1, 2022



**BE BOLD. Shape the Future.
New Mexico State University**

892: TRANSBORDER AND GLOBAL HUMAN DYNAMICS - DOCTOR OF PHILOSOPHY

In Workflow

1. Student Records Office - Programs (krkeyes@nmsu.edu)
2. AS Academic Dean (jlakey@nmsu.edu)
3. Graduate Dean (cflinch@nmsu.edu)
4. UPAC - Chair (jlakey@nmsu.edu)
5. Provost (davsmith@nmsu.edu)
6. President (lbduran@nmsu.edu)
7. Board of Regents (cavotta@nmsu.edu)
8. Graduate School - Council of Deans (cflinch@nmsu.edu)
9. Student Records Office - HED (krkeyes@nmsu.edu)
10. Student Records Office - CIP (krkeyes@nmsu.edu)
11. MA HLC (sstovall@nmsu.edu)
12. Student Records Office (krkeyes@nmsu.edu)

Approval Path

1. Fri, 06 Aug 2021 19:17:27 GMT
Kori Plank (krkeyes): Approved for Student Records Office - Programs
2. Mon, 16 Aug 2021 17:19:19 GMT
Joe Lakey (jlakey): Approved for AS Academic Dean
3. Fri, 10 Sep 2021 15:17:17 GMT
Carol Flinchbaugh (cflinch): Rollback to Initiator
4. Fri, 08 Jul 2022 15:18:20 GMT
Kori Plank (krkeyes): Approved for Student Records Office - Programs
5. Mon, 18 Jul 2022 23:27:21 GMT
Joe Lakey (jlakey): Approved for AS Academic Dean
6. Tue, 19 Jul 2022 14:24:52 GMT
Carol Flinchbaugh (cflinch): Approved for Graduate Dean
7. Mon, 29 Aug 2022 18:49:14 GMT
Joe Lakey (jlakey): Approved for UPAC - Chair
8. Thu, 01 Sep 2022 01:53:39 GMT
David Smith (davsmith): Approved for Provost

New Program Proposal

Date Submitted: Fri, 01 Jul 2022 14:37:30 GMT

Viewing: 892 : Transborder and Global Human Dynamics - Doctor of Philosophy

Last edit: Mon, 29 Aug 2022 18:46:09 GMT

Changes proposed by: Rani Alexander (raalexan)

Submission Information

The Degree Type will factor into the level and the submissions that must occur for HED and HLC.

- Community College Types: Applied Associate Degree, Associate Degree, Certificate, Concentration
- Main Campus Undergrad Types: Bachelor's Degree, Concentration, Minor
- Main Campus Graduate Types: Master's Degree, Doctoral Degree, Certificate, Concentration, Minor

Degree Type

Doctoral Degree

The Degree Title dropdown has all existing degree titles in Banner, if you do not see the one you are looking for you will select "Other" then in the New Degree Title box you will type out the official title of the degree (as you would want it to appear on a students record, transcript, and/or diploma).

Degree Title

Doctor of Philosophy

Academic Level

Graduate

The Catalog Title will be what is displayed in the catalog page. The standard format is Major (Concentration) - Degree Title. (I.e., Mathematics (Secondary Education) - Bachelor of Science. Note: If there is no concentration you would just list the Major - Degree.

Catalog Title

Transborder and Global Human Dynamics - Doctor of Philosophy

College

Arts and Sciences

Campus

Main Campus

Department

Arts & Sciences - Deans Office

Effective Catalog

2022-23

Program Format

Face to Face

OTH

CIP Code

302001 - International/Global Studies.

Normal or typical length of time for students to complete the program (in years)

5

Curriculum Information

Program Learning Outcomes

	Learning Outcomes
Outcome 1	Students will design and execute an interdisciplinary, problem-oriented study in transborder or international contexts, whether in the vein of applied/practicing work or academic research and will report the results of their study in the form of a PhD dissertation. The dissertation must show original conceptualization, problematization, and argumentation, as well as substantive evidentiary and data analysis by the student, directed toward an original and explicit research problem.
Outcome 2	Students will demonstrate develop profound interdisciplinary knowledge of method, theory, and application for at least two interdisciplinary concentrations as relevant to the study of transborder human dynamics.
Outcome 3	Students will demonstrate professional interdisciplinary skills in field work, qualitative, quantitative, or mixed methods data analysis, and written and verbal communication.
Outcome 4	Students will develop the ability to implement professional, interdisciplinary, and communication skills in a language other than English.
Outcome 5	Students will develop meaningful and professional engagement with a community of peers, faculty, staff, researchers, community partners, and other professionals who pursue research and practice in transborder and global contexts.

List of academic departments/units and or institutions involved in the delivery of courses

Department/Unit
Government
Anthropology
Languages and Linguistics
History
Geography and Environmental Studies
Gender and Sexuality Studies
Borderlands and Ethnic Studies
English

NMSU Library and Archives

Sociology

The Course Requirements, need to be in the standard format for the catalog because this piece of the form will be imported directly onto the catalog page. See the Student Records Website for a guide. The total number of credits at the bottom of the course list will be the "official" total for the degree. Please make sure it adds up correctly.

Course Requirements

The Ph.D. program in Transborder and Global Human Dynamics is designed to provide doctoral students with a rigorous program of cultural, anthropological, political, historical, artistic, literary, and linguistic subject matter in the social sciences and humanities. At the heart of the endeavor is a program that fosters the study of the cultural pluralism and social, economic, political, linguistic, and creative interactions that emerge from and shape the diverse practices, interpretations, and reproduction of transnational borders. Such a program is ideally suited to forge new interpretations, solutions, and understandings of relevant issues for scholars and students living and studying in the US-Mexico transborder region, with implications not only for our border region, but also for other border communities around the world.

The program is based on the Cambridge-Oxford collaborative research and instruction model. The program curriculum closely follows the NMSU Graduate School's requirements and timelines for admission, doctoral committee formation, and comprehensive and qualifying examinations. The program has limited residency requirements, since doctoral students will perform research in the field, but come together to participate in colloquia at NMSU. The program centers on a set of common courses and colloquia exploring theory, methods, and mixed methods of quantitative and qualitative analysis, and six interdisciplinary research concentrations. Credits for fieldwork, archival work, and community engagement may involve transborder internships and experiences at universities, policy institutes, archives, and think tanks supervised by the student's committee. A total of 72 credits is required for completion.

Interdisciplinary Focus Areas:

- Cultural and linguistic translation, interpretation, literature, and heritage
- Refugees, asylum-seekers and migration
- Transnational public policy and human rights
- Environmental justice, landscape, archaeology, and heritage management
- Food security, water and energy security, human health, and sustainability
- Power, inequality, and racial justice

Sponsoring departments include Anthropology, Government, and Languages and Linguistics. Related, affiliated, and sponsoring departments and programs also include English, Gender and Sexuality Studies, Geography and Environmental Studies, History, Borderlands and Ethnic Studies, and Sociology.

Prefix	Title	Credits
<i>Core Requirements (With colloquium)</i>		6
TBGD 5110	Introduction to Transborder and Global Human Dynamics (co-taught modules)	3
TBGD 6991	Research Design in Transborder and Global Human Dynamics (Individualized study with committee and colloquium)	3
<i>Methods: select two courses (with colloquium)²</i>		6
ANTH 520	Ethnographic Field Methods	3
ANTH 522	Archaeological Field School-Graduates	3
BEST 511	Methodologies in Borderlands and Ethnic Studies ⁵	3
GEOG 583	Field Explorations in Geography	3
GEOG 602	Integrative Research Design	3
GNDR 555	Advanced Feminist Research Methodologies	3
HIST 598	Craft of History: Historical Theories, Methods, and Criticism (f)	3
POLS 502	Research Methods in Government	3
SPAN 500	Methods of Research and Literary Criticism	3
SPAN 580	Research Methodology in Spanish Linguistics	3
<i>Analysis: select two courses (with colloquium)</i>		6-7
ANTH 512	Quantitative Analytical Methods in Anthropology	3
ANTH 579	Qualitative Data Analysis and Interpretation	3
GEOG 578	Fundamentals of Geographic Information Science (GIS)	4
GEOG 585	Advanced Spatial Analysis	3
POLS 503	Qualitative Research Methods	3
POLS 544	Public Policy Analysis	3
SPAN 590	Advanced Special Topics (La Nueva Frontera: Critical Analysis of Border Theory & Cultural Identities)	3
SPAN 595	Advanced Topics in Applied Spanish Linguistics (Strategies for Teaching Spanish for Heritage/ Native Speakers)	3
<i>Field work and data collection: Select 6 credits in consultation with committee, with colloquium)</i>		6
TBGD 6998	Fieldwork and Community Engagement in Transborder and Global Human Dynamics	6

Focus Areas: Select 12 credits each from at least two areas ⁴		24
<i>Cultural and linguistic translation, interpretation, literature and heritage</i>		
ANTH 544	Native American Visual Culture	3
ENGL 536	The Borderlands Writing Project	3
ENGL 589	Cultural Studies: Literature and Theory (Borderlands Representations)	3
GNDR/ENGL 582	Gender and Popular Culture	
HIST 511	Making the American West	3
SPAN 521	Advanced Culture and Literature of New Mexico	3
SPAN 551	Advanced Hispanic Cultures	3
SPAN 558	Bilinguismo	3
<i>Refugess, asylum seekers, and migration</i>		
GNDR 554	Advanced Issues in Women Crossing Borders	3
POLS 563	Issues in International Relations	3
POLS 578	Seminar in the U.S.-Mexican Border	3
SOCI 5430	Advanced International Migration	3
<i>Transnational public policy and human rights</i>		
GNDR 502	Advanced Transnational Feminisms	3
HIST 590	Reading Seminar: Borders, Boundaries and Frontiers	3
POLS 536	Public Policy and Indigenous Communities	3
POLS 579	Seminar in Mexican Politics	3
SOCI 5440	Advanced Sociological Perspectives on the U.S.-Mexico Border	3
<i>Environmental justice, landscape, archaeology, and heritage management</i>		
ANTH 516	Advanced Archaeology of the American Southwest	3
ANTH 518	Advanced Historical Archaeology	3
ANTH 540	Cultural Resource Management	3
ANTH 545	Advanced Museology	3
GEOG 555	Southwest Environments	3
GEOG 598	Selected Topics (Geohumanities)	3
HIST 583	Advanced Historic Preservation	3
HIST 586	Interpreting Historic Places for the Public	3
<i>Food security, water security, human health, and sustainability</i>		
ANTH 586	Advanced Community Engagement and Service Learning	3
ANTH 546	Advanced Contemporary Medical Anthropology	3
ANTH 538	Plants, Culture, and Sustainable Development	3
ANTH 535	Adv. Human Health and Biological Variation	3
<i>Power, inequality, and racial justice</i>		
ANTH 541/BEST 511	Indigenizing Methodologies in Native American Studies	
ANTH 553	Native American Women	3
BEST 510	Foundations in Borderlands & Ethnic Studies ⁵	3
BEST 512	Theories in Borderlands and Ethnic Studies ⁵	3
BEST 513	Capstone in Borderlands and Ethnic Studies ⁵	3
CJUS 514	Advanced Race, Crime, and Justice	3
CJUS 528	Advanced Mexican-Americans and Issues of Social Justice	3
<i>Dissertation (18 credits)</i>		18
TBGD 7000	Dissertation	18
Total Credits		66-67

¹ Student must satisfy all other requirements for the PhD as laid out in the Academic Regulations (<https://catalogs.nmsu.edu/nmsu/regulations-policies/#academicprogramsofstudytext>) section of the NMSU catalog

² Two separate methods courses are recommended, if a student elects to take GEOG 578 Fundamentals of Geographic Information Science (GIS) for 6 credits they should consult with their advisor first.

³ TBGD 6998 Fieldwork and Community Engagement in Transborder and Global Human Dynamics may be substituted by field work, archival work, community consultation, or internship under an affiliated prefix, numbered 500 or above, approved by the student's committee

⁴ Courses listed are representative for each focus area. Other courses may be used to satisfy a focus area as approved by the student's committee.

⁵ This course supports the Borderlands and Ethnic Studies graduate certificate

The Road Map, need to be in the standard format for the catalog because this piece of the form will be imported directly onto the catalog page. See the Student Records Website for a guide. All courses and the total number of credits at the bottom of the roadmap should match the Course Requirements list.

Road Map

This roadmap assumes prospective students have entered the PhD program with 30 credits from a completed Master's program (Years 1 and 2) that may be used to satisfy different requirements, and that graduate students pursue the degree full time, taking 9 credit hours per semester. Each student will work out a plan of study with their committee during the first semester in the program.

	Credits
First Year	
Master's degree credit transfer courses ¹	18
Credits	18
Second Year	
Master's degree credit transfer courses ¹	3-4
Credits	3-4
Third Year	
Fall	
TBGD 5110 Introduction to Transborder and Global Human Dynamics	3
Methods Course ²	3
Choose one from the following:	3
Analysis Course ³	
Focus Area Course ⁴	
Required Benchmarks ⁵	
Credits	9
Spring	
TBGD 6991 Research Design in Transborder and Global Human Dynamics	3
Methods Course ²	3
Choose one from the following:	3
Analysis Course ³	
Focus Area Course ⁴	
Required Benchmarks ⁶	
Credits	9
Fourth Year	
Fall and Spring Terms	
Choose one from the following:	3
TBGD 6998 Fieldwork and Community Engagement in Transborder and Global Human Dynamics	
or	
Additional course for 3 credits (recommended by committee)	
Focus Area Course ⁴	3
Focus Area Course ⁴	3
Required Benchmarks ⁷	
Credits	9
Fifth Year	
Fall and Spring	
TBGD 7000 Dissertation (9 credit per semester)	18
Required Benchmarks ⁸	
Credits	18
Total Credits	66-67

¹ The assumption for Year 1 and Year 2 of the road map is that students can transfer a max of 18-30 credits. It is not required that students transfer 30 credits (however they must have completed a master's degree to be eligible for admission), and if they do not have between 18-30 relevant credits to transfer, the first two years will be used to complete the additional credits to reach the required total of 72. In this example, the student transfers 21-22 credits from the Master's. The eligibility of transfer credits are determined by their committee.

² **Methods Courses:** (students must take two different ones with colloquium. Refer to list under course requirements)

³ **Analysis Courses:** students must take two different ones with colloquium. Refer to list under course requirements.

⁴ **Focus Areas:** Select at least 12 credits (24 credits total) from at least two areas. Courses for each focus area are listed under course requirements.

⁵ **Required Benchmarks First Term**

- Form graduate committee, select two area concentrations, and curriculum plan.
- Pass qualifying doctoral examination scheduled by the student's graduate committee chair and the Transborder and Global Human Dynamics Executive Committee.
 - For students who enter with a master's degree or equivalent from another university, or another department, the qualifying examination should be taken before the completion of one semester of graduate work.
 - For students who earn their master's degree at New Mexico State University and will continue in the Transborder and Global Human Dynamics doctoral program, the department may allow the master's final examination to serve as the doctoral qualifying examination or may require a separate examination.

6 892: Transborder and Global Human Dynamics - Doctor of Philosophy

6 **Required Benchmarks Term 2:**

- Required benchmarks: Proposal hearing by committee. Approved NMSU IRB proposal for Human Subjects Research, as necessary. Preparation of proposals for external funding

7 **Required Benchmarks Year 4:**

1. Preparation of proposals for external funding.
2. Comprehensive Examination
 - Completion of adequate course work, to the satisfaction of the graduate committee, the Transborder and Global Human Dynamics Executive Committee, and the Graduate School
 - The graduate committee determines the student is adequately prepared for the examination
 - Successful completion of language requirement.
3. Advancement to Candidacy: For advancement to candidacy the following criteria must be met
 - Successful completion of the comprehensive examination
 - Recommendation of the graduate committee
 - Approval of the Dean of the Graduate School Upon receiving advancement to candidacy, students must establish residency and follow the Dissertation Registration Requirements

8 **Required Benchmarks Year 5:**

- Final Oral Examination (Defense)

The admission requirements are needed if the program has a specialized admission process that exceeds the campus requirements for either the Undergraduate or Graduate admission standards.

• For graduate programs, the Graduate School asks for the following information (Provide a summary of the documents and specific information each student will need to provide to be considered for the program): Description, Statement of Purpose/Letter of Interest; Specialty Letter of Interest; Resume; Writing Sample; GRE; GMAT; Special Questions (if yes, what questions need to be answered); Letters of Recommendation (how many are required); NMSU Faculty Representative (if yes, how many); Foreign Language; WES Evaluation; Special License or Verifications (what license/verification)

Admission Requirements

- GPA 3.5 or above
- Spanish language proficiency (reading, writing, speaking: INT high actfl)
- GRE
- Letter of intent describing the applicant's goals for academic and professional development, design and details of the research project to be pursued, previous experience and qualifications for conducting research, and a list of faculty whom they anticipate will form the committee.
- Three letters of recommendation from academic or professional sources.
- Master's degree in related field of the humanities or social sciences
 - Up to 30 credits to be transferred from Master's program to PhD program.

Does this program lead to licensure, yes or no?

No

Is credit for prior learning built into the program, if yes explain?

Students may transfer up to 30 credits from their MA programs into the PhD program, as approved by program committee. Current programs at NMSU that would likely serve as feeder programs include (but are not limited to) the master's programs in Government, Public Administration, Languages and Linguistics, Anthropology, English, History, Art History, and the graduate certificate in Borderlands and Ethnic Studies (BEST). The BEST graduate certificate is well aligned with the Power, inequality, and racial justice cognate area, and students with an interest in this area would complete the requirements for the certificate, with these classes counting towards the PhD.

Faculty Members Employed to Teach in the Program**Existing Personnel**

Rani T. Alexander

FTE

1

Course load and courses they will teach in the proposed program

2-1, as department head reduced course load. See section on faculty resources.

ANTH 512 Analytical Methods in Anthropology

Dr. Alexander is willing to serve on doctoral dissertation committees (TBGD 7000).

Courses taught in other programs currently offered

ANTH 313V/517: Ancient Mexico ANTH 389/523: Archaeological Mapping ANTH 477/577: Zooarchaeology ANTH 505: Issues in Anthropological Practice ANTH 512: Analytical Methods in Anthropology

Description of academic qualifications

Dr. Rani T Alexander (Academic Department Head and Professor, Anthropology)

2014-present Department Head and Professor, Department of Anthropology, New Mexico State University

2008-2014 Professor, Department of Anthropology, New Mexico State University.

2002-2008 Associate Professor, Department of Sociology and Anthropology, New Mexico State University.

1996-2002 Assistant Professor, Department of Sociology and Anthropology, New Mexico State University.

PhD Anthropology, University of New Mexico, 1993

MA Anthropology, University of New Mexico 1986

BA Anthropology and Latin American Studies, Tulane University 1984

Dr Alexander is an archaeologist specializing in the complex societies of Mesoamerica, the post AD1450 archaeology of the Yucatán peninsula, colonialism and ethnohistory, archaeological households, agrarian ecology, zooarchaeological analysis and human-animal relationships, and quantitative analytical methods. Her research focuses on community autonomy, the formation of refuge areas, frontiers, and resistance to colonial and postcolonial regimes.

Prior instructional responsibility and other experiences relevant to assigned courses

BA Program, Anthropology

MA Program, Anthropology (graduate faculty since 1996)

Academic Department Head, Anthropology

Dr. Alexander has taught lower division general education courses and upper division undergraduate courses in Anthropology and the NMSU Honors College, and Graduate level courses in Anthropology focused on Mesoamerican archaeology, quantitative analytical methods, zooarchaeological analysis (animal bone, human-animal relationships), Issues in Anthropological Practice, archaeological survey methods, and two Faculty Led International Programs to Yucatan, Mexico. She completed two Fulbright Fellowships (IIE Fulbright Garcia Robles Scholar 2001-2002 and Fulbright-Hays 2006) hosted through the Universidad Autonoma de Campeche and the Universidad Autonoma de Yucatan, Mexico.

Since 2012 Dr. Alexander has served as committee chair or committee member for 47 MA Anthropology students.

For graduate programs, document scholarship and research capability

Dr. Alexander has conducted archaeological fieldwork in Isla Cilvituk, Campeche, and Yaxcabá and Ebtun, Yucatán, Mexico. Recent publications include 2019 Technology and Tradition in Mesoamerica after the Spanish Invasion, edited by Rani T. Alexander.

University of New Mexico Press, Albuquerque. 2018 Colonial and Postcolonial Change in Mesoamerica: Archaeology as Historical Anthropology, edited by Rani Alexander and Susan Kepecs. University of New Mexico Press, Albuquerque. With Dr. Kelly Jenks, Fumi Arakawa, Donovan Bailey (Biology), and Sara Fuentes Soriano (Range Science) she is coPI on two grants sponsored by the US Department of the Interior, Bureau of Land Management A New Study of Early Maize from the Peña Blanca Rockshelters, Organ Mountains Desert Peaks National Monument (2020-2022) and Resource Management Planning for the Organ Mountains Desert Peaks National Monument (2017-2022).

For additional details

<https://anthropology.nmsu.edu/anthropology-faculty/alexander.html>

For doctoral programs, document faculty experience in directing student research

Dr. Alexander has served as external committee member for PhD committees or external examiner for US (University of North Carolina, Chapel Hill, University of Illinois - Chicago, Arizona State University) and international university (Universidad Nacional Autonoma de Mexico, McGill University) institutions in Anthropology.

Existing Personnel

Lois Stanford

FTE

1

Course load and courses they will teach in the proposed program

3/3 See section on faculty resources.

Anth 520 Ethnographic Field Methods

Anth 538 Plants, Culture, and Sustainable Development

ANTH 486 Community Engagement and Service Learning

Courses taught in other programs currently offered

ANTH 301 Cultural Anthropology, ANTH 360V Food and Culture, ANTH 362V Environmental Anthropology, ANTH 306V Peoples of Latin America, ANTH 415/515 Applied Anthropology, ANTH 520 Ethnographic Field Methods, ANTH 486 Community Engagement and Service Learning, ANTH 538 Plants Culture and Sustainable Development, ANTH 538 Culture and Foodways

Description of academic qualifications

2017-current Professor, Department of Anthropology, New Mexico State University
 1998 Visiting Faculty, Facultad de Agrobiología, Universidad Michoacana de San Nicolás de Hidalgo, Uruapan, Michoacán.
 1995-2017 Associate Professor, Department of Anthropology, New Mexico State University
 1989-1995 Assistant Professor, Department of Anthropology, New Mexico State University
 1989 Ph.D. Anthropology, University of Florida, Minor, Agricultural Economics Certificate, Tropical Agriculture
 1982 M.A., Latin American Studies, University of New Mexico
 1979 B.A., Anthropology, University of Oregon
 Dr. Lois Stanford is an agricultural anthropologist whose research focuses on the globalization and restructuring of local and export foods systems and the subsequent impact on small growers in these systems, both in Mexico and in the US Southwest. Her work in food security and food sovereignty and sustainability has resulted in numerous publications and an impressive record of community engagement with La Semilla Food Center. Dr. Stanford has also conducted research and published widely on agriculture, food systems, and globalization in Michoacán, Mexico.

Prior instructional responsibility and other experiences relevant to assigned courses

BA Program, Anthropology
 MA Program, Anthropology (graduate faculty since 1990)
 Graduate Director of Anthropology
 Dr. Stanford teaches lower division and upper division courses and graduate level courses in Anthropology. She serves as the advisor for the food studies graduate minor in anthropology and the undergraduate advisor for the undergraduate minor in sustainable development. Since 2012 served as committee chair or committee member for 44 MA Anthropology students and as Dean's Graduate Representative for numerous others, especially in Spanish.

For graduate programs, document scholarship and research capability

Dr. Stanford's most recent research is a collaborative interdisciplinary effort between NMSU and the Fred Hutchinson Cancer Center project team that was awarded a U54 Pilot Project Grant for the project, Improving Bioavailability of Cancer Preventive Phytonutrients in New Mexican Diets. This project focuses on collaboration with key informants in US-Mexico border communities, selection of key recipes, nutritional analysis of these border cuisine recipes, and development of culturally appropriate healthy alternatives. In collaboration with Dr. Sarita Cargas (UNM), Lois has been developing efforts to conduct a statewide survey of New Mexico college campuses and to further study food security and basic needs issues across both NMSU and UNM campuses based on the results of an NMSU-wide food security and basic needs survey completed in spring 2021.

For details: <https://anthropology.nmsu.edu/anthropology-faculty/stanford.html>

For doctoral programs, document faculty experience in directing student research

Dr. Stanford has served as external committee member for PhD committees or external examiner for other PhD programs at NMSU (Management, Plant and Environmental Sciences, Economic Development, English), US (University of South Florida), and International (CIESAS Occidente, Mexico; Universidad de Guadalajara, Mexico) university institutions in Anthropology.

Existing Personnel

William Walker

FTE

1

Course load and courses they will teach in the proposed program

3/3 See section on faculty resources.
 Anth 522 Archaeological Field School, TBGD 6998 Fieldwork
 He is willing to supervise dissertation (TBGD 7000) in his research area.

Courses taught in other programs currently offered

Anth 1115G Intro to Anthropology, Anth 300V Magic Witchcraft and Religion, Anth 399 Professionalism and Practice, Anth 516 Archaeology of the American Southwest, Anth 414/514 Archaeology of Religion, Anth 388/488/522 Archaeological Field School

Description of academic qualifications

Ph. D. University of Arizona, Tucson, Arizona 1995
 M.A. University of Arizona, Tucson, Arizona 1987
 B.A. State University of New York at Albany 1986 Major: Anthropology, Minor: Poli. Sci.

2011-Current Professor of Anthropology, New Mexico State University, Las Cruces.
 2002-2010 Associate Professor of Anthropology, New Mexico State University, Las Cruces.
 1996-2002 Assistant Professor of Anthropology, New Mexico State University, Las Cruces.

Dr. William Walker (Professor; PhD Anthropology, University of Arizona 1995) is an archaeologist who studies southwestern archaeology and ritual in prehistory. His general research interests focus on the development of archaeological method and theory for the study of prehistoric ritual and religion. He develops behavioral understandings of religion in order to explore various ritual

activities such as pilgrimage, ritual persecution and the ritualized abandonment and discard of artifacts and architecture. He also explores the effects of climate change on pre-contact settlement and landscape of the Jornada Mogollon.

Prior instructional responsibility and other experiences relevant to assigned courses

BA Anthropology

MA Anthropology (graduate faculty since 1996)

Dr. Walker teaches lower division and upper division undergraduate courses in Anthropology, including general education and VWW, as well as graduate courses in Anthropology.

Since 2012 served as committee chair or committee member for 43 MA Anthropology students.

For graduate programs, document scholarship and research capability

Currently, data for Dr. Walker's research topics derives from archaeological evidence recovered from southern New Mexico and Chihuahua. I am exploring the ritual organization of the desert Mogollon including Casas Grandes Culture of Northern Chihuahua and Jornada and Mimbres branches of Southern New Mexico. This research is accomplished largely by NMSU Archaeological Field School students and involves the survey and excavation of late prehistoric (AD 1300-1450) sites in southern New Mexico. Currently he directs excavations at Cottonwood Spring Pueblo, located on the western flanks of the San Andres Mountains. With James Skibo he is co-editor of *Explorations in Behavioral Archaeology* (University of Utah Press, 2015).

For details: <https://anthropology.nmsu.edu/anthropology-faculty/walker.html>

For doctoral programs, document faculty experience in directing student research

Has served as external committee member for PhD committees or external examiner for US (e.g. University of Texas - San Antonio) and International university institutions in Anthropology.

Existing Personnel

Fumi Arakawa

FTE

1

Course load and courses they will teach in the proposed program

2/2 (course reduction, as Director University Museum) See section on faculty resources.

Anth 522 Archaeological Field School. TBGD 6998 Fieldwork

Anth 545 Museology

Courses taught in other programs currently offered

Anth 1115G Intro to Anthropology, Anth 315 Intro to Archaeology, Anth 307V Japanese Culture and Society, Anth 378/578 Lithic Technology Organization, Anth375/575 Pottery Analysis in Archaeology, Anth 345/545 Museology, Anth 464/564 Curation Crisis in Archaeology, Anth 388/488/522 Archaeological Field School

Description of academic qualifications

2006 Ph.D., Anthropology. Department of Anthropology, Washington State University, Pullman, Washington. D

2000 M.A., Anthropology. Department of Anthropology, Sociology, and Criminal Justice, University of Idaho, Moscow, Idaho.

B.A., Department of Anthropology, Sociology, and Criminal Justice, University of Idaho, Moscow, Idaho.

2021-Present Professor, Department of Anthropology at New Mexico State University 2015-Present Director of the University Museum at Kent Hall at New Mexico State University

2017-2018 Overseas Visiting Fellowship, Minpaku (National Ethnology Museum), Japan

2016-2021 Associate Professor, Department of Anthropology at New Mexico State University

2011-2016 Assistant Professor, Department of Anthropology at New Mexico State University

Dr. Fumi Arakawa (Professor; PhD Anthropology, Washington State University 2006) is the Director of the University Museum. He is also a Research Associate with Crow Canyon Archaeology Center in Cortez, Colorado, and a Senior Researcher with the Village Ecodynamics Project. His primary interest is reconstructing sociopolitical organization among the Ancestral Puebloans in the Mesa Verde and northern Mimbres regions. His research examines how social scales and power changed through time in small-scale agricultural societies of the American Southwest using demographic, environmental, and material (lithics and pottery) data. Dr. Arakawa has also explored topics related to multi-vocal studies in archaeology, cultural trajectory, gender division of labor, and exchange systems.

Prior instructional responsibility and other experiences relevant to assigned courses

BA in Anthropology

MA in Anthropology (graduate faculty since 2011)

Director University Museum, Kent Hall since 2015

Dr. Arakawa teaches lower division and upper division undergraduate courses in Anthropology, including general education and VWW, as well as graduate courses in Anthropology. He also teaches field courses.

Since 2012 served as committee chair or committee member for 52 MA Anthropology students.

For graduate programs, document scholarship and research capability

Since 2015, Dr. Arakawa has directed NMSU Archaeological Field School during the summers at Twin Pines and South Diamond Creek Pueblo, Mimbres sites on the Gila National Forest in New Mexico. One of his many recent publications is "Identifying New Quarries as a Method for Expanding Research: A GIS Case Study from the Mesa Verde Region in the American Southwest." *Journal of Archaeological Science: Report*. 33:1-9, 2020. Currently, Dr. Arakawa leads the multi-year Native American Grave Protection and Repatriation Act (NAGPRA) Inventory, Consultation, and Repatriation effort with Tribal government representatives and Federal and State government representatives at NMSU.

For details: <https://anthropology.nmsu.edu/anthropology-faculty/f-arakawa.html>

For doctoral programs, document faculty experience in directing student research

Dr. Arakawa has not served on doctoral committees for US or international institutions.

Existing Personnel

Mary Alice Scott

FTE

1

Course load and courses they will teach in the proposed program

3/3 (currently research buy outs with reduction to 1/1) See section on faculty resources.

Anth 579 Qualitative Data Analysis

Anth 546 Contemporary Medical Anthropology

Courses taught in other programs currently offered

Anth 579 Qualitative Data Analysis, Anth 503 Anthropological Theory, Anth 402/546 Contemporary Medical Anthropology, Anth 350 Anthropological Theory, Anth 433V/533 Sex, Gender, and Culture, Anth 385V Medical Anthropology, Anth 458 Fertility Reproduction and Birth

Description of academic qualifications

B.A. Women's Studies, Duke University, 1999

M.A. Anthropology, University of Kentucky, 2007

Ph.D. Anthropology, University of Kentucky, 2010

2022-present Professor of Anthropology, New Mexico State University

2017-2022 Associate Professor of Anthropology, New Mexico State University

2011-2017 Assistant Professor of Anthropology, New Mexico State University

2012-present Cross-Appointed Assistant Professor, Department of Public Health Sciences, New Mexico State University

Dr. Mary Alice Scott (Professor, PhD Anthropology, University of Kentucky, 2010) is an applied medical anthropologist who studies human health and illness from a holistic perspective, as shaped by human biology, culture, political economic contexts, and individual experience. She teaches undergraduate and graduate curriculum in Medical Anthropology.

Prior instructional responsibility and other experiences relevant to assigned courses

BA Program, Anthropology

MA Program, Anthropology (graduate faculty since 2011)

Serves on NMSU Institutional Review Board for Human Subjects Research

Dr. Scott has taught undergraduate and graduate courses in Anthropology and the Honor's College. With Dr. Katie Olszowy she created and launched a new undergraduate minor in Medical Anthropology and has coordinated the Pre-medicine undergraduate minor. She regularly supervises undergraduate research for numerous programs, such as Dept of Biology BRAiN program, College of Arts and Sciences Discovery Scholars, Master's Accelerated Program, RISE (graduate), and numerous undergraduate and graduate internships in professional health settings. These efforts are aimed at expanding opportunities for students to enter health professions.

Since 2012 she has served as committee chair or committee member for 31 MA Anthropology students. Has served as Dean's Graduate Representative for numerous committees in Public Health Sciences.

For graduate programs, document scholarship and research capability

Dr. Scott's applied research focuses on transforming medical education and health care delivery to better address health disparities in the U.S.-Mexico border region. Her work entails four specific areas of focus: (1) health care delivery research, funded through an NIH U54 program grant for a pilot study to evaluate a social needs screening tool used in primary care settings. (2) medical education research, funded since 2016 through a research contract with Memorial Medical Center's Southern New Mexico Family Medicine Residency Program to develop and evaluate a social medicine curriculum for family medicine residents. Results are published in a forthcoming article in *Family Medicine and the Journal of Interprofessional Care* (3) border region health disparities research, conducted with students to document a free clinic's transition process to becoming a federally qualified health center in order to provide more health services to marginalized populations. Finally, (4) historical research on rural life and health in New Mexico, she collaborated with Dr. Kelly Jenks, a historical archaeologist, on a New Mexico Rural Heritage Oral History Project that grew out of her previous work with the National Cancer Institute's Trinity Nuclear Test Risk Assessment Study (see 2020 publication in

Health Physics). Dr. Scott has also conducted research and published widely on transnational migration, health disparities, and neoliberalization of the public health sector in Veracruz, Mexico.

For details: <https://anthropology.nmsu.edu/anthropology-faculty/dr-mary-alice-scott.html>

For doctoral programs, document faculty experience in directing student research

Dr. Scott has served as external committee member for PhD committees or external examiner for NMSU PhD programs (e.g. Public Health, Counseling and Educational Psychology) and US (e.g. Univ of Connecticut, Univ of Florida) university institutions in Anthropology.

Existing Personnel

Kelly Jenks

FTE

1

Course load and courses they will teach in the proposed program

3/3 See section on faculty resources.

Anth 522 Archaeological Field School, TBGD 6998 Fieldwork

Anth 540 Cultural Resource Management

Anth 518 Historical Archaeology

Courses taught in other programs currently offered

Anth 1160G World Archaeology, Anth 315 Intro to Archaeology, HNRS 387V: Comparative Perspectives on Women, Anth 318/518 Historical Archaeology, Anth 540 Cultural Resource Management, Anth 542 Cultural Resource Management II, Anth 388/488/522 Archeological Field School, Anth 503 Anthropological Theory

Description of academic qualifications

2011 Ph.D., Anthropology, University of Arizona

2005 M.A., Anthropology, University of Arizona

2003 B.A., Archaeology and Anthropology, Cornell University

2019–pres. Associate Professor, Department of Anthropology, New Mexico State University

2015–2019 Assistant Professor, Department of Anthropology, New Mexico State University

2011–2015 Assistant Professor, Department of Anthropology; Affiliated Faculty, Gender and Women's Studies Program, Fort Lewis College

Dr. Kelly Jenks (Associate Professor, PhD Anthropology, University of Arizona, 2011) is a historical archaeologist who specializes in the American Southwest and Southern Plains. Her research focuses on the material construction of social and political identities and the influence of interregional trade in New Mexico, especially between AD 1500 and the present. Her primary interest is in the material construction and evolution of social identities within multiethnic colonial communities that formed within contact zones during the Spanish colonial, Mexican, and early American periods in the Southwest.

Prior instructional responsibility and other experiences relevant to assigned courses

BA Program, Anthropology

MA Program, Anthropology (graduate faculty since 2015)

Graduate Certificate in Cultural Resource Management

Dr. Jenks teaches lower division and upper division courses in Anthropology and the Honor's College, as well as graduate courses in Anthropology, Archaeology, and Cultural Resource Management. She manages the curriculum for the undergraduate minor in Archaeology and the Graduate Certificate in Cultural Resource Management. She has supervised numerous undergraduate research projects, including Honors' thesis and Master's Accelerated Program students.

Since 2015 she has served as committee chair or committee member for 38 MA Anthropology students.

For graduate programs, document scholarship and research capability

Dr. Jenks conducts archaeological fieldwork within the Spanish land grant community of San Miguel del Vado, New Mexico, established in the Upper Pecos River Valley on the eastern frontier of the New Mexico colony in 1794. Her analysis of the use of space, architecture, and materials at this site focuses on the ways that residents used corporate practices and communal spaces to downplay ethnic differences and express a shared civic identity (*vecindad*) that distinguished them from their eastern neighbors and trade partners. I also explored archaeological evidence of Hispanic expansion and settlement in New Mexico in both earlier and later periods: at Los Ojitos, a homestead-era village in the Middle Pecos Valley occupied ca. 1870-1950, and along El Camino Real de Tierra Adentro, the road connecting New Mexico to Mexico from 1598 through the 1880s. Oral history is an important component of this research, and I've been involved with several oral history projects in this region. One of these, the New Mexico Rural Heritage Oral History Project, is the source of a short podcast series hosted on the KRWG website. At present, she is working for and with the Cañón de Carnué Land Grant to study archaeological evidence of previous occupations within the land grant. Dr. Jenks has experience working in cultural resource management (CRM) in the Southwest and Great Plains regions and regularly teaches the core courses (ANTH 540 and 542) for the Graduate Certificate in Cultural Resource Management. Her most recent grants is a five-year

agreement for cultural resources support with White Sands National Park and a Cooperative Agreement with the NM Bureau of Land Management for documentation to complete the nomination of Dripping Springs to the National Register of Historic Places.

For details: <https://anthropology.nmsu.edu/anthropology-faculty/jenks.html>

For doctoral programs, document faculty experience in directing student research

Dr. Jenks has not served on doctoral committees at NMSU or other institutions.

Existing Personnel

Katie Olszowy

FTE

1

Course load and courses they will teach in the proposed program

2/3 (17 credit hours/academic year). See section on faculty resources.

Anth 435/535 Human Health and Biological Variation

Courses taught in other programs currently offered

Anth 1135G/L Intro to Biological Anthropology, Anth 355 Biological Anthropology, Anth 356/560 Forensic Anthropology, Anth 357V Medical Anthropology, Anth 431/531 Nutritional Anthropology Anth 435/535 Human Health and Biological Variation, Anth 436/536 Evolutionary Medicine, Anth 474/575 Human Osteology,

Description of academic qualifications

2019 MPH, Cleveland State University, Cleveland, OH

2014 PhD, Anthropology, Binghamton University, Binghamton, NY

2011 MS, Biomedical Anthropology, Binghamton University, Binghamton, NY

2009 MA, Anthropology, University of Colorado at Boulder, Boulder, CO

2007 BA, Anthropology, Colorado State University, Fort Collins, CO

2019- Assistant Professor, Department of Anthropology, New Mexico State University,

2017-2019 Assistant Professor, Department of Criminology, Anthropology, and Sociology, Cleveland State University, Cleveland, OH

Dr. Kathryn Olszowy (Assistant Professor, PhD Anthropology, Binghamton University 2014, MPH Cleveland State 2019) is a biomedical anthropologist who studies human health and biological variation from a biocultural perspective. Her specific research interests are in economic development and chronic disease risk, sex/gender-based disparities in obesity risk, mental and physical health outcomes associated with natural disasters, child growth and development, and the relationship between household conditions (including water insecurity) and chronic disease risk.

Prior instructional responsibility and other experiences relevant to assigned courses

BA Anthropology

MA Anthropology (graduate faculty since 2019)

Dr. Olszowy teaches lower division and upper division undergraduate courses in Anthropology and the Honor's College and graduate courses in biological anthropology. She spearheaded the creation of the undergraduate minor in medical anthropology. She has supervised several undergraduate and graduate research projects and mentored numerous undergraduate honors students, master's accelerated program students, and graduate students, paving the way to new career opportunities in health professions, as well as doctoral programs in anthropology. Since 2019 served as committee chair or committee member for 6 MA Anthropology students.

For graduate programs, document scholarship and research capability

Dr. Olszowy's current research includes: 1. An ongoing study of mental and physical health outcomes associated with population displacement due to volcanic activity in Vanuatu, South Pacific, in collaboration with researchers at the University of Quebec and the Vanuatu Ministry of Health. You can read more about this project here. 2. Emerging projects in Doña Ana County colonias on water insecurity and diabetes risk, funded by Mountain West Clinical Translational Research Infrastructure Network (MW CTR-IN) pilot grant and 2) gendered impacts of the COVID-19 pandemic response in collaboration with Dr. Mary Alice Scott, a medical anthropologist in the Department of Anthropology, and with the Doña Ana County Department of Health & Human Services. 3. Diabetes, Food Insecurity, and Mental Distress During COVID-19: Applying Syndemic Theory to Biosocial Interactions and Outcomes in New Mexico Colonias. With Dr. Mary Alice Scott, this project proposes to develop a predictive model of interactions between diabetes, food insecurity, and mental distress during the COVID-19 pandemic in colonias (underdeveloped rural US-Mexico border communities) in New Mexico. The project is funded by the Natural Hazards Center Quick Response Research Award Program and the American Philosophical Society, Franklin Grants.

For details: <https://anthropology.nmsu.edu/anthropology-faculty/olszowy.html>

For doctoral programs, document faculty experience in directing student research

Dr. Olszowy has not served on doctoral committees at NMSU or other institutions.

Existing Personnel

Georgina Badoni

FTE

1

Course load and courses they will teach in the proposed program

3/3 See section on faculty resources.

Anth 553 Native American Women

Anth 541 Indigenizing Methodologies

Courses taught in other programs currently offered

Anth 2140G Indigenous Peoples of North America, Anth 305V Contemporary Native Americans, Anth 441/541 Indigenizing Methodologies, Anth 453/553 Native American Women, Anth 444/544 Native American Visual Culture, Anth 407/528 Native American Education

Description of academic qualifications

Ph.D. American Indian Studies, University of Arizona, 2017

M.A., Art and Visual Culture Education Museum and Community, University of Arizona.

B.S., Secondary Education, K-12, Northern Arizona University.

2022 – present Assistant Professor, Department of Individualized Studies/Borderlands and Ethnic Studies, New Mexico State University

2019-2022 Assistant Professor, Department of Anthropology, New Mexico State University

Dr. Georgina Badoni, Diné (Assistant Professor, PhD American Indian Studies, University of Arizona, 2017, Department of Interdisciplinary Studies – Native American Studies; Affiliated Faculty member of the Borderlands and Ethnic Studies (BEST) program) specializes in Native American visual culture with a particular focus on artistic expressions of Native womanhood by Native women artists.

Prior instructional responsibility and other experiences relevant to assigned courses

BA Anthropology

MA Anthropology (graduate faculty since 2019)

Native American Studies Undergraduate and Graduate Minor

Dr. Badoni teaches lower division and upper division undergraduate courses and graduate courses in Native American Studies. She manages advising and the curriculum for the Native American Studies minors. Since 2019 served as committee chair or committee member for 4 MA Anthropology students.

For graduate programs, document scholarship and research capability

Dr. Badoni is co-editor with colleagues in Gender and Sexuality studies and Chicano Studies of the Mujeres Activas en Letras y Cambio Social (MALCS) journal goal is to promote inclusive and diverse scholarly manuscripts, art, essays, creative writing and book reviews. She conducts engaged scholarship with Las Cruces Public Schools for which she received the College of Arts and Sciences Outstanding Achievement in Outreach Award in 2021. With BEST faculty, she is Co-PI for Re-Visioning Social Studies: Community Convening and Writing Institute for Educators and Students, funded by the Kellogg Foundation. Her longitudinal research, MatriArt: Conversations with Artists is funded by the NMSU Southwest Border Studies Institute and addresses how with centuries of persecutions, oppression, and underrepresentation, Native mothers have remained the core of families, communities, and nations, signifying the strength of resistance. How are Native women expressing this resistance in their work? It is through their art we are reminded of survival and the power of motherhood. An ideology of the Native motherhood series intends to represent diverse values, epistemologies, and worldviews, challenging the unjust representation of Native women.

For details: <https://anthropology.nmsu.edu/anthropology-faculty/badoni.html>

For doctoral programs, document faculty experience in directing student research

Since 2019 served as committee chair or committee member for 4 MA Anthropology students.

Existing Personnel

Neil Harvey

FTE

1

Course load and courses they will teach in the proposed program

1-2 (as department head, reduced course load);

Courses:

POLS 578 Seminar in US-Mexico Border Politics

POLS 579 Seminar in Mexican Politics

TBGD 5110 Introduction to Transborder & Global Human Dynamics
 TBGD 6991 Research Design in Transborder & Global Human Dynamics
 TBGD 7000 Dissertation
 TBGD 6998 Field Research and Community Engagement in Transborder & Global Human Dynamics

Courses taught in other programs currently offered

POLS 570 Seminar in Comparative Politics POLS 578 Seminar in US-Mexico Border Politics POLS 579 Seminar in Mexican Politics
 POLS 599 Masters Thesis in Government

Description of academic qualifications

Assistant Professor (Tenure-Track), Dept of Government, NMSU, 1994-1999
 Associate Professor (Tenured), 1999-2008
 Professor (Tenured), 2008-present
 Ph.D. in Government, University of Essex (UK), 1990

Prior instructional responsibility and other experiences relevant to assigned courses

As a full-time faculty member in the Department of Government at NMSU since 1994, Dr. Harvey has taught lower and upper-division undergraduate classes, as well as Masters level graduate seminars in political science, with a focus on comparative politics and politics in Latin America, particularly Mexico and the US-Mexico border region. He has also served as chair or member of many Masters level committees for students completing their thesis in government. He has also served as the Graduate Dean's rep for students from other social science and humanities departments, including Anthropology, History and Languages & Linguistics.

For graduate programs, document scholarship and research capability

Dr. Harvey has published extensively on rural social movements in Mexico, including the Zapatista uprising in Chiapas in 1994 and its subsequent development. He is author of the book *The Chiapas Rebellion: the struggle for land and democracy*, Duke University Press, 1998, as well as co-author of a political science textbook entitled *Governing Latin America* (with Joe Foweraker and Todd Landman; Polity Press 2003). Dr. Harvey has obtained several research grants. He currently is PI for the National Science Foundation-Research Experience for Undergraduates (NSF-REU) Site Program on Immigration Policy and US-Mexico Border Communities (Award # 2149449).

For doctoral programs, document faculty experience in directing student research

Dr. Harvey has served as an external member of doctoral committees for students in Economics (NMSU), Anthropology (National Autonomous University of Mexico, UNAM; and University of Manchester, UK), and Political Science (Autonomous University of Barcelona).

Full details at:

<https://deptofgov.nmsu.edu/facultydirectory/neil-harvey.html>

Existing Personnel

Thaddieus Conner

FTE

1

Course load and courses they will teach in the proposed program

3-3
 POLS 502 Research Methods in Government

Courses taught in other programs currently offered

POLS 502 Research Methods in Government POLS 541 Public Sector Budgeting

Description of academic qualifications

Assistant Professor (Tenure Track), Dept of Government, NMSU, 2013-18
 Associate Professor (Tenure), 2018-present
 Ph.D. in Political Science, University of Oklahoma, 2012

Prior instructional responsibility and other experiences relevant to assigned courses

Dr. Conner has alternated in the teaching of undergraduate and graduate research methods courses since he came to NMSU in 2013. He also teaches an undergraduate course on Native American politics, as well as undergraduate and graduate courses in the area of public administration.

For graduate programs, document scholarship and research capability

Dr. Conner has published in the top journals in his field of public administration, such as *Public Administration Review* and has been editor of the online journal *Indigenous Studies*. His main areas of research and publications concern Native American politics and cultural aspects of how federal agencies interact with Native peoples on issues such as education and economic development.

For doctoral programs, document faculty experience in directing student research

Dr. Conner has not participated in doctoral committees.

For more information, see:

<https://deptofgov.nmsu.edu/facultydirectory/thaddieus-conner.html>

Existing Personnel

Seong Kang

FTE

1

Course load and courses they will teach in the proposed program

3-3

POLS 502 Research Methods in Government

POLS 544 Seminar in Public Policy Analysis

Courses taught in other programs currently offered

Besides undergraduate classes in political science and public administration, Dr. Kang has taught the following graduate classes (Masters level): POLS 502 Research Methods in Government POLS 544 Seminar in Public Policy Analysis POLS 547 Seminar in Organization Theory

Description of academic qualifications

Assistant Professor (Tenure Track), Dept of Government, NMSU, 2018-present.

Ph.D. in Public Administration and Policy, University of Georgia, 2018

Prior instructional responsibility and other experiences relevant to assigned courses

Dr. Kang has been a full-time tenure-track assistant professor in the Dept of Government at NMSU since Fall 2018. His main instructional responsibilities are: teaching freshmen undergrad classes in American National Government, undergrad upper-division classes in research methods and in public policy and administration, and graduate classes in research methods, public policy analysis and organization theory.

For graduate programs, document scholarship and research capability

Dr. Kang has published extensively in a range of peer-reviewed journals in public administration, including top journals in the field, on topics related to policing and racial justice, community engagement and volunteerism in the co-production of public services. He has also published in top journals in South Korea on comparative aspects of public administration.

For doctoral programs, document faculty experience in directing student research

Dr. Kang has not served on doctoral committees.

For more information, see:

<https://deptofgov.nmsu.edu/facultydirectory/seong-kang.html>

Existing Personnel

Christina Medina

FTE

1

Course load and courses they will teach in the proposed program

2-2

Dr. Medina does not teach any of the courses listed in the proposed program but would be willing to serve on dissertation committees (TBGD 7000 Dissertation)

Courses taught in other programs currently offered

Dr. Medina teaches the following courses which mainly serve students in the Masters of Public Administration (MPA) program, with some students from the MA Government program taking POLS 530 (which is also listed as a class for the interdisciplinary graduate certificate in Borderlands and Ethnic Studies (BEST), of which Dr. Medina is a faculty affiliate. POLS 530 Seminar in Public Policy POLS 519 Proseminar in Public Administration POLS 542 Human Resource Management POLS 510 Internship

Description of academic qualifications

Assistant Professor, Dept of Government, NMSU, 2007-2013

Associate Professor (Tenured), , 2013-present

Director, MPA Program, 2011-present

Ph.D. in Public Administration, University of Colorado-Denver, 2008.

Prior instructional responsibility and other experiences relevant to assigned courses

Dr. Medina has been Director of the Masters of Public Administration (MPA) program since 2011 and, in this capacity, has supervised almost all the internships carried out by MPA students. This experience, together with long-term relationships with government agencies and non-profit organizations in the US-Mexico border region and New Mexico are relevant for the successful community engagement and research of Ph.D. students in the proposed program.

For graduate programs, document scholarship and research capability

Dr. Medina's scholarship focuses on cultural competency pedagogy in higher education and the promotion of equity, diversity and inclusion in public administration. She has published in peer-reviewed journals that focus on Latinos in education and pedagogical innovation.

For doctoral programs, document faculty experience in directing student research

Dr. Medina has served as a member of several doctoral committees in the College of Business and in the College of Education at NMSU.

For more information, see:

<https://deptofgov.nmsu.edu/facultydirectory/christina-ann-medina.html>

Existing Personnel

Kim Seckler

FTE

1

Course load and courses they will teach in the proposed program

3-3

POLS 536 Public Policy and Indigenous Communities

Courses taught in other programs currently offered

Besides teaching undergraduate courses in the public law subfield, Dr. Seckler has also taught POLS 536 Public Policy and Indigenous Communities for Masters students since 2015. She also offers a graduate section of Constitutional Law for interested students in public administration and government.

Description of academic qualifications

College Professor, Department of Government, 2000-present

Juris Doctorate (J.D.), University of New Mexico, 1986

Prior instructional responsibility and other experiences relevant to assigned courses

Dr. Seckler's main instructional responsibility is in the field of public law (Constitutional Law; Law & Society; New Mexico Law: Judicial Process), and American government institutions (Congress and Legislative Process; Supreme Court). In addition, she has taught intro and capstone seminars for Government undergraduates and the LSAT prep class. As Coordinator of the interdisciplinary Supplemental Major in Law & Society, she has experience in collaborating with faculty and students from several other departments involved in this proposed Ph.D., such as History and Anthropology. She also directs many internships for law-oriented students and has developed long-term relationships with local courts, judges and government agencies in New Mexico and the US-Mexico border regions that will be of benefit to doctoral students interested in the legal aspects of border policy issues. She also teaches POLS 536 Public Policy & Indigenous Communities, focusing on the history and current challenges facing Indigenous Peoples in New Mexico and the US.

For graduate programs, document scholarship and research capability

As a College Professor, Dr. Seckler is not required to publish scholarly work. However, she does engage in research and has regularly published her work on politics in New Mexico in peer-reviewed journals.

For doctoral programs, document faculty experience in directing student research

Dr. Seckler has participated as a member of doctoral committees in other departments at NMSU.

For more information, see:

<https://deptofgov.nmsu.edu/facultydirectory/kim-seckler.html>

Existing Personnel

Sabine Hirschauer

FTE

1

Course load and courses they will teach in the proposed program

3-3

POLS 503 Qualitative Research Methods
 POLS 563 Issues in International Relations

Courses taught in other programs currently offered

In addition to her undergraduate courses in the field of international relations, Dr. Hirschauer teaches the following graduate classes to mostly serve the MA Government students: POLS 503 Qualitative Research Methods POLS 560 Seminar in International Relations Theory POLS 563 Issues in International Relations POLS 564 Advanced Study in National Security Policy She has also taught (as special topics) the following graduate courses: Introduction to Security Studies Human Security Terrorism

Description of academic qualifications

Assistant Professor (Tenure-Track), Department of Government, NMSU, 2016-2022
 Promoted with Tenure to Associate Professor, 2022

Ph.D. in International Studies, Old Dominion University, Virginia, 2012.

Prior instructional responsibility and other experiences relevant to assigned courses

Dr. Hirschauer's main instructional responsibility has been in teaching courses in the area of international relations for undergraduate and Masters students in Government. Her main focus has been on security, understood broadly to include the social conditions that impact people, (human security, with a strong emphasis on gender and feminist perspectives), as well as the security policies and actions of nation-states such as border enforcement and military power. Dr. Hirschauer also leads an international service-learning program in Germany for NMSU graduate and undergraduate students. The program provides students with the opportunity to learn about the migrant crisis in Europe first-hand through collaborative projects with local non-governmental organizations in Munich. She has held this program in consecutive summers since 2017. Students from this program has share their findings with those of Dr. Harvey's NSF-REU program on US immigration policy and US-Mexico border communities (see above). Her experience in leading this program is relevant to the development of collaborative research opportunities and community engagement for students in the proposed Ph.D.

For graduate programs, document scholarship and research capability

Dr. Hirschauer has published extensively on issues of security, borders, migration, and gender in peer-reviewed journals in international relations. She is a member of the International Studies Association (ISA) and presents her work at the ISA's annual conferences, where she also serves on various sections that promote women's perspectives in international relations.

For doctoral programs, document faculty experience in directing student research

Dr. Hirschauer has participated as a member of doctoral committees in international relations at Old Dominion University, Virginia. For more information, see:

<https://deptofgov.nmsu.edu/facultydirectory/sabine-hirschauer.html>

Existing Personnel

Ani Ter-Mkrtchyan

FTE

1

Course load and courses they will teach in the proposed program

3-3

Dr. Ter-Mkrtchyan will not teach courses listed in the proposed program but is willing to serve on doctoral dissertation committees (TBGD 7000 Dissertation)

Courses taught in other programs currently offered

Besides offering undergraduate courses in non-profit management and in public policy, Dr. Dr. Ter-Mkrtchyan teaches the following graduate classes which mostly serve MPA students: POLS 549 Ethics in Government POLS 527 Environmental Policy She also teaches a graduate section of Non-Profit Management as a special topic.

Description of academic qualifications

Assistant Professor (Tenure-Track), Department of Government, NMSU, 2020- present
 Ph.D. Political Science, University of Oklahoma, 2020

Prior instructional responsibility and other experiences relevant to assigned courses

Dr. Ter-Mkrtchyan is responsible for teaching in the area of public administration, with a focus on non-profit management. She also teaches courses on environmental and energy policy. She has been at NMSU since Fall 2020 and is working to establish connections with non-profits in the southern New Mexico border region as part of her research and teaching interests in promoting successful non-

profit management. She has prior experience in the non-profit sector and, taken together, her research, knowledge and contacts will be relevant to students in the proposed Ph.D. program seeking to understand the role of non-profits in addressing border policy issues.

For graduate programs, document scholarship and research capability

Dr. Ter-Mkrtchyan conducts scholarly work on how non-profit organizations ensure accountability in their operations. This work is published in peer-reviewed journals. She is also a leading member of the Association for Research on Non-Profit Organizations and Voluntary Action (ARNOVA) and is currently engaged in co-authorship of a NSF grant proposal with the Water Research Institute at NMSU to examine regional responses to drought and sustainable management of water resources.

For doctoral programs, document faculty experience in directing student research

Dr. Ter-Mkrtchyan has not participated in doctoral committees.

For more information, see:

<https://deptofgov.nmsu.edu/facultydirectory/ani-ter-mkrtchyan.html>

Existing Personnel

Glenn Fetzer

FTE

1

Course load and courses they will teach in the proposed program

2-3 (as department head, reduced course load)

TBGD 5110

Courses taught in other programs currently offered

FREN 2110 French 3 FREN 2120G French 4 FREN 306 Topics in French Culture and Civilization FREN 315 French Grammar FREN 325, 425 French Conversation FREN 330 Business French FRENCH 352 French Phonetics FREN 362 Contemporary French Culture FREN 381 Survey of French Literature I FREN 382 Survey of French Literature II FREN 386 486 Contemporary Women Writers in French FREN 378 478 French and Francophone Cultures FREN 410 Paris: History and Culture FREN 449 French for Specific Purposes FREN 451 Special Topics in French HNRS 2165G Introduction to Global Humanities in the 21st Century

Description of academic qualifications

Professor (with Tenure) , French, and Department Head, Dept of Languages and Linguistics, NMSU, 2012-present
Ph.D. in French, CUNY Graduate School, 1988.

Prior instructional responsibility and other experiences relevant to assigned courses

As a full-time member in the Department of Languages and Linguistics and at two institutions previously, Dr. Fetzer has taught courses in language, culture, literature at the undergraduate and Master's levels. Among the courses taught are those on gender studies, holocaust studies, Maghreb and Francophone border studies. He has served as member of many Masters level oral -exam committees for students completing their masters in Spanish. He has served on doctoral committees for students in Curriculum and Development and externally, at PhD granting institutions, in French. Additionally, he has served on a Habilitation jury at the Sorbonne.

Department Head

French component head

Organizer—Languages and Cultures Day

Advisor—Pi Delta Phi (undergraduate honors society)

For graduate programs, document scholarship and research capability

Dr. Fetzer has published extensively on creative textual works in French, including on Jacques Dupin, Emmanuel Hocquard, Francis Jammes, Mathieu Bénézet, Lorand Gaspard, Paul Claudel, Tahar Bekri, André du Bouchet, Guillevic, and Doria Shafik. He is the author of two single-authored monographs and numerous articles on poetry, pragmatics, poetry and linguistics, stylistics translation.

For doctoral programs, document faculty experience in directing student research

Dr. Fetzer has been a doctoral committee member twice, a Master's 'Committee Member 25 times, and a Grad Dean's representative 4 times in the past ten years.

Existing Personnel

Kate Bove

FTE

1

Course load and courses they will teach in the proposed program

3-3

SPAN 580
SPAN 595
TBGD 6998

Courses taught in other programs currently offered

LING 302V Language and Society LING 503 Exploring Language Systems SPAN 317 Composition Non-native Speakers SPAN 330 Variation of Spanish SPAN 364V Culture and Civilization of Mexico SPAN 451 Hispanic Cultures SPAN 476, 576 Advanced Semantics SPAN 492, 592 Advanced Structure of Spanish SPAN 540 Introduccion a la Linguistica SPAN 574 Advanced pragmatics SPAN 598 Ind. Research SPAN 599 master's thesis

Description of academic qualifications

Assistant Professor 2018- present
Ph.D. in Romance Lang./Lit. University of Georgia, 2018

Prior instructional responsibility and other experiences relevant to assigned courses

Member, Faculty search committees

For graduate programs, document scholarship and research capability

Dr. Bove's research interests are in these areas: bilingualism, language contact, semantics, modality, epistemicity, the syntax-semantics and semantics-pragmatics interfaces. At NMSU since 2018, she has a number of articles in reputable journals, and is co-author of an edition just published.

For doctoral programs, document faculty experience in directing student research

Dr. Bove has chaired one Master's Thesis, has been a Master's Non-thesis Committee Member 10 times (chair 6 times), and a Grad Dean's representative once.

Existing Personnel

Spencer Herrera

FTE

1

Course load and courses they will teach in the proposed program

3-3
SPAN 521
SPAN 500
SPAN 551
TBGD 6998

Courses taught in other programs currently offered

SPAN 327 Spanish in the Community SPAN introduction to Chicano / US Mexican Literature SPAN 420 Art of Storytelling SPAN 483 Literature and law SPAN 451, 551 Advanced Hispanic culture SPAN 500 Literary Criticism SPAN 528 Adv. US-Latino Cultures and Literatures SPAN 548 Adv. US-Hispanic Film SPAN 586 Contemporary Spanish-American Essay

Description of academic qualifications

Visiting Assistant Professor 2007-2008
Assistant Professor 2008-2013
Promoted with Tenure to Associate Professor 2013
Associate Professor 2013- 2022
Promoted to Full Professor 2022
Professor 2022-present
Ph.D. in Spanish and Portuguese. University of New Mexico, 2007

Prior instructional responsibility and other experiences relevant to assigned courses

Past Spanish Component Head
Advisor, Chicano Studies supplementary major
Chair Search Committee
Member, search committees

For graduate programs, document scholarship and research capability

Dr. Herrera's areas of research include Chicano literature, film, and culture. He has several major publications, including *Querencia: Essays on the New Mexico Homeland*. Eds. Vanessa Fonseca-Chávez, Levi Romero, and Spencer R. Herrera and *Sagrado: A Photopoetics across the Chicano Homeland*. With Robert Kaiser and Levi Romero. Albuquerque: University of New Mexico Press (2013). In addition, he has a number of essays and articles. he has also authored a book on pedagogy.

For doctoral programs, document faculty experience in directing student research

Dr. Herrera has been a doctoral committee member three times, a Non-Thesis Master's Committee Member 6 times, and a Chair of a non-thesis master's committee twice.

Existing Personnel

Rodrigo Figueroa Obregón

FTE

1

Course load and courses they will teach in the proposed program

3-3
SPAN 500
SPAN 551
TBGD 6998

Courses taught in other programs currently offered

SPAN 316 Grammar Non-Native Speakers of Spanish SPAN 365V Culture and Civilization of Spanish America SPAN 380 Introduction to Hispanic Literature SPAN 411, 573 Advanced Creative Writing SPAN 442, 542 Adv. Hisp. National Identities SPAN 500 Literary Criticism SPAN 563 Adv. Mexican Literature SPAN 564 Adv. Post-Modern Hispanic Literature SPAN 587 Contemporary Span-Am short Story SPAN 587 Ind. Reading

Description of academic qualifications

Assistant Professor 2019- present
Ph.D. in Spanish. University of Oklahoma, 2016

Prior instructional responsibility and other experiences relevant to assigned courses

Chair, Assessment Committee
Advisor, Latin American Studies Supplementary Major

For graduate programs, document scholarship and research capability

Dr. Figueroa Obregón has been at NMSU since 2019. Since that time he has seen published a book, several articles, and maintains a steady and prolific momentum in publications. His areas of reach interest include Mexican Literature, Geocriticism, Disability Studies, Creative Writing

For doctoral programs, document faculty experience in directing student research

Dr Figueroa Obregón has been a committee member of 5 non-thesis masters committees.

Existing Personnel

Jeff Longwell

FTE

1

Course load and courses they will teach in the proposed program

3-3
SPAN 551
TBGD 6998

Courses taught in other programs currently offered

SPAN 316 Grammar Non-Native Spanish SPAN 317 Composition Non-Native Spanish SPAN 325 Advanced Conversation SPAN 305 Topics in Hispanic Civilization SPAN 393 Intro Translation / Interpretation SPAN 508 Teaching Literature with Culture SPAN 509 Teaching Culture with Technology SPAN 510 Assessing the National Standards SPAN 490, 590 Adv. Special Topics SPAN 594 Theory and Methods of Language Teaching SPAN 598 Independent Research

Description of academic qualifications

College Assistant Professor 1999-2006
Promoted to College Associate Professor 2006
College Associate Professor 2006-2010
Promoted to College Full Professor 2010
College Professor 2010 – present
Ph.D. in Educational Leadership and Administration. New Mexico State University, 2019

Prior instructional responsibility and other experiences relevant to assigned courses

Graduate Student advisor
 TA coordinator
 Core Spanish (L2) director
 Member search committees

For graduate programs, document scholarship and research capability

Dr. Longwell is the department's Graduate Director for its MA in Spanish program. He regularly teaches graduate courses—many of which are online and which focus on issues related to pedagogy. In addition, he is the coordinator of the Spanish for L2 students and the director of the graduate students. He oversees all aspects of their experience in the MA program, and is the main advisor, and recruiter. He also serves as non-thesis chair or committee member for many of the graduate students (again, see his cv for quantitative details concerning his mentorship).

His publications are largely in pedagogy, with several recent single-authored textbooks.

For doctoral programs, document faculty experience in directing student research

Dr. Longwell has been a member of 69 non-thesis master's committees, chair of 107 non-thesis master's committees, and a Grad Dean's representative 10 times.

Existing Personnel

Patricia MacGregor Mendoza

FTE

1

Course load and courses they will teach in the proposed program

3-3
 SPAN 580
 SPAN 595
 TBGD 6998

Courses taught in other programs currently offered

LING 200G / 500 Introduction to Linguistics LING 302V Language and Society LING 502 Grad Study in sociolinguistics LANTH 320 Anthropological Linguistics SPAN 313 Spanish Grammar SPAN 340 Introduction to Spanish Linguistics SPAN 540 Introduccion a la linguistica SPAN 491, 591 History of the Spanish Language SPAN 580 Research methodology in Spanish Linguistics SPAN 558 Bilinguismo SPAN 589 Spanish Sociolinguistics SPAN 598 Independent Research SPAN 590 Adv. Special Topics

Description of academic qualifications

Assistant Professor 1996-2001
 Promoted with Tenure to Associate Professor 2001
 Associate Professor 2001-2010
 Promoted to Full Professor 2010
 Professor 2010- present

Prior instructional responsibility and other experiences relevant to assigned courses

Component Head, Linguistics
 Chair, P&T Committee
 Member, search committees

For graduate programs, document scholarship and research capability

Dr. MacGregor-Mendoza is an applied linguist who studies Spanish and its uses. Her specialties include Language Use and Language Attitudes, Language Policy, Education of Linguistic Minorities, and First and Second Language Acquisition. She is the author of several editions, and numerous articles, most recently on language acquisition and assessment and language policy. She is active as a workshop presenter and serves on the boards of several professional organizations

For doctoral programs, document faculty experience in directing student research

Dr. MacGregor-Mendoza has been a member of 33 doctoral committees, has chaired 3 doctoral committees, has been a member of 115 non-thesis Master's committees, a chair for 2 non-thesis master's committees, a chair of 2 thesis masters committees, and a Grad Dean's rep 18 times.

Existing Personnel

Gabriela Moreno

FTE

1

Course load and courses they will teach in the proposed program

3-3

SPAN 590

SPAN 595

TBGD 5110

TBGD 6998

Courses taught in other programs currently offered

SPAN 113 Span Heritage 1 SPAN 1210 Elem. Span. For Heritage Learners SPAN 319 Comparative heritage Native Spanish SPAN 350 Intro. Chicano Studies SPAN 380 Intro Hispanic Lit. SPAN 451, 551 Adv. Hispanic Cultures SPAN 490, 590 Adv. Special Topics SPAN 457, 597 Adv. Strat Teach SHL/ SNS SPAN 599 Master's Thesis

Description of academic qualifications

Assistant Professor 2012-2018

Promoted with Tenure to Associate Professor 2018

Associate Professor 2018-present

Ph.D. in Spanish and Border Studies, University of Arizona, 2012

Prior instructional responsibility and other experiences relevant to assigned courses

Director, Heritage Language / Native Speaker program

Coordinator Heritage / Native Speakers TAs

Member, Search Committees

For graduate programs, document scholarship and research capability

As a native of the borderlands region and the Mesilla Valley area, her upbringing has been very influential in her teaching and research interests. These interests include methodology and pedagogy of heritage languages, language socialization, languages in contact, instruction and acquisition of Spanish in the U.S. Her research interests include cultural and literary studies along the U.S.-Mexico border, performance studies, and gender studies. The author of a book and numerous co-authored articles, Dr. Moreno is active as a researcher and writer.

For doctoral programs, document faculty experience in directing student research

Dr. Moreno has been on 2 doctoral committees, has served as member of 42 non-thesis master's committees, as committee member of 6 masters thesis committee, and as chair of two master's thesis committees.

Existing Personnel

Mark Waltermire

FTE

1

Course load and courses they will teach in the proposed program

3-3

SPAN 580

TGD 6998

Courses taught in other programs currently offered

ANTH 320 Anthropological Linguistics LING 302V Language and Society LING 303, 503 Exploring Language Systems SPAN 340 Intro. Spanish Linguistics SPAN493 Espanol de los Estados Unido SPAN 461, 561 Adv. Spanish Phonetics SPAN 562 Adv. Spanish Phonology SPAN584 Spanish Morphosyntax SPAN 598 Independent Research SPAN 599 Master's Thesis

Description of academic qualifications

Assistant Professor 2008-2014

Promoted with Tenure to Associate Professor 2014

Associate Professor 2014- 2022

Promoted to Full Professor 2022

Professor 2022-present

Ph.D. in Portuguese and Spanish, University of New Mexico, 2006

Prior instructional responsibility and other experiences relevant to assigned courses

Component Head, Linguistics

Co-Chair Languages, Literatures, Linguistics Symposium

Member, Search committees

For graduate programs, document scholarship and research capability

Dr. Waltermire is a linguist who specializes in Phonetics and Phonology, Language Contact, Bilingualism, and Sociolinguistics. Since being tenured in 2014, Dr. Waltermire has produced thirteen peer-reviewed publications. These include eleven journal articles and two book chapters (one single-authored and one coauthored). Jointly with Dr. Kate Bove, he has secured a book contract with Routledge for an edition, titled *Mutual Influence in Situations of Spanish Language Contact in the Americas* (to be published in 2022).

For doctoral programs, document faculty experience in directing student research

Dr. Waltermire has served on 8 doctoral committees, as chair of 2 masters theses, as member of 6 masters thesis committees, and as member of 32 masters non-thesis committees.

Existing Personnel

Hector Iglesias Pascual

FTE

1

Course load and courses they will teach in the proposed program

3-3

SPAN 500 Methods of Research and Literary Criticism

SPAN 551 Hispanic Cultures: Coyolxauqui la literatura feminil chicana

TBGD 6998 Fieldwork

Courses taught in other programs currently offered

SPAN 365V Culture and Civ. Spanish America SPAN 380 Introduction to Hispanic literature SPAN 415, 583 Advance Spanish -American Women Writers SPAN 424, 564 Adv. Post-Modern Hispanic Literature SPAN 426, 566 Adv. Contemporary Span-Am novel SPAN 447, 547 Adv. Hispanic Film SPAN 490, 590 Adv. Special Topics SPAN 598 Ind. Readings

Description of academic qualifications

Assistant Professor 2020- present

Ph.D. in Spanish. The Ohio State University, 2020

Dr. Iglesias Pascual's teaching and research Interests include Contemporary Latin American Literatures and Cultures, Latin American Film, Queer and Sexualities Studies, Social Media Studies

Prior instructional responsibility and other experiences relevant to assigned courses

BA in Spanish

MA in Spanish

Latin American Studies supplementary major.

For graduate programs, document scholarship and research capability

Dr. Iglesias Pascual holds the PhD in Latin American Literary and Cultural Studies from The Ohio State University. His expertise complements that of the other two literature faculty in Spanish (Chicano Studies and Mexican literature). Dr. Iglesias Pascual's field of expertise covers Latin America, especially the literature of the Southern Cone (Chile, Argentina). His scholarly attention is directed to Queer studies and heteronormative features of novels. Since arriving at NMSU he has published several articles and is a member of the Graduate Faculty.

<https://langling.nmsu.edu/departmentsdirectory/hectroiiglesiaspascual.html>

For doctoral programs, document faculty experience in directing student research

Dr. Iglesias Pascual has not served on doctoral committees.

Existing Personnel

Iñigo García-Bryce

FTE

1

Course load and courses they will teach in the proposed program

3/3 See Faculty resources.

HIST 557: Mexican Revolution

HIST 590: Borders, Boundaries, and Frontiers

Courses taught in other programs currently offered

History 311V and 312V: Colonial and Modern Latin America (Spring 2015) History 331: Rebels Guerrillas and Terrorists in Latin America History 443/570: The Cold War in Latin America History 459/559: History of Peru: From Incas to Inca Cola (Spring 2015) History 455/555 History of Brazil History 358: History of Argentina History 453/553: History of Cuba History 354/552: History of Modern Mexico History 598: The Craft of History History 580: Graduate Research Seminar History 593: Graduate Readings Seminar. History, Myth and Memory

Description of academic qualifications

B.A., Harvard University, 1988

M.A., Latin American Studies, Stanford University

Ph.D., History, Stanford University, 2000

Professor, Department of History, New Mexico State University

He was Visiting Professor at the Universidad Nacional Mayor de San Marcos (Fall 2009) as a Fulbright Scholar, where he taught a course on Oral History.

Director NMSU Center for Latin American and Border Studies 2011-2016.

Research and Teaching Interests: Latin American History, History of Revolutions in Latin America, History of Peru and the Andes, Oral History.

Dr García-Bryce grew up in Peru and has maintained his ties to the country through his research. He wrote his dissertation on Lima's artisans during the nineteenth century, exploring the ways in which they organized socially and politically to face the new challenges of "globalization" as Latin America increasingly adopted free trade and democratic political ideals. It was published by the University of New Mexico Press in 2004 with the title *Crafting the Republic: Lima's Artisans and Nation-Building in Peru, 1821-1879*, and translated and published by the Instituto de Estudios Peruanos in 2008 with the title *República con ciudadanos: los artesanos de Lima, 1821-1879*.

Prior instructional responsibility and other experiences relevant to assigned courses

As a full-time faculty member in the Department of History at NMSU since 2000, Dr. Garcia-Bryce has taught lower and upper-division undergraduate classes, as well as Masters level graduate seminars in History, with a focus on Latin American history, the US-Mexico border, oral history, and public history. He has also served as the director of NMSU's Center for Latin American and Border Studies (2011-2016).

For graduate programs, document scholarship and research capability

His current research is on the history of the American Popular Revolutionary Alliance (APRA), one of Latin America's oldest populist parties. He is writing a biography of its founder Victor Raúl Haya de la Torre. He is also completing a compilation of oral histories conducted with elderly APRA members whose memories dates back to the 1930s and 1940s. He has published a number of articles on APRA (see Selected Publications).

He was Visiting Professor at the Universidad Nacional Mayor de San Marcos (Fall 2009) as a Fulbright Scholar, where he taught a course on Oral History.

He has been Director of NMSU's Center for Latin American and Border Studies since 2011.

He speaks English, Spanish and French fluently, and has also has some proficiency in Quechua, Latin, Italian, Portuguese and German. He has presented on his research in England, Germany, Peru and Argentina. His international experiences include living in Prague (Czech Republic), Berlin and Munich (Germany), Paris (France) and Colombo (Sri Lanka). He has worked as a journalist and a Spanish interpreter and translator.

Selected Publications:

"Transnational Activist: Magda Portal and the American Popular Revolutionary Alliance, 1926-1950," *The Americas*, Vol. 70, no. 4, April 2014

"Respectable Revolutionaries: The APRA Party and Middle Class Identity in Peru, 1930 – 1956," book chapter in Ricardo Lopez and Barbara Weinstein eds., *The Making of the Middle Class: Toward a Transnational History* (Durham and London: Duke University Press, 2012)

"A Revolution Remembered, A Revolution Forgotten: The 1932 Aprista Insurrection in Trujillo, Peru," *A Contracorriente*, Vol. 7, No. 3, Spring 2010 | Primavera, 2010. http://www.ncsu.edu/acontracorriente/spring_10/articles/GarciaBryce.pdf

For details: <https://history.nmsu.edu/facultydirectory/faculty-staff-pages/i%C3%B1igo-garc%C3%ADa-bryce,-ph.d..html>

For doctoral programs, document faculty experience in directing student research

Dr. Garcia Bryce has not served on doctoral committees.

Existing Personnel

Cynthia Bejarano

FTE

1

Course load and courses they will teach in the proposed program

Reduced as director of the NMSU College Assistance Migrants Program (CAMP)
GNDR 554 Adv. Issues in Women Crossing Borders
GNDR 502 Transnational Feminisms

Courses taught in other programs currently offered

GNDR 554 Adv. Issues in Women Crossing Borders GNDR 502 Transnational Feminisms

Description of academic qualifications

2001 Ph.D. from Arizona State University, School of Justice Studies (Interdisciplinary Ph.D. in the School of Justice Studies)
1997 MA Criminal Justice, New Mexico State University
BA Criminal Justice, New Mexico State University

NMSU Regent's Professor, Interdisciplinary Studies and Gender and Sexuality Studies

Dr. Bejarano's research interests include youth and justice, U.S. border studies and violence, and race, class, and gender issues within the criminal justice system. Dr. Bejarano was involved with community-based groups in the metropolitan Phoenix area and hopes to continue strong community advocacy in the New Mexico, Texas, and Chihuahua tri-state area.

Prior instructional responsibility and other experiences relevant to assigned courses

Director of College Assistance Migrant Program (CAMP) - 2002 to present
Regent's Professor, Interdisciplinary Studies, Gender and Sexuality Studies
Associate Professor, Department of Criminal Justice
Assistant Professor, Department of Criminal Justice

For graduate programs, document scholarship and research capability

Dr. Bejarano's research interests include youth and justice, U.S. border studies and violence, and race, class, and gender issues within the criminal justice system.

She is the director and principal investigator for the NMSU College Assistance Migrants Program (CAMP), a federally-funded program to help migrant or seasonal farm worker students attend college. The goal is to ensure each CAMP scholar graduates from NMSU with a bachelor's degree.

Since 2012 Dr. Bejarano has served on 11 Master's committees and two doctoral committees.

For details: <https://genders.nmsu.edu/facultydirectory/faculty-and-staff-cynthia-bejarano.html>

For doctoral programs, document faculty experience in directing student research

Since 2012 Dr. Bejarano has served on two doctoral committees at NMSU.

Existing Personnel

Dulcinea Lara

FTE

1

Course load and courses they will teach in the proposed program

2/2 (with reductions for serving as graduate director). See Faculty resources.

BEST 511: Methodologies in Borderlands and Ethnic Studies, BEST 512: Theories in Borderlands and Ethnic Studies,

Courses taught in other programs currently offered

BEST 510: Foundations in Borderlands and Ethnic Studies, BEST 511: Methodologies in Borderlands and Ethnic Studies, BEST 512: Theories in Borderlands and Ethnic Studies, BEST 513: Capstone in Borderlands and Ethnic Studies

Description of academic qualifications

University of California, Berkeley
Ethnic Studies, Ph.D. (2006)

University of California, Berkeley
Ethnic Studies, M.A. (2002)

Michigan State University
Journalism, Minor: Chicano Studies, B.A. (2000)

Professor, Criminal Justice, New Mexico State University (current)
Director of Borderlands and Ethnic Studies Program

Associate Professor, Criminal Justice, New Mexico State University (2009)
Graduate Program Director (2012-15)

Assistant Professor, History, New Mexico State University (2007-09)

Dr. Lara's teaching and research center the critical viewing and questioning of systems and knowledges that are designed and operationalized to advance some people/groups while creating obstructions for other people/groups. Dr. Lara's scholarship is multi-method and multi-media. She collaborated in the creation of an interactive, bilingual museum exhibition about social justice and inequalities in the Borderlands region called, *Trotando Pasos Ajenos* (2017). She co-authored the article, "Mirrored Repressions: Students and Inmates in a Colonial Landscape" (*Critical Education*, 2018). Her current book project details the story of teachers, Nadine and Patsy Cordova, in their reasonable-radical commitment to a social justice-centered education in Vaughn, New Mexico, in the late 1990s. Dr. Lara's work explores various kinds of residual evidence of colonization in colonias, poor and rural communities, and other "sacrificial zones." Her generative work aims to restore these zones into sacred places through collective dreaming, healing, and making.

Prior instructional responsibility and other experiences relevant to assigned courses

BA Criminal Justice
 MA Criminal Justice
 Graduate Certificate in Borderlands and Ethnic Studies
 Graduate Director, Department of Criminal Justice
 Department Head, Individualized Studies/Borderlands and Ethnic Studies

Dr. Lara teaches lower division and upper division undergraduate courses in the Department of Criminal Justice, and the four course sequence for the Graduate Certificate in Borderlands and Ethnic Studies.

Since 2012 she has supervised five Master's committees and two doctoral committees.

For graduate programs, document scholarship and research capability

Dr. Lara's research frames include cultural studies and critical race theory, with an emphasis in Chicano history as well as an interest in topics of identity formation processes and theories, visual cultural markers of identity formation practices, cultural geography and spatial analysis. Currently, her main projects include work on a manuscript titled, "Revisiting the Land of Enchantment: Race and Tourism in New Mexico" and an article titled, "Deciphering Efficacy: Immigrant Advocacy Strategy in a Time of Domestic Despair." She also completed a short documentary titled "This Land" that documents ICE raids and the consequences for families residing in the communities abutting her university. This documentary has been shown in stages at social justice conferences as well as at the Interstate Migrant Education Council's annual meeting in Las Cruces, New Mexico in September 2008.

Currently she is PI for she is Re-Visioning Social Studies: Community Convening and Writing Institute for Educators and Students, funded by the Kellogg Foundation.

Dr. Lara employs the use of critical historical interpretation to create and apply a contextual scaffolding around contemporary social issues. NMSU's situation in the tri-state community of New Mexico, Texas and Chihuahua, Mexico, as well as the bi-national cache that is the U.S.-Mexico border is one that provides a wealth of opportunities for a historical-contemporary inquiry into power imbalances that ensue in abuse, the ongoing criminalization and basic racist, classist, sexist and heterosexist treatment of underrepresented populations.

For details: https://crimjust.nmsu.edu/faculty-and-staff/dulcinea_lara_page.html

and

<https://crimjust.nmsu.edu/borderlands-and-ethnic-studies-program/Borderlands%20and%20Ethnic%20Studies%20Program%20.html>

For doctoral programs, document faculty experience in directing student research

Dr. Lara has served on two doctoral committees at NMSU.

Existing Personnel

Nicolas Natividad

FTE

1

Course load and courses they will teach in the proposed program

3/3 See faculty resources.

CJUS 514 Advance Race Crime and Justice,

CJUS 528 Advanced Mexican-Americans and Issues of Social Justice

Courses taught in other programs currently offered

CJ 101 Introduction to Criminal Justice CJ 303 Introduction to Criminological Theory CJ 414/514 Race, Crime and Justice CJ 425/525 Ethics, Law, and Criminal Justice CJ 428/528 Mexican American and Issues of Social Justice CJ 429/529 Immigration and Justice CJ 451 Border Violence and Justice CJ 511 Nature of Crime

Description of academic qualifications

PHD Arizona State University

Associate Professor, Department of Criminal Justice, New Mexico State University

Affiliated Faculty Borderlands and Ethnic Studies

Dr. Natividad's teaching and research interests focus on civil and human rights, border studies, immigration, and peace & conflict studies. His scholarship is theoretically based and focuses on transnational and local community practices of human rights informed by indigenous and post-colonial methodologies that address inequality, crime, and violence. He was a Visiting Research Fellow at the Senator George J. Mitchell Institute for Global Peace, Security and Justice at Queen's University in Belfast Ireland.

He is the co-creator of the museum exhibit *Trotando Pasos Ajenos: Social Justice and Inequalities in the Borderlands*, an art and cultural exhibit that focuses on regional issues of justice inequality as they pertain to identity, environment, history, immigration, faith, and law.

He is a former Dean's Fellow in the College of Education at NMSU and a former Fellow in the New Leadership Academy at the University of Michigan. He is a huge advocate for community engagement initiatives and believes education should offer outlets for students to learn from and give back to their communities.

Prior instructional responsibility and other experiences relevant to assigned courses

BCJ Criminal Justice

MA Criminal Justice

Affiliated Faculty: Borderlands and Ethnic Studies.

For graduate programs, document scholarship and research capability

Dr. Natividad's current research focuses on community practices of human rights across borders. His larger research trajectory seeks to investigate political movements that transmit and translate ideas of local communal justice.

Selected Publications:

Book

Sovereignty, Economy, and Human Rights Along the U.S.-Mexico Border, in progress.

Book Chapters

Posadas, C.E., Glasner, A.T., Natividad, N.D., Keys, D. (2020) "Connecting Theory to Criminal Justice Research" in *Criminal Justice Research Methods*. Kendall Hunt Publishing

Posadas, C.E., Glasner, A.T., Natividad, N., Keys, D. (2020) "Decolonizing Methodologies and the Future of Criminal Justice Research" in *Criminal Justice Research Methods*. Kendall Hunt Publishing

Sanchez, G. & Natividad, N. (2017) "Reframing Migrant Smuggling as a Form of Knowledge: A View from the U.S.-Mexico Border" in *Border Politics*. Springer Publishing.

Peer Reviewed Articles

Natividad, N.D. & Sanchez, G. (Under review, 2020) "Coyotaje as Epistemology: Decolonizing Facilitation of Irregular Migration along the U.S.-Mexico B/order" in *Social Justice: A Journal of Crime, Conflict & World Order*.

Garcia, G. & Natividad, N.D. (2018) "Decolonizing Leadership: Towards Equity and Justice at Hispanic-Serving Institutions (HSIs) and Emerging HSIs (eHSIs)" in *Journal of Transformative Leadership & Policy Studies*.

Natividad, N. (2014) "The Walking of Words: Third World Feminism and the Reimagining of Resistance by Indigenous Communities" in *AlterNative: International Journal of Indigenous Peoples*, Volume 10, Issue 3, pgs. 232-247

Museum Exhibits

Lara, D., Natividad, N., Aguilera, D. (2017). *Trotando Pasos Ajenos: Social Justice and Inequalities in the Borderlands*. 6 Oct. 2017- 6 Jan. 2018, Branigan Cultural Center, Las Cruces, NM.

Since 2012 he has served on five MA committees and one doctoral committee.

For details: https://crimjust.nmsu.edu/faculty-and-staff/nicholas_natividad_page.html

<https://crimjust.nmsu.edu/borderlands-and-ethnic-studies-program/Borderlands%20and%20Ethnic%20Studies%20Program%20.html>

For doctoral programs, document faculty experience in directing student research

Dr. Natividad has served on one doctoral committee at NMSU.

Existing Personnel

Christopher Brown

FTE

1

Course load and courses they will teach in the proposed program

2/2 (course reduction for Beyond Borders Fellow). See Faculty Resources.

GEOG 585, Advanced Spatial Analysis

Courses taught in other programs currently offered

GEOG 328, Geography of Latin America (Syllabus) GEOG 361V, Economic Geography (Syllabus) GEOG 365, Urban Geography (Syllabus) GEOG 501, Geographic Thought and Research Design (Syllabus) GEOG 521, GIS Applications (Syllabus) GEOG 585, Advanced Spatial Analysis (Syllabus)

Description of academic qualifications

B.A. Economics, San Diego State University, 1986
 M.A. Geography, Michigan State University, 1991
 Ph.D. Geography; San Diego State University / University of California, Santa Barbara, 1998

Department of Geography, New Mexico State University

- Department Head August, 2009– July 2016
- Associate Professor of Geography August, 2005 – July 2021
- Professor of Geography August, 2021 – present
- Director/Co-Director, Spatial Applications and Research Center August, 2005 – present
- Chair, NMSU Faculty Senate May 2016-May 2018

Department of Geography, New Mexico State University

- Assistant Professor of Geography August, 2000 – August 2005

Since becoming interested in U.S.-Mexico border issues while doing his Ph.D. work, Christopher Brown has researched binational water resource issues on the U.S.-Mexico border. Brown's specific areas of interest include binational water resource policy and the use of applied GIS tools to examine water quality and supply in twin city regions along the U.S.-Mexico Border.

Prior instructional responsibility and other experiences relevant to assigned courses

BA/BS Geography

MA/MS Geography

PhD Geography and Environmental Studies

Dr. Brown teaches undergraduate and graduate courses in the Department of Geography, including methods and geospatial design and analysis. He focuses on U.S.-Mexico border water resource policy; U.S.-Canada border water resource policy; quality of life and human development issues in US-Mexico borderlands

Most recently, Brown has been named as the Inaugural Fellow for the NMSU Beyond Borders Community of Practice (BBCoP). BBCoP is an initiative out of the NMSU'S Provost's Office to reboot NMSU's border research and scholarship efforts. In this work, Brown collaborates with David Ortiz, the Faculty Fellow for the Center for Latin American and Border Studies, and other people at NMSU with an interest in border research and scholarship.

For graduate programs, document scholarship and research capability

Dr. Brown has a particular interest in comparative studies of border twin cities; at the root of these studies is the desire to see how the regional geographies involved in each area support various policy initiatives. In the last several years, Brown has also focused on the above issues in a "North American context," exploring a framework that has been advanced by Robert Pastor that explores the idea of a "North American community." In this work, Brown has explored comparative analysis of water resource management frameworks on the U.S.-Canada and U.S.-Mexico borders. Brown has also explored metrics by which the quality of life of U.S.-Mexico border residents can be measured. In this work, he completed the development of a human development index for Doña Ana County, working with Madelyn Schoderbek and Randy Carr, staff members with the Spatial Applications and Research Center (SpARC) Lab.

For details:

https://geography.nmsu.edu/about-us/Faculty_Bios/ChrisBrown2/BrownBio.html

For doctoral programs, document faculty experience in directing student research

Since 2012 Dr. Brown has served on 13 doctoral committees and 44 Master's program committees for the Department of Geography and the NMSU Water Resources Research Institute

Existing Personnel

Eric Magrane

FTE

1

Course load and courses they will teach in the proposed program

2/2 See Faculty Resources

GEOG 555 Southwest Environments

GEOG 491-598, Special Topics: Geohumanities

Courses taught in other programs currently offered

GEOG 112G, World Regional Geography, GEOG 325V, New Mexico and the American West, GEOG 331V, Europe, GEOG 363V, Cultural Geography, GEOG 483/583, Field Explorations in Geography GEOG 491-598, Special Topics: Geohumanities

Description of academic qualifications

B.A. Goddard College, 1998

M.F.A. Creative Writing, University of Arizona, 2001

Ph.D. Geography, University of Arizona, 2017

2018–Present Assistant Professor, Department of Geography, New Mexico State University

Dr. Magrane's research interests include Cultural geography and creativity, human-environment geography, climate & culture, the Anthropocene, geopoetics, art & environment, environmental humanities, political ecology, critical methodologies. His work takes multiple forms, from scholarly to literary to artistic. He is the coeditor of *The Sonoran Desert: A Literary Field Guide* (University of Arizona Press), a hybrid field guide and literary anthology that has received several awards, including a 2016 Southwest Book of the Year and a New Mexico-Arizona Book Award. In his research and creative work, he is particularly interested in environmental narratives, sense of place, and contemporary artistic and literary responses to environmental change.

Prior instructional responsibility and other experiences relevant to assigned courses

BA/BS Geography
MA/MS Geography
PhD Geography and Environmental Studies (graduate faculty since 2018)

Dr. Magrane teaches lower division and upper division undergraduate courses in geography, as well as graduate courses. Since 2018 he has served on six doctoral committees in the Department of Geography, five Master's thesis committees, and served as external Dean's representative numerous times.

For graduate programs, document scholarship and research capability

Dr. Magrane has been an artist in residence in three U.S. national parks and served as poet in residence at the Arizona-Sonora Desert Museum, a bioregional zoo, botanical garden, and natural history museum. His article "Situating Geopoetics" appeared in the first issue of the American Association of Geographers's *GeoHumanities* journal and has established his work on the leading edge of the field. His edited book *Geopoetics in Practice* (2020) is published in Routledge's *Research in Culture, Space, and Identity* Series.

Dr. Magrane's latest research is a two-year project to develop curriculum integrating geography, English, and digital humanities funded by the National Endowment for the Humanities. Entitled "Critical Approaches to Place: Teaching Narrative Mapping in Southern New Mexico," it is a three-year curriculum development and public engagement project organized by collaborators from New Mexico State University (NMSU)'s Geography and English departments. It includes a faculty development workshop, which will help instructors from diverse disciplines develop digital story mapping assignments that support first-generation, multilingual, and binational students in unique ways. Additional project components include: a new geohumanities course co-taught by the project directors, a public lecture series, and a bilingual public exhibit developed in partnership with the Las Cruces Museum System that highlights student work. Taking Story Maps as a common starting place helps faculty participants, students, and community partners develop stronger relationships with one another and understand how the humanities provide essential insights into place and global environmental challenges.

Recent work also appears in *Bioscience*, *Dialogues in Human Geography*, *Cultural Geographies*, *Literary Geographies*, *Antipode*, *Ecotone*, *ACME: An International Journal of Critical Geographies*, *Creativity* (Key Ideas in Geography series, Routledge), *Journal of the Southwest*, and in the literary collections *Counter-Desecration: A Glossary for Writing Within the Anthropocene* (Wesleyan) and *Big Energy: When Ecopoets Think Climate Change* (BlazeVox) and elsewhere. He has received grants, fellowships, and awards from the National Endowment for the Humanities (NEH), Arizona Commission on the Arts, Climate Assessment for the Southwest (CLIMAS), Conflucenter for Creative Inquiry, Association for the Study of Literature and the Environment (ASLE) and others.

Outside of the academy, he has also worked as a hiking guide and naturalist and has a background in environmental education. For more on his current research, teaching, and projects, see his website at www.ericmagrane.com.

For details:

https://geography.nmsu.edu/about-us/Faculty_Bios/EricMagrane/MagraneBio.html

For doctoral programs, document faculty experience in directing student research

Since 2018 Dr. Magrane has served on six doctoral committees in the Department of Geography.

Existing Personnel

Joyce Garay

FTE

1

Course load and courses they will teach in the proposed program

See faculty resources

Engl 4/589: Borderlands Representations

Courses taught in other programs currently offered

Engl 339V: Chicana Literature; Engl/GSS 380G: Women Writers; Engl 394V: Southwest Literature; Engl 4/517: Intersectional Feminist Theories; Engl 4/558: Latinx Literature; Engl 4/559: Black U.S. Literature and Culture; Engl 4/569: Multiraciality and U.S. Literature; Engl 4/589: Borderlands Representations.

Description of academic qualifications

Ph.D. in English, Arizona State University, Tempe, AZ, 2003

Associate Professor, Department of English, New Mexico State University
Affiliated Faculty Borderlands and Ethnic Studies

Dr. Garay specializes in American ethnic literatures, primarily Latina/o and African American literary traditions. Her areas of teaching and research include the plurality of voices within U.S. literary and cultural production, with particular focus upon Chicana, Latina, Black, multiethnic, borderlands, and intersectional feminist traditions, innovations, and interventions.

Prior instructional responsibility and other experiences relevant to assigned courses

NMSU Department of English, PhD in Rhetoric and Professional Communication, MA Program.
Borderlands and Ethnic Studies

Dr. Garay teaches upper division undergraduate and graduate courses. Since 2013 she has advised and mentored seven graduate students, three Master's students and four doctoral students.

For graduate programs, document scholarship and research capability

Co-editor of *New Bones: Contemporary Black Writers in America* and contributor to *Latina and Latino Writers*, Dr. Garay is currently focused on moving her dissertation manuscript, *Embodying Autobiography and Mothering Feminist Theory: Gloria Anzaldúa, Cherríe Moraga and the Re-visionary Practice of Auto/historia y Teoría* toward publication. This manuscript concentrates on the intersections of autobiographical strategy and feminist theorizing in Anzaldúa's *Borderlands/La Frontera* and Moraga's *Loving in the War Years*. Methodologically, it is informed by interrogation of issues of mestizaje, genre formation, sexuality and identity, as well as negotiation of her own subjectivity as a mixed race Latina feminist scholar. She is also hard at work on articles focused on the works of authors Alejandro Morales, Helena María Viramontes, and Ana Castillo.

For details: https://english.nmsu.edu/people/r_joyce.html

For doctoral programs, document faculty experience in directing student research

Dr. Garay has taught, advised, and mentored students in the doctoral program in the Department of English, Rhetoric and Professional Communication for the past 16 years.

Existing Personnel

Barry Thatcher

FTE

1

Course load and courses they will teach in the proposed program

See faculty resources.

ENGL 665 Intercultural Rhetoric
Special topics: US Mexico Border

Courses taught in other programs currently offered

ENGL 211: Intercultural Writing. ENGL 665: Intercultural Rhetoric ENGL 519: Modern Rhetorical Theory ENGL 548: Composition Research ENGL 601: Qualitative Research

Description of academic qualifications

Ph.D. (1997) in Rhetoric and Professional Communication, ESL Minor, Purdue University
B.A. (1989) and M.A. (1991) in English, North Carolina State University

Dr. Thatcher is Professor in the NMSU English Department. I have been at NMSU since 2001, and I have previously taught at Ohio University and La Universidad San Francisco de Quito. I was born in Idaho but have lived in many places, including four years in Ecuador.

Prior instructional responsibility and other experiences relevant to assigned courses

Rhetoric and Professional Communication (PhD), Department of English

ENGL 665: Intercultural Rhetoric
ENGL 519: Modern Rhetorical Theory
ENGL 548: Composition Research
ENGL 601: Qualitative Research

His favorite undergraduate course is ENGL 665: Intercultural Rhetoric
ENGL 519: Modern Rhetorical Theory
ENGL 548: Composition Research
ENGL 601: Qualitative Research

For graduate programs, document scholarship and research capability

He is writing a book on U.S.-Mexico border rhetoric and writing, using the Human Capability Approach as a theoretical and practical foundation for assessing cross-border rhetoric. He is a founding member of *La Asociación Latinoamericana de Retórica* and is founder and Editor-in-chief of the online, peer-reviewed journal, *Rhetoric, Professional Communication, and Globalization*. He routinely works at Mexican universities, including *El Colegio de Chihuahua* where he is an active member of the doctoral program in research.

Publications (books):

(2012). *Intercultural Rhetoric and Professional Communication: Technological Advances and Organizational Behavior*. IGI-Global Press.

(2010). Thatcher, Barry and St. Amant, Kirk (co-editors). *Teaching intercultural rhetoric and technical communication: Theories, curriculum, pedagogies, and practices*. Baywood Publishing.

(2008). Thatcher, Barry and Evia, Carlos (co-editors). *Outsourcing Technical Communications*. Baywood Publishing. Publications (selected articles):

(2014). Thatcher, Barry, Medina-Lopez, Kelly, and Montoya, Omar. "Writing and rhetoric along the U.S.-Mexico Border." *Rhetoric, Professional Communication, and Globalization* 6: 56-87.

(2010). "Understanding digital literacy across cultures." In (eds.) Spilka, Rachel. *Anthology of digital literacy for technical communication: 21st Century Theory and Practice*. Routledge Press.

(2010). "Reading and writing new media across cultures: Issues of fit, reciprocity, and cultural change." In (eds.) Kalmbach, Jim and Ball, Cheryl, *Reading and writing new media*. Hampton Press Series New Dimensions in Computers and Composition.

(2008). Thatcher, Barry. "U.S.-Mexico Border Rhetorics." In (ed.) Andrew Woods, *The Borderlands: An encyclopedia of culture and politics on the U.S.-Mexico Border*. Greenwood Press.

(2006). "Intercultural rhetoric, technology, and writing in Mexican maquilas." *Special Technology Transfer Edition of Technical Communication Quarterly* 15(3): 383-405.

(2005). "Situating L2 writing in global communication technologies." *Computers & Composition* 22(3):279-295.

(2004). "Rhetorics and communication media across cultures." *Journal of English for Academic Purposes* 3: 305-320.

For doctoral programs, document faculty experience in directing student research

Dr. Thatcher supervises PHD students in Rhetoric and Communication at NMSU and internationally (e.g. Colegio de Chihuahua).

Documentation of department faculty support

ANTH_faculty_support_100121.pdf

GOVT_faculty_support_TBGD_091021.pdf

Border_studies_one_page_050819 signed.pdf

LL_faculty_support_090721.pdf

HIST_faculty_support_TBGD_092121.pdf

TBGD PhD Concept-Paper_6-30-22.pdf

Curriculum Committee Approval

Second Evaluation of Transborder and Global Human Dynamics by AS Curriculum Committee 081022.pdf

Gray Associates Data

gray_associates_data_tgbd_2022_combined.pdf

NM Higher Education Department

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

The Transborder and Global Human Dynamics (TBGD) PhD will be an interdisciplinary doctoral program administered by the NMSU Graduate School through graduate faculty in sponsoring departments (Anthropology, Government, and Languages and Linguistics) and affiliated departments and programs including English, Geography, and Borderlands and Ethnic Studies, and Sociology. An Executive Committee (EC) composed of faculty from sponsoring and affiliated programs will manage admissions and oversee progress of students in the program, and any periodic curricular revisions. The EC will work with sponsoring and affiliated programs on reporting assessment of program outcomes as required by NMSU, as well as program statistics required for annual departmental reviews and periodic program reviews required for institutional accreditation; in negotiating workloads, including teaching assignments, of participating faculty and those students in the program employed by the departments as graduate assistants; and in formulating the roles of TBGD in the strategic plans of the participating units. These roles will be modeled on those of the corresponding EC of the existing interdisciplinary Water Science and Management (WSM) graduate program at NMSU, which also involves faculty from multiple academic colleges.

Because of the advanced nature of the program, the main criteria used to determine program effectiveness in terms of quality will be early career placements of students completing the program, research products, with documentation of impact of the research, and documented community impact. NMSU has been using Gray Associates to quantify real costs associated with different programs based on measurable inputs including faculty salaries, fractional workloads associated with programs, and credit hour production. This system will be used to measure cost effectiveness, compared to other doctoral programs at NMSU. Other standard metrics that apply to all programs, such as retention and time-to-degree, will also be used.

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

The Ciudad Juarez—El Paso—Las Cruces Borderplex comprises the 7th largest manufacturing hub in North America. El Paso points of entry represent the second busiest US border crossing. As of 2019, immigrants comprised 14% of the U.S. population, with 25% of that subpopulation originating from Mexico. The Rio Grande corridor will continue to be a focal point of a 100+ year debate on US migration policies, exacerbated by consequences of the Covid-19 pandemic, conflict and political-economic disturbances, and climate

change, but also a conduit for considerable economic activity. Globally, a record 100 million displaced persons in 2022 represents 1% of the world population, including 53.2 million that are conflict related and 23.7 million climate related. NMSU has a responsibility to the people of New Mexico to support and sustain the research, education, and community engagement across the US Mexico Border necessary to create opportunities, and to apply the knowledge we have gained to other transborder human dynamics in our region and around the globe.

The proposed interdisciplinary Ph.D. Degree in Transborder and Global Human Dynamics is designed to provide doctoral students with a rigorous program of cultural, anthropological, political, historical, artistic, literary, and linguistic subject matter in the social sciences and humanities, fostering deep study of the cultural pluralism and social, economic, political, linguistic, and creative interactions that emerge from and shape the diverse practices, interpretations, and reproduction of transnational borders. Such a program is ideally suited to forge new solutions, interpretations, and understandings of issues impacting New Mexico and the US-Mexico transborder region directly, with broader implications for other border communities around the world.

Community-based advocacy groups and legal service providers are increasingly stretched in their ability to respond to ongoing crises and prioritize immediate needs of clients. Our proposed doctoral program will fill a gap by adding much-needed research infrastructure and advanced expertise that can collect and analyze data on transborder challenges in areas such as migration, public health and the environment, and communicate findings and recommendations to key stakeholders, including community organizations, policy makers, federal, state, county, and city government agencies, transborder agencies, the media, universities, schools and non-governmental organizations.

NMSU's PhD in Transborder and Global Human Dynamics aims to "put the humanities PhD to work" and produce graduates who can excel in designing context specific investigations, based on sound interdisciplinary theory and methods, to identify and implement solutions in a range of professions. As Katina Rogers (2020) points out, "expanding the range of scholarly products and career paths would mean huge gains for society, bringing new ideas to the public through a wide range of institutions." The doctoral program will train highly qualified scholars in research methods, critical communication, and pedagogical and project management skills needed to lead original research projects or impact studies in the worlds of administration, management, government, and industry, besides academia.

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

The program objectives are aligned with preparing students for careers and senior level program and project management in public policy, non-profit organizations, immigration law practices, immigrant rights advocacy groups, border policy think-tanks, humanitarian organizations, disaster relief, environmental and cultural heritage management of public lands, historic preservation, post-secondary education, and government service. Given that many educational institutions, public agencies, non-profits and private firms are adopting internal procedures to promote greater diversity, equity and inclusion (DEI), we believe graduates from our proposed Ph.D. program will be in an ideal position to assist employers in meeting this important goal. Research experience in transborder and global human dynamics drawing on foundations from multiple disciplines will equip new professionals for leadership roles in promoting DEI within a variety of workplace environments at local, national, and global levels.

A doctorate in Transborder and Global Human Dynamics would also be attractive to professionals in the public health policy sector, social medicine, and integrative medicine, since such approaches untangle the complex intersectionalities that underpin biocultural perspectives of variation and outcomes in human health disparities. Study in anthropology, political economy and public policy, languages and linguistics, and affiliated disciplines drive effective program and policy development in this area. For careers related to social justice, this degree would be useful to those interested in the fields of victim advocacy and social justice consultancy.

The need for this proposed Ph.D. program and its potential impact on economic development is clearly expressed in the accompanying letters of support from non-profit organizations in New Mexico (attached). For example, the Executive Directors of the regional office of the American Civil Liberties Union, the Colonias Development Council, and New Mexico Comunidades en Acción y de Fe (NM café), each mention how timely and critical it would be to count on in-depth scholarly research and community engagement for our border communities, migrants and asylum seekers. Nia Rucker (ACLU) writes that such research would be "game changing" for efforts to provide policy makers and the wider public with new data and analysis of border issues; Dr. Diana Bustamante (Colonias Development Council) similarly refers to the "critical need" for cultivating local researchers and providing employment opportunities of benefit to our state and region instead of seeing our students seek jobs elsewhere; in addition, Johana Bencomo (NM CAFE) points out that "those closest to (border) issues are the people also closest to the solutions" and welcomes a program in which those solutions would "emerge from advocates, policy makers and researchers from within our communities." In a similar vein, Ambassador Delano Lewis, Visiting Senior Fellow for Global Affairs at NMSU, notes how well our proposal aligns with the university's strategic plan, LEADS 2025, particularly with the aim to "grow research and creative activity through international collaboration" and to help NMSU attain Carnegie R1 status in research. The program will also be welcomed outside of academia. The focus on transborder movement of people in the Americas is timely and significant for the nation and US-Latin American relations. Program candidates will also find outlets to share their work with broader non-academic communities, as noted in the letter of support we have received from the Latin America Bureau (LAB), a well-established research body with more than forty years of experience in publishing high quality research and analysis. Letters from Dr. Alejandro Lugo, former Professor and Director of Transborder Studies at Arizona State University, and Dr. Miriam Chaiken, former Dean of the NMSU Honors College and Distinguished Achievement Professor, Anthropology, both highlight the uniqueness and effectiveness of marshalling NMSU's interdisciplinary strengths situated at the junctures of well-established and thriving Master's degree programs in the College of Arts and Sciences.

Identify where similar degree programs are offered by other public higher education institutions in New Mexico.

The Transborder and Global Human Dynamics program would be the only truly interdisciplinary Humanities/Social Science PhD program of its kind in the state of New Mexico. The program would offer a choice to students who might otherwise enroll in one of the standard disciplinary doctoral programs at the University of New Mexico in Anthropology, History, Spanish, Political Science, and Latin

American and Iberian Studies. None of those programs focus specifically on transborder dynamics or offer a range of community partners for field studies.

Other doctoral programs in the region that carry a "border studies" or "borderlands" focus are focused within a single discipline. The PhD program in Borderlands Study at UTEP focuses on "the history of the borderlands." The program is housed in UTEP's History Department. All students complete a concentration in U.S.-Mexico Borderlands history, Transnational/ World history, and either United States history or Mexican and Latin American history. All courses carry a HIST prefix.

The University of Arizona offers a concentration in Border Studies within its PhD program in Spanish. The program is also available to graduate students who have been admitted into U of A's PhD program in Linguistics or Literature.

Arizona State University offers a PhD in Transborder Studies in its School of Transborder Studies. Students take courses under the TSS prefix and then take electives from a number of departments. Unlike the proposed TBGD PhD at NMSU, ASU's program does not include fieldwork nor does it require completing concentrations in complementary fields.

Nationally and internationally, a growing number of universities offer degrees or certificates having a border studies focus at the Master's or undergraduate levels. Examples include a Humanities-based "Comparative Border Studies" research initiative at the University of California-Davis, and a Border Studies M.A. program at Universität des Saarlandes. Universities are also beginning to offer other interdisciplinary PhD programs that focus on community enrichment and economic growth as TBGD does, but not necessarily addressing border or migration issues. One example is the Tulane University's City Culture and Community PhD. It focuses on interrelationships between physical and built environments and their connections to the social, economic, and political processes that shape cities, specifically for New Orleans and its metropolitan region. It was designed as a curricular restructuring to meet the economic, physical and social challenges resulting from Hurricane Katrina in 2005 in New Orleans.

If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program.

N/A

Enrollment and Graduation Projections

Student Type	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	5	5	5	5	5
Continuing Students	0	5	10	10	10
Graduates	0	0	0	5	5

Annual Retention Rate Target (%)

100%

Target 100% Graduation Rate (%)

100%

Target Job Placement Rate (%)

100%

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

The proposed program and its coursework will build on existing Master's degree programs and graduate certificate programs in each of the sponsoring and affiliated departments. Beyond supporting four new co-taught or individualized study courses (TBGD 5110, 6991, 6998 and 7000), the 32 current faculty members listed above would provide for a first-rate PhD program in the Humanities and Social Sciences at NMSU by redistributing workloads to allow to construct an executive committee, to supervise PhD students, and to enhance faculty ability to pursue new funding opportunities supporting the NMSU LEADS 2025 objective to grow non-STEM research expenditures, without diminishing core programs that together serve approximately 350 undergraduate majors and 125 Master's students each year.

The Dean of Arts and Sciences has committed one full time faculty hire, sourced from the Arts and Sciences faculty pool, to help to coordinate the PhD program and to seek graduate student support through external funding sources.

Corresponding funding for graduate assistants to teach general education and lower division language classes, with one FTE funded through existing GA funds in the College of Arts and Sciences and up to five (for five years) in the NMSU Graduate School, will ensure that obligations to our undergraduates continue to be met.

Costs associated with the planned faculty hire and the Graduate Assistant lines are provided in the accompanying budget narrative. Strategies to redistribute workload so that NMSU can grow scholarship in the Humanities and Social Sciences while maintaining strong undergraduate and Master's programs are also outlined in the budget narrative.

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

Library Request

We have asked the NMSU Library leadership to undertake a collection development project for Transborder and Global Human Dynamics, to fund digital resources and materials such as Backfiles (E-Collections), Just-In-Time, E-Journals, and Digital Infrastructure needed to enhance and update the NMSU Library's collections strengths in Latin America and the Borderlands. Additional projects for monographs are fundable by SBCL grants. The Provost's Office or the Dean of the NMSU Library could prioritize

this project for SBCI grant process for multiple consecutive funding cycles. SBCI funding cannot cover the costs of need databases and software programs, but it can help add recent monographs on transborder studies, which are sorely needed. We will also work with the library to identify essential journals and databases that this program will require in order to be successfully launched and developed in subsequent years.

A record of response concerning original request, as well as the list of works ordered, is appended as the "Library Report". Appendix F Library Report is a PDF available upon request.

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

The new Transborder and Global Human Dynamics PhD program will leverage existing facilities and research entities forming a new research core program. The facilities and programs here may offer unique opportunities to employ graduate assistants (GAs) or research assistants (RAs) in the TBGD program.

These facilities and programs include:

The Domenici Institute

College of Arts and Sciences Southwest Border Cultures Institute (SBCI)

NMSU Library Special Collections and Archives

Dept of Languages and Linguistics Language Lab

University Museum

American Indian Student Center

Center for Latin American and Border Studies (CLABS)

NMSU Beyond Borders Community of Practice

Chicano Studies

Black Studies LGBT+ Programs

The centers and research entities that support the Transborder and Global Human Dynamics program play vital, complementary roles in connecting faculty, staff, and students to global contexts. Many entities support programming and could draw world renowned experts to NMSU to consult and make presentations of vital interests. The American Indian Student Center, for example, supports American Indian Week that includes programming and safe spaces for celebrations of Native American culture on the NMSU campus. All such local and regional professional conferences, lecture series, programming, and community engagement activities are win-win for the PhD students. They provide opportunities to share research and network beyond NMSU and the transborder region.

Examples include:

J. Paul Taylor Social Justice Symposium

The Domenici Policy Conference

SBCI Lecture Series and Outreach Programming

University Museum Exhibitions and Public Programming

Triple L Linguistics Symposium

New Mexico Archaeological Council

The Pecos Conference (external organization, archaeology)

Rocky Mountain Council for Latin American Studies (external organization)

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

Faculty and students have institutional access to SAS, SPSS, MATLAB. Annual site licenses and licensing for more specialized software in the social sciences and digital humanities are supported individually by departments and research institutes/entities, either as perpetual, concurrent, or annual site licenses.

Current Software includes:

SPSS, SAS

ARCGIS, Golden Software Surfer

TERRAFLEX

NVIVO

LANGUAGE LAB Software

Collections management software (Museums, e.g. Pastperfect)

AGISOFT and UAS/Drones

Research data and products in the humanities and social sciences can have unique needs for curation or preservation because of human subjects, nature of materials, and so on. The university has recently instituted a subscription to the DRYAD platform as a data repository, which provides stable curation and preservation of digital materials in all formats. The NMSU Library can help with archiving materials of historical nature, and we anticipate that it will continue to partner in curating such materials that may be produced or acquired as research products of the TBGD program.

Describe any other operating resources needed to initiate the program.

Initial funding for activities associated with doctoral research can be handled through internal sources.

NMSU's College of Arts and Sciences, its Graduate School, and its Student Council (ASNMSU) each provide some funding by application to enable graduate students to attend and present their work at national and international conferences. Long term funding to support fieldwork and other research can be accomplished over time through fundraising plans, as has worked for more mature PhD programs at NMSU.

Duties of the TBGD Executive Committee (EC) including support and reporting of assessment of program outcomes, recruitment, and coordination of instruction would be managed through annual workload (allocation of effort) agreements required of all NMSU faculty, as will the teaching and coordination of co-taught modules for TBGD 5110 (Intro. to TBGD).

Opportunities for faculty to gain external grants and endowed funding that would support student research, fieldwork, and dissemination through presentation at conferences and workshops, and community partnerships will also be managed through workload agreements. Examples of external funding opportunities that could be pursued include NSF Grad Research Fellowship Program for the Social and Behavioral Sciences (SBE); Tinker/Mellon funding to support graduate students; Title VI funding for NMSU's Center for Latin American and Border Studies (CLABS); endowments through NMSU's Foundation to enhance its Southwest Border and Cultures Institute (SBCI) (which was established through an NEH Challenge Grant with a matching NMSU Foundation fundraising effort); and other NEH grant opportunities such as a past NEH grant that provided for digitization of NMSU Library Archives and Special Collections, including about 15,000 pages of correspondence from the Amador family, dating from 1860-1940, providing a window into the transborder experience of a Mexican family that divided its time between Las Cruces and Cd. Juárez.

The University Museum and University Art Museum have particularly strong records of recent external funding that serves to leverage endowments that can be used to support student projects.

Are there existing external facilities that will be used? Have agreements been established to ensure use of the those facilities?

N/A

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

Budget-Information_TBGD_JDL_082522.docx

Letters of Support

Nonprofit Eco Impact Infographic.pdf
 Letter of Support from Alejandro Lugo_emeritus.pdf
 ASDEAN_TBGD_SUPPORT_MEMO.pdf
 Letter of Support from Diana Bustamante Colonias Development Council.pdf
 Letter of Support from Johana Bencomo NM CAFE 091021.pdf
 Letter of support Nia Rucker ACLU.pdf
 Letter of Support from Dennis Daily NMSU Library Archives.pdf
 Letter of Support from Miriam Chaiken Emeritus 090321.pdf
 Letter of Support from Ambassador Delanos Lewis 091321.pdf
 Letter of Support Rebecca Wilson Latin America Bureau.pdf

Accreditation

Is the program seeking specialized accreditation?

No

Is specialized accreditation required for licensure or practice in the program?

No

Has the program already obtained the appropriate specialized accreditation? If so, attach a copy of the letter from the agency granting accreditation?

No

If the program has not yet obtained accreditation but has begun the process of seeking or plans to seek specialized accreditation, specify the name of the agency and provide the time-line for completing the process.

N/A

If the program does not plan to seek specialized accreditation, provide a rationale for not-seeking accreditation here. (if there is not a specialized accrediting organization for this program, indicate so as your rationale).

Interdisciplinary PhD programs in the humanities and social sciences are not accredited.

If the program includes any of the following, explain how it will ensure that student work and levels of knowledge competencies achieved will be comparable to those achieved through traditional formats: (Award credit for prior learning; use of compressed time frames; use of on-line deliver; inclusion of accelerated formats; or other approaches to learning.)

N/A

Will the program be part of a contractual or consortial arrangement (yes/no, explain)?

No

If the program is planning any involvement by external organizations (other than from accredited higher education institutions) in the key operations as identified below, provide the information as requested.

Type of Involvement	Name of External Organization	Percent of Involvement
Recruitment and admissions of students	N/A	0

Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

NMSU has had historical interest in providing advanced training in Border Studies. It recently approved a Graduate Certificate in Borderlands and Ethnic Studies administered by several of the faculty affiliated with TBGD (not in the sponsoring departments). Momentum behind the current proposal coincided with NMSU LEADS 2025 strategic plan development. LEADS 2025 identifies PhD degrees and research expenditures in Humanities and Social Sciences as playing key roles in elevating the status of the institution and thereby the opportunities for its graduates. An internal call for white papers outlining potential new PhD degrees was circulated to Arts and Sciences departments in Spring 2019 and the TBGD paper was identified as the one program to pursue. Existing programs that might contribute to the proposal were loosely identified at that point. Several meetings were held between Fall 2020 and Summer 2021 to identify the roles that different units and faculty would have in contributing to the curricula and potential supervision of research, and desired resources. An initial proposal was formally submitted through NMSU's Program Management system (PIM) and heard by the NMSU University Program Approval Committee (UPAC) in early Fall 2021. Through these informal and formal meetings several questions arose, especially about internal allocation of resources, but also about roles of this program in relation to some programs in NMSU's new College of Health, Education and Social Transformation. The proposing group met several additional times in 2021-2022 to address those concerns. Most letters of support were collected in early Fall 2021. While the resource request appears substantial, the group maintains that a fully resourced program would strengthen the institution overall.

The heads of the sponsoring departments have led the proposal development and communicated progress on the proposal separately with faculty in their respective units. Chris Brown, Professor of Geography and Faculty Fellow for NMSU's Beyond Border Community, has also played a key liaison role, particularly in communication with faculty in contributing programs. This group and some others met at least a half-dozen times since Fall 2020 with representation from the Office of the Dean of Arts and Sciences. Graduate School leadership was present at several of these meetings and met separately with members of this group. Minutes and notes from formal and informal meetings, including dates and lists of attendees, and other communications have been maintained and can be made available.

The list of Faculty Employed to Teach in the Program reported above was acquired in consultation with department heads of sponsoring and affiliated programs. Specifically, a request to those individuals was sent on Sept. 8, 2021 with a preliminary potential list of faculty, asking whether the department heads approve of those faculty listed being included in the proposal, and whether there were additional faculty not on the list who should be included. This request was followed by separate communications to obtain a final list.

Describe the process for assessing and improving student learning in the proposed program.

PhD students in the Transborder and Global Human Dynamics program will be evaluated for academic and professional progress each year. Criteria will include committee membership, and timely coursework completion. Performance on qualifying, comprehensive, and final oral exams and participation in colloquia will be the basis to consider where and how learning outcomes can be improved. These outcomes will be reported through the standard mechanism that NMSU uses for annual assessment of outcomes for all of its academic programs that do not have separate, specialized accreditation.

Teaching activity (GTA), research activity (GRA), fieldwork and engagement, professional conference presentations, publications, and external and internal research awards will be considered as products for which target goals can be set. Early career placement and employment will be considered as broad measures of quality outcomes and early career mentorship will be sought. All of these aspects of assessing learning and outcomes will be managed by the Executive Committee. Numerical data that will provide context for the annual formative assessments will include data on each incoming cohort, including numbers of applicants, acceptances and matriculations; cumulative transfer credits accepted for each entering student, and level and type of funding for each entering student.

A summative evaluation of the program will be done in year five. Program Outcomes #1 - #3 will be evaluated using the student cohort PhD dissertations and results of Final Oral Examinations and scored using an appropriate rubric.

Program Outcome #4 – proficiency in a foreign language other than English will be assessed by examination. Examination results will be collected for each student cohort.

Program Outcome #5 – community engagement will be assessed using the student cohort CVs and responses to questions about community engagement at the Final Oral Examination.

Describe the process for assessing and improving student persistence and completion, in the new program.

Persistence will be evaluated annually in depth for the first four years of the program.

Students will be recruited from MA programs and enter the program with an agreed upon graduate committee. The committee chair and committee members will provide advising and mentorship each semester and ensure a steady path to completion. As with any doctoral degree, students will work closely with members of their graduate committee.

Students will also meet non curricular examination requirements required by the NMSU Graduate School. These include:

PhD Qualifying Exam

Proposal Hearing

Verification of completion of language requirement

Comprehensive Exam with Advancement to Candidacy

Final Oral Examination (Defense)

The executive committee will specifically discuss at least annually, on a per student basis: (1) in cases of any student leaving the program before completing, the context that led to this result, (2) cases in which a student is not making timely progress towards degree completion and (3) cases in which performance of a continuing student is marginal. In cases (2) and (3) possible interventions specific to the student will be considered.

If any of the institution's accreditation relationship (including other regional, specialized, or national accrediting agencies) are currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)

N/A

If the institution is undergoing or facing substantial monitoring, special review or financial restrictions from the U.S. Department of Education or other federal or state government agencies.

N/A

If the institution's senior leadership or board membership has experienced substantial resignations or removals in the past year.

NMSU had several leadership changes in early 2022. President John Floros resigned on January 7 and Chancellor Arvizu assumed the joint role of Chancellor of the NMSU System and Presidency of the Las Cruces campus. The Carlsbad campus also left the NMSU system in January and NMSU consolidated some of its branch campus leadership. NMSU terminated the employment of Provost Carol Parker in late January and appointed Dorothy Campbell as Interim Provost in February. A search for a permanent Provost is planned to occur in Fall 2022. The roles of Vice President for Research (VPR) and Dean of the Graduate School were separated in January. Luis Cifuentes will continue as VPR with other economic development duties. Vice President for Student Success Renay Scott has assumed interim duties as Dean of the Graduate School. Plans are in place to search for a Dean of the Graduate School. There have been no changes in members of NMSU's Board of Regents during this period.

NMSU recently named new Deans for its Library (Kevin Comerford, who started in early Spring), for its College of Business (Bryan Ashenbaum, beginning July 1) and its new College of Health, Education and Social Transformation (Yoshi Ishakawa, beginning July 1). The sponsoring departments for TBGD are all in NMSU's College of Arts and Sciences. Enrico Pontelli has been Dean of Arts and Sciences since 2016 and will remain as Dean.

If the institution is experiencing financial difficulty through conditions, such as, a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years.

N/A

Institution Specific Information Area

Primary target audience for the program (e.g., full#time, part#time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

As a PhD program, TBGD will broadly target graduate students who wish to pursue a terminal degree in the Humanities or Social Sciences. This interdisciplinary program differentiates itself from more traditional disciplinary PhD programs by developing combinations of methods, analysis, and content focus areas suitable as preparation for community-based research and fieldwork on evolving issues. The focus areas of the program make it particularly appealing to gen-Z students who value their own personal roles in social progress.

Currently NMSU's PhD programs are heavily focused in STEM. Even its current PhD in Psychology has a STEM focus. Increasingly, students seek opportunities to continue beyond a master's to a PhD at the same institution. The sponsoring disciplines, and the supporting disciplines, aside from Geography and English, are ones that currently offer a master's or graduate certificate, but not a PhD. Master's students in these disciplines regularly are recognized by Arts and Sciences, the Graduate School, and through other internal and external awards for their excellent work directly related to TBGD, and many would continue to a PhD at NMSU if one were offered. While a healthy fraction of students in the program should come with Master's degrees from elsewhere, we tabulate below numbers of students and degrees in the sponsoring disciplines the past few years, from which the fraction of continuing students can be drawn.

Department

Anthropology

MA Graduates Summer 2018-Spring 2022: 45

Graduate Certificates Summer 2018-Spring 2022:47

New MA Graduates Summer 2021 – Spring 2022: 8

New Graduate Certificates Summer 2021-Spring 2022:7

MA students in Program Fall 2021:38

MA students in Program 6/20/22:25

Government

MA Graduates Summer 2018-Spring 2022: 13

MPA Graduates Summer 2018-Spring 2022:32

New MA Graduates Summer 2021 – Spring 2022: 5

New MPA Graduates Summer 2021-Spring 2022:6

MA students in Program Fall 2021:6 MA, 13 MPA

MA students in Program 6/20/22:7 MA, 8 MPA

Languages and Linguistics

MA Graduates Summer 2018-Spring 2022: 49+42 (UO)
 New MA Graduates Summer 2021 – Spring 2022: 10+9(U)
 MA students in Program Fall 2021:57 (15+42)
 MA students in Program 6/20/22:32 (7+25)

Total

MA Graduates Summer 2018-Spring 2022: 228
 New MA Graduates Summer 2021 – Spring 2022: 45
 MA students in Program Fall 2021:114
 MA students in Program 6/20/22:113

Long-term enrollment objectives

The following table provides a conservative estimate of projected enrollment in the program for the first five years of activity.

Year Full-Time Part-Time Completion

Rates

New Return Total New Return Total

Year 1 5 0 5 0

Year 2 5 5 10 0

Year 3 5 10 15 0

Year 4 5 10 15 5 5

Year 5 5 10 15 10 10 5

We aim at attracting a sustainable enrollment of about 15 students, with an annual new cohort of about 5 students.

How does the proposed program align with the department, college and university mission?

NMSU's Strategic Plan is LEADS 2025, is a living document see <https://leads2025.nmsu.edu/>

The following statements are based on the version of LEADS posted July 2022. Some comments about alignment with earlier versions will be made below. LEADS is structured such that each academic college and department is to maintain its own corresponding strategic plans that align with those of the institution.

LEADS 2025 has four major goals, addressing:

1. Student Success,
2. Research and Creativity,
3. Outreach and Extension and
4. A Robust NMSU System.

This proposal and its sponsoring departments feature prominently in the Objectives under Goal 2 which are, broadly, 2.1 and 2.3 to address and amplify the impact of research findings addressing local and global challenges, and 2.2 and 2.4 to intentionally grow research and creativity in the Humanities and Social Sciences, promote international collaboration and amplify the impact of research on society and the economy. Growing non-STEM research expenditures and increasing PhDs in the Humanities and Social Sciences are the top two current priorities listed under Goal 2. Currently NMSU offers one PhD in the Humanities in Rhetoric and Professional Communication. In the Social Sciences it offers a long-standing PhD in Experimental Psychology, and a new joint PhD in Geography with UNM. A PhD in Health Equity Sciences (with a parallel program at UNM) was recently approved by HED. It is worth mentioning that UNM offers separate PhDs in each of the disciplines (Anthropology, Linguistics and Political Science) of the sponsoring programs of TBGD at NMSU, as well as a separate PhD in the area of Latin American Studies. NMSU does not envision future proposals for separate PhDs in any of these areas. Instead, as part of its commitment to optimizing academic offerings and engaging in high impact practices (LEADS Goal 1, Objectives 1.2 and 1.4) it is committed to launching and growing this interdisciplinary PhD.

Explicit roles of TBGD in the 2021 version of LEADS 2025, which can also be found on the LEADS website, include Objective/tactic 2.3.3: Promote research, scholarship and creative activity in US-Mexico border studies; 2.4.3: Grow research, scholarship and creativity through international collaborations (the program would build on existing research collaborations in Latin America, particularly Chihuahua, Chiapas, and Yucatan in Mexico). Other specific tactics in the 2021 LEADS document that would be supported by the TBGD PhD program in concrete ways include Objective/tactics 2.21, 2.3.4, 2.2.5, 1.4.6, 1.5.4, 1.6.4, 3.2.1 and 3.3.3. Through its emphasis on engaging community partners, the program would support LEADS Goal 3 broadly.

Discuss how admissions criteria and strategies will recruit a diverse student body?

The admissions criteria include a GPA consistent with expectations for doctoral study, Spanish language proficiency, which can be measured by a standardized score or admissions interview, and a master's degree in a related area. It is anticipated that a fraction of students in the program will have earned a master's degree at NMSU already. NMSU has a diverse student body, particularly in programs related to TBGD. Beyond Master's programs in the sponsoring departments of Anthropology, Government, and Languages and Linguistics, related master's programs in Art History, Criminal Justice, English, Geography, History, and Sociology provide coursework that can be counted towards the requirements for the TBGD PhD, as do current graduate certificate programs in Museum Studies, in Cultural Resource Management, and particularly in Borderlands and Ethnic Studies. Graduate minors in Native American Studies and in Gender and Sexuality Studies also provide such coursework and will help to ensure a diverse student body can already be recruited from within existing programs at NMSU. Several institutions in the region and internationally, especially Mexico, Latin America, and the Caribbean, but also in South America, Europe and Asia, provide master's degrees or similar preparation in related areas. Recruitment materials will be sent to departments and specific colleagues at those institutions. To encourage applicants from the region, once approved, the EC would apply for inclusion as a Western Regional Graduate Program (WRGP) which allows for reduced tuition. Uniqueness of the program in western (WICHE) states is the main criterion to be a WGRP. NMSU's Master's programs in Anthropology, Public Administration (Government), Public History, and Spanish have WGRP status. The proposed Executive

Committee (EC) for TBGD would review candidates who apply for admission through NMSU's Graduate School application process. Representation on the EC from sponsoring and affiliated programs at NMSU will ensure ability to assess the broad backgrounds of candidates for admission.

What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

One of the duties of the Executive Committee for TBGD would be to maintain a web page for the program, in collaboration with the NMSU Graduate School, and develop promotional materials that comply with NMSU standards with the help of NMSU Marketing and Communications. The web sites managed by other interdisciplinary graduate programs at NMSU, including Water Science Management (<https://wsm.nmsu.edu/>) and Molecular Biology (<https://molb.nmsu.edu/>) provide good models for this.

Student Records Office Uploads

HLC wants CIP Code information that is currently being offered at both the institutional and degree level for 4-digit and 2-digit CIP codes for all new programs. This information will be provided by the University Student Records office and added to the form during the HED submissions workflow step.

SRO Upload

CIP Codes HLC.xlsx

Reviewer Comments

Kori Plank (krkeyes) (Fri, 06 Aug 2021 19:16:42 GMT): faculty information and approval will need to be added before UPAC approval
Carol Flinchbaugh (cflinch) (Fri, 10 Sep 2021 15:17:17 GMT): Rollback: See comments sent in email on 9/10/2021.

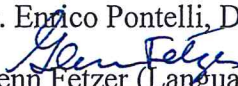



Key: 892



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May 8, 2019

TO: Dr. Enrico Pontelli, Dean, Arts & Sciences
FROM:  Glenn Fetzer (Languages and Linguistics);  Rani Alexander (Anthropology);  Neil Harvey (Government);  Patti Wojahn (IDS)
RE: Proposal for an Interdisciplinary PhD. Program in Border Studies

Accompanying this cover, please find a one-page proposal (plus two pages of courses) for an interdisciplinary, humanities and social sciences PhD program in Border Studies, based on the university's unique geographical location in the borderlands and, more broadly, on the practices and productions of borders.

Thank you.

Proposal: Interdisciplinary PH.D. Program in Border Studies

1. This interdisciplinary program combining humanities and social sciences disciplines graduates students in a rigorous study of trans-border, transnational, and borderland cultural, anthropological, political, artistic, literary, and linguistic dynamics with implications not only for the border New Mexico shares with Mexico but also for other border communities around the world. More at the heart at the endeavor is a program that fosters the study of the heterogeneity and the hybridity that emerges from and shapes the diverse practices and productions of borders. The program aligns with NMSU Leads 2025's emphasis on healthy borders. The program is based on a set of common courses—theoretical, quantitative analysis, qualitative analysis (the common courses could be rotated among the sponsoring departments, for efficiency purposes). The common component can be assembled from existing courses in the constituent departments and supplemented by revised (or new) ones. In addition to the common courses, each student pursues one major track, among several, which may include these: Migration, Native American Linguistic and Cultural Autonomy, Cultural Citizenship and Transnational Awareness, Food Security and Food Sovereignty, Environmental and Heritage Management, Transnational Public Policy, Translation and Interpretation, Language Contact, and Visual culture. Additionally, students would have to demonstrate (or gain) proficiency in Spanish or in another language pertinent to their areas of interest (Navajo, Yucatec Maya, French, Portuguese). Usually 9 to 15 credits would be devoted to acquiring this proficiency. Trans-border internships and research might involve exchanges with Mexican universities, or other institutions. Since this is a research degree, all students write a dissertation.

2. Sponsoring departments include Anthropology, Government, Languages and Linguistics, and IDS (Gender and Sexuality Studies). Affiliated departments include Art, English, and Sociology. Overall, the program supports Goal 2.1 (c) of NMSU Leads by its embrace of non-STEM collaboration.

3. Each department already teaches many of the courses necessary for the concentrations. Listed on additional pages of this proposal are courses that might appear in the core or as courses in one of the tracks.

4. This proposal intersects with Goal 1.1 (j) of NMSU Leads 2025, in that it reflects an emerging field of study. Despite an upturn of interest in Border Studies at the undergraduate level, there is a dearth of terminal degree programs in this area. The breadth of this proposed program distinguishes it from UTEP's Borderlands History program and ASU's Transborder Studies program. The ASU program is the only such Ph.D. in the US. There are a small number of grad programs that include border studies as a concentration, such as the University of Arizona, but these tend to be housed in a single department. For example, the University of Arizona offers an interdisciplinary concentration in Border Studies to Ph.D. students in Linguistics or Literature within its Department of Spanish and Portuguese. Our proposed program would appeal to students from a variety of disciplines, students who are attracted to one of the tracks of the program but who are open to making connections more broadly. Such a program would provide impetus to re-launch CLABS in order to pursue additional external funding as well as to pursue outreach and community engagement.

5. This PhD program would prepare students for careers in public policy, non-profit organizations, immigration law practices, immigrant rights advocacy groups, border policy think-tanks, humanitarian organizations, education (including universities, community colleges, and high schools), and government service. Such a degree would also be attractive to professionals in the public health services sector or integrative medicine, since such approaches to health care take into account cultural attitudes and beliefs toward healing and medicine, which requires study in anthropology, sociology, history, and linguistics in order to facilitate effective program and policy development in this area. For careers related to Social Justice, this degree would be useful to those interested in the fields of Victim Advocacy, Corrections, and Social Justice Consultancy.

6. All of the participating programs have master's programs and have enough faculty who could teach in the collaborative initiative. Although most of the departments will not need additional faculty to contribute to the program at its beginning stages, the real need is for additional TAs (at least four, spread around the departments) who could teach some undergraduate courses to relieve the pressure on the tenured faculty. The program would also benefit from two additional faculty persons, to help departments cover some of their upper-level undergraduate courses. Additionally, adjuncts might be required to teach Navajo and Yucatec Maya. Current faculty in the other languages can design suitable (or adapt existing) language programs for the needs of the students.

Anthropology

Anth 455 Federal Indian Policy (will need to be re-numbered)
 Anth 486 Community Engagement and Service Learning (needs renumbering)
 Anth 507 Advanced Studies in Archaeology
 Anth 508 Advanced Studies in Cultural Anthropology
 Anth 509 Advanced Studies in Anthropological Linguistics
 Anth 512 Analytical Methods in Anthropology
 Anth 515 Applied Anthropology
 Anth 516 Advanced Archaeology of the American Southwest
 Anth 517 Advanced Topics in Mesoamerican Archaeology
 Anth 518 Advanced Historical Archaeology
 Anth 520 Ethnographic Field Method
 Anth 522 Archaeological Field School
 Anth 526 Conquest and Colonialism
 Anth 531 Issues in Nutritional Anthropology
 Anth 538 Plants Culture and Sustainable Development
 Anth 539 Culture and Foodways
 Anth 540 Cultural Resources Management 1
 Anth 541 Decolonizing Methodologies in Native American Studies
 Anth 543 Indigenous Ways of Knowing
 Anth 556 Native American Intersections in Museums
 Anth 579 Qualitative Data Analysis and Interpretation
 Anth 587 Field Work in Latin America

English

Eng 558 Latin literature
 Eng 589 Borderlands Representations.
 Eng 517 Grad St in Critical Theory: Intersectional Feminisms (new course)
 Eng 517 GSCT: Black and Chicana Feminisms [other theory courses possible too]
 Eng 536 Borderlands Writing Project
 Eng 565/665 Intercultural Rhetoric and Professional Communication
 Eng 521-524, Grad St in Lit Period; Form/Genre; Major Author; Major Text
 Eng 527 Grad St in Film and Digital Media
 Eng 543 Multimedia Theory and Production
 Eng 549/649 Grad St in Writing
 Eng 550/650 Grad St in Literacy
 Eng 553 World Literatures
 Eng 569 Grad St in Amer Lit
 Eng 578/678 Topics in Rhetoric and Technology
 Eng 581 Women's Lit

Gender and Sexuality Studies

WS 501 Adv. Women and Immigration
 WS 502 Adv. Transnational Feminisms
 WS 506 Adv. Women and human Rights
 WS 511 Adv. Gender and Migration
 WS 550 Special Topics
 WS 554 Adv. Issues in Women Crossing Borders
 WS 555 Adv. Feminist Research Methodologies
 WS 571 Adv. Seminar in Feminist Theories

Government

- Govt 502 Research Methods in Government
- Govt 503 Qualitative Research Methods
- Govt 510 Internship
- Govt 519 Proseminar in Public Administration
- Govt 536 Public Policy and Indigenous Communities
- Govt 544 Public Policy Analysis
- Govt 547 Government Organizations
- Govt 560 Seminar in International Relations theory
- Govt 563 Issues in International Relations
- Govt 571 Seminar in Latin American Politics
- Govt 578 Seminar in the U.S.-Mexican Border
- Govt 579 Seminar in Mexican Politics

Languages and Linguistics

- Span 590: La Nueva Frontera: Critical Analysis of Border Theory & Cultural Identities.
- Span 551: Hispanic Cultures: Coyolxauhqui, La literatura femenil chicana
- Span 521 Culture and Literature of New Mexico
- Span 540 Instruccion a la Lingüística
- Span 545 Advanced Dialectos del Espanol
- Span 552 Literature of the Mexican Revolution
- Span 558 Bilingüismo
- Span 567 Study in Chicano Literature
- Span 580 Research Methodology in Spanish Linguistics
- Span 589 Spanish Sociolinguistics
- Ling 500 Introduction to Linguistics
- Ling 502 Graduate Study in Sociolinguistics
- Ling 503 Exploring Language Systems

Sociology

- Soc 570 Advanced Sociology of Latinos/as in the United States
- Soc 572 Advanced Sociology of Medical Ethics
- Soc 574 Sociology of Organizations
- Soc 578 Adv. Sociology of Development and the World System
- Soc 579 Adv Sociological Perspectives on the U.S.-Mexico Border
- Soc. 587 Advanced International Migration

1 Summary of Costs and Benefits

1.1 Projected Costs

Any projected costs will be managed through NMSU's internal budget process as outlined in the following paragraphs.

1.1.1 Additional Faculty Needed for the Program

The Dean of the College of Arts and Sciences has reserved funds for a new faculty hire who can help lead the program, once approved. One of the primary duties of this faculty position would be to coordinate proposals for external funding through fellowships and grants that would support students in the program. Thirty-two current faculty are listed as potential contributors to the program. Each has commitments to existing programs but is qualified to supervise PhD candidates. Potential to contribute to the program will be a high priority in re-allocation of vacated faculty-pool lines in the annual budget process in Arts and Sciences.

The program introduces four new courses. One is a standard doctoral research number (TBGD 7000), one is a placeholder for fieldwork requiring supervision but not direct instruction (TBGD 6998), and another, TBGD 6991, *Research Design*, is individualized instruction. The core course TBGD 5110 is to be co-taught by existing or new faculty. Thus, the faculty requirements for the program are essentially development of seminars taught for example under TBGD 5110, supervision of student work, and overall program coordination, with an increased expectation to seek funding to support students in the program and their scholarly work.

Faculty roles can be handled by workload distribution determined on an annual basis in conversation between the program executive committee and heads of the contributing academic departments to ensure that needs of existing programs and contributions to general education are adequately covered. This will mean reducing teaching loads for faculty who are actively chairing student committees or pursuing major funding for the program. The total number of such reductions will approximately equal the number of students in the program. The instructional capacity will be made up by Graduate Assistants in the program, who will be instructors of record for a number of course sections, mostly in general education, also roughly equal to the number of students in the program.

1.1.2 Additional Library Resources Needed for the Program

No new library resources are required to support the offering of this program. Library resources currently available at the Participating Institutions and within the NMSU system are sufficient to support this program.

1.1.3 Additional Facilities, Equipment and Technological Resources

Existing technological resources are listed in the proposal document in PIM. Special resources for curation of research products may be needed eventually but are not envisioned as a short-term need. If such needs arise, NMSU has an annual process to upgrade technology.

1.1.4 New Graduate Assistantships Needed to Support the Program

For most doctoral programs in the US, funding for graduate students is expected. Dr. Carol Flinchbaugh, Interim Associate Dean of the NMSU Graduate School, has pledged a 5-year MOU to fund up to five GAs (0.5 FTE) for the first five years of the program. Dean Pontelli has pledged an additional GA line from Arts and Sciences. We anticipate an equilibrium of approximately 15 full-time equivalent students in the program with a

duration of approximately three years of full-time equivalent study in the program. Potential sources of external funds through grants and fellowships are identified in the proposal body. It is anticipated that some students in the final stages of their study will be funded through community partnerships.

1.2 Projected Benefits

1.2.1 Financial Benefit

Table 1 shows a net deficit, explained below. As outlined above, the program is coupled with an increased emphasis on external funding for scholarship. We anticipate that additional research expenditures alone will substantially more than make up for deficits in listed Table 1. The following table estimates net revenue in terms of tuition and fees very conservatively based on 15 students enrolled in an average of 18 credits per year (10 full-time students at 18 credits and 5 part time at 12 credits) with graduate students paying \$343.80 per graduate credit hour in tuition and fees, Fall 2022, with an average annual 3% tuition increase. Details for these numbers are contained within the attached budget spreadsheet. The net earnings show as negative because they consider the full net cost of funding one new faculty line and six graduate assistants internally with existing resources. The only source of revenue factored in is the conservative estimate of direct tuition revenue due to SCH generated by students in the program. *The cost per SCH is about \$320 for years 4-6, less than half of the average \$764 cost per SCH for all NMSU Main doctoral programs*, as noted in the accompanying Gray Associates report. The revenue does not consider additional SCH taught by GAs in the program, which can be estimated as approximately twice the cost of funding the GAs themselves. Nor does it account for external funding that is expected to be pursued and obtained to fund student research by faculty supervisors whose teaching loads are moderately reduced to support the program. Recent external funding levels in units that would support this program are shown in Table 2.

Program Year	Enrollment	Net Earnings
1	5	\$(130,650)
2	10	\$(150,533)
3	15	\$(120,828)
4	15	\$(86,620)
5	15	\$(85,334)
6	15	\$(83,964)
6-year Total	75	\$(657,929)

Table 1: Projected enrollment and earnings totals. See budget spreadsheet for more details.

1.2.2 Benefits to the State of New Mexico

Benefits to the state and region are outlined in the letters of support. As a PhD program, TBGD is not intended to provide students specific skills to fill existing jobs as much as to provide general leadership skills and experience in grappling with complex, multi-dimensional problems centered around human experiences from different perspectives that cannot always be gained only by experience in the workplace. We hope that many graduates of the program will stay in the region and become community leaders. We envision others going on to careers that may take them out of the region, but to have positive impact on policies that affect the region. A successful program would be a key factor in raising NMSU's

Carnegie research status to R1. The four goals of NMSU's LEADS 2025 are fundamentally grounded in serving the broader interests of the state. The prominence of the R1 aspiration in LEADS 2025, in turn, is fundamentally to enhance NMSU's ability to achieve these goals.

2 Additional budgetary information

The following information is intended to provide context for the cost of the program.

2.1.1 Gray and Associates Data

Appended to this proposal is data from Gray and Associates that quantifies measurable interest in a program like TBGD in the context of markets of broadly related programs, as well as providing data regarding current fiscal contributions of supporting departments. Overall, these contributions are positive after discounting state of NM contributions to I&G. Languages and Linguistics itself contributes a net equivalent of \$124 per student credit hour generated by its instruction.

2.1.2 Research expenditures

Table 2 lists restricted research expenditures generated by sponsoring departments and by some affiliated programs each of the past three years. The top current Goal 2 priority of LEADS 2025 is to grow non-STEM expenditures at NMSU. The proposed program creates a mechanism to ensure broader faculty participation in pursuing external funding for scholarly work in the Humanities and Social Sciences.

Department	2022	2021	2019	Total
Anthropology	\$236,121.89	\$125,294.98	\$123,365.01	\$484,781.88
Government	\$55,502.79	\$66,896.21	\$111,974.24	\$234,373.24
Faculty in affiliated programs:				
Borderlands and Ethnic Studies	\$20,000			\$20,000
English	\$48,046.88	\$56,161.97		\$104,208.85
IDS/Gender and Sexuality Studies	\$451,747.15	\$386,409.10	\$456,342.77	\$1,294,499.02
Geography	\$27,764	\$3611.62	\$5090.92	\$36,466.54
History		\$9,184.61	\$106,842.55	\$116,027
<i>Subtotal</i>				\$1,435,174.41
College of Arts and Sciences	\$23,977	\$23,209	\$27,144	\$74,330
Southwest Border Cultures Institute	(13 awards)	(11 awards)	(9 awards)	
Total	\$863,159.71	\$670,766.51	\$830,759.49	\$2,364,686.71

Table 2: Restricted expenditures for external research, 2019-2022

Notes: Aside from the Southwest Border Cultures Institute (NEH Challenge Grant) the data do not include awards through Foundation/Corporation entities that typically support humanities research but are not registered in NMSU's award tracking system, ARGIS. Amounts listed under IDS/Gender and Sexuality Studies include Dr. Cynthia Bejarano's College Assistance Migrant Program funded through the US Department of Education. Amounts listed under Geography include only those non-STEM projects related to the environmental humanities. English includes grant expenditures of Dr. Andrew Wiget, professor emeritus.

Cost Estimate for New TBGD PhD Program		2024	2025	2026	2027	2028	2029	Input Variables	
NMSU Tuition								NMSU Revenue	100%
No. Students									
Cohort 1	5	\$ 31,109	\$ 32,043	\$ 33,004	\$ 33,994				
Cohort 2	5		\$ 32,043	\$ 33,004	\$ 33,994	\$ 35,014		tuition rate F2F (annual 3% increase)	\$345.66
Cohort 3	5			\$ 33,004	\$ 33,994	\$ 35,014	\$ 36,064	SCH per Year	18.00
Cohort 4	5				\$ 33,994	\$ 35,014	\$ 36,064	Payroll Inflation	1.00%
Cohort 5	5					\$ 35,014	\$ 36,064	Operating Inflation	1.00%
Cohort 6	5						\$ 36,064	Regular Benefits	36.50%
Cohort 7	5							GA Benefits	0.58%
Cohort 8	5							Area Differential	
Cohort 9	5								
NMSU Tuition Revenue PhD students		\$ 31,109	\$ 64,085	\$ 99,012	\$ 135,976	\$ 140,056	\$ 144,257	Administrative Overhead (% of Rev)	5.00%
NMSU Program Expenses									
one full time asst. prof. year 1-6									
Cohort 1		\$ 68,000							
Cohort 2			\$ 68,680						
Cohort 3				\$ 69,367					
Cohort 4					\$ 70,060				
Cohort 5						\$ 70,761			
Cohort 6							\$ 71,469		
Cohort 7									
Cohort 8									
Cohort 9									
		5-1st yr	5-1st yr; 5-2nd yr	5-1st yr; 5-2nd yr; 5-3rd yr	5-1st yr; 5-2nd yr; 5-3rd yr	5-1st yr; 5-2nd yr; 5-3rd yr	5-1st yr; 5-2nd yr; 5-3rd yr		
Number of students		5	10	15	15	15	15		
Number of 0.5FTE GAs		5	6	6	6	6	6		
Number of additional classes/yr		0	0	0	0	0	0		
# new faculty (calculated)		1	1	1	1	1	1		
Area Differential									
Regular Benefits		\$ 24,820	\$ 25,068	\$ 25,319	\$ 25,572	\$ 25,828	\$ 26,086		
Misc. Operating*									
Graduate Assistantships (.5 FTE)		\$ 95,375	\$ 116,167	\$ 117,909	\$ 119,678	\$ 121,473	\$ 123,295		
GA Benefits		\$ 674	\$ 674	\$ 684	\$ 694	\$ 705	\$ 715		
Recruitment		\$ 1,500	\$ 1,530	\$ 1,561	\$ 1,592	\$ 1,624	\$ 1,656		
Laboratory Consumables			\$ -	\$ -	\$ -	\$ -	\$ -		
Student Travel		\$ 2,500	\$ 2,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000		
Total Program Expenses (1 Program)		\$ 192,869	\$ 214,619	\$ 219,839	\$ 222,596	\$ 225,390	\$ 228,221		
Net Revenue from enrollments		\$ 31,109	\$ 64,085	\$ 99,012	\$ 135,976	\$ 140,056	\$ 144,257	0	0
Net Cost to NMSU with PhD program		\$ (130,650)	\$ (150,533)	\$ (120,828)	\$ (86,620)	\$ (85,334)	\$ (83,964)		

A Proposal for a Ph.D. Degree in Transborder and Global Human Dynamics at New Mexico State University

Administered by the College of Arts and Sciences

Las Cruces, New Mexico

Contact persons who can answer specific questions about the program:

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1. OBJECTIVES

Objectives, rationale, and intellectual merit

The proposed interdisciplinary Ph.D. Degree in Transborder and Global Human Dynamics is designed to provide doctoral students with a rigorous program of cultural, anthropological, political, historical, artistic, literary, and linguistic subject matter in the social sciences and humanities. At the heart of the endeavor is a program that fosters the study of the cultural pluralism and social, economic, political, linguistic, and creative interactions that emerge from and shape the diverse practices, interpretations, and reproduction of transnational borders. Such a program is ideally suited to forge new interpretations, solutions, and understandings of relevant issues for scholars and students living and studying in the US-Mexico transborder region, with implications not only for our border region, but also for other border communities around the world.

The multiple and long term political, economic, environmental, health, and humanitarian crises of the US-Mexico border are not diminishing and have been at the forefront of the national and international political scene for over 100 years. Currently transborder and global human dynamics are exacerbated by the Covid-19 pandemic, conflict and political-economic disturbances, and the anthropogenic consequences of global warming. According to *UN News*, a record 100 million displaced persons in 2022 represents 1% of the global population, and of those displacements 53.2 million are conflict related and 23.7 million are climate related.¹ NMSU has a responsibility to the people of New Mexico to support and sustain research, education, and community engagement across the US Mexico Border, and to apply the knowledge we have gained to other transborder human dynamics in our region and around the globe.

Community-based advocacy groups and legal service providers are increasingly stretched in their ability to respond to ongoing crises and prioritize immediate needs of clients. Our proposed doctoral program will fill a gap by adding much-needed research infrastructure and advanced expertise that can collect and analyze data on transborder challenges in areas such as migration, public health and the environment, and communicate findings and recommendations to key stakeholders, including community organizations, policy makers, federal, state, county, and city government agencies, transborder agencies, the media, universities, schools and non-governmental organizations.

NMSU's PhD in Transborder and Global Human Dynamics aims to "put the humanities PhD to work" and produce graduates who excel in the scholarly interdisciplinary theory, methods, and applications needed to design applied investigations and implement solutions in a range of professions.² As Katina Rogers points out, "expanding the range of scholarly products and career paths would mean huge gains for society, bringing new ideas to the public through a wide range of institutions."³ We envision that the program will train scholars and practitioners who are qualified to conduct original research, teach at the college and university level, and pursue careers in the non-academic sector.

Research, teaching/training and pedagogical skills, project management, collaboration, and critical writing and communication skills forged through effective and timely completion of a doctorate are all

¹ *UN News: Global perspective human stories*, "UNHCR: A record 100 million people forcibly displaced worldwide," United Nations High Commission for Refugees, 23 May 2022, <https://news.un.org/en/story/2022/05/1118772#:~:text=Last%20week%2C%20the%20International%20Organization.increase%20over%20the%20previous%20year> Source consulted 6-15-22.

American Anthropological Association and Smithsonian Institution for Folklife and Cultural Heritage, *World on the Move: 250,000 of Human Migration*, public education multimedia project, <https://understandingmigration.org/>, source consulted 6-15-2022.

² Rogers, Katina L. 2020 *Putting the Humanities PhD to Work*. Durham: Duke University Press.

³ Rogers 2020, *op cit.* p. 30.

sought after in the worlds of administration, management, government, and hybrid scholarly-industry businesses.⁴ While the doctorate will equip graduates for both academic and non-academic careers, we expect the majority of our graduates will pursue careers outside the professoriate in government, administration, libraries, cultural heritage organizations, non-profits, and private industry. Many U.S. Mexico transborder issues are transferable and translatable to global contexts. Yet our graduates will possess the depth of understanding and experience needed to inform effective advocacy and activism with and for the people, places, and communities of our region and other transborder contexts around the globe.

Academic Objectives and Degree Requirements

NMSU faculty, staff, and students are looking for programs to support advanced academic and professional development that will allow them to make a positive difference in the transborder region *from within* communities in which they live, work, and practice. The State of New Mexico has crucial problems to solve, cultural life to celebrate, and work to do. Success requires that those who live and work in transborder contexts drive innovative designs for collaborative and participatory research investigation, engagement, and solutions with the ability to bring complex projects to fruition.

Program Outcomes:

- Students will design and execute an interdisciplinary, problem-oriented study in transborder or international contexts, whether in the vein of applied/practicing work or academic research and will report the results of their study in the form of a PhD dissertation. The dissertation must show original conceptualization, problematization, and argumentation, as well as substantive evidentiary and data analysis by the student, directed toward an original and explicit research problem.
- Students will demonstrate develop profound interdisciplinary knowledge of method, theory, and application for at least two interdisciplinary concentrations as relevant to the study of transborder human dynamics.
- Students will demonstrate professional interdisciplinary skills in field work, qualitative or quantitative data analysis, and written and verbal communication.
- Students will develop the ability to implement professional, interdisciplinary, and communication skills in a language other than English.
- Students will develop meaningful and professional engagement with a community of peers, faculty, staff, researchers, community partners, and other professionals who pursue research and practice in transborder and global contexts.

The proposed PhD program is based on the Cambridge-Oxford collaborative research and instruction model. The program curriculum closely follows the NMSU Graduate School's requirements and timelines for admission, doctoral committee formation, and comprehensive and qualifying examinations. The program has limited residency requirements, since doctoral students will perform research in the field, but come together to participate in colloquia at NMSU. The program centers on a set of common courses and colloquia exploring theory, methods, and mixed methods of quantitative and qualitative analysis, and six interdisciplinary research concentrations. Credits for fieldwork, archival work, and community

⁴ According to Rogers, *op cit* p. 11 the doctoral degree opens up entire career pathways, not just a single job opportunity. Further, individuals who hold a doctorate are seldom unemployed, and those working beyond the classroom tend to have very high rates of job satisfaction, p.21.

engagement may involve transborder internships and experiences at universities, policy institutes, archives, and think tanks supervised by the student's committee. A total of 72 credits is required for completion.

Interdisciplinary Concentrations:

- Cultural and linguistic translation, interpretation, literature, and heritage
- Refugees, asylum-seekers and migration
- Transnational public policy and human rights
- Environmental justice, landscape, archaeology, and heritage management
- Food security, water and energy security, human health, and sustainability
- Power, inequality, and racial justice

Sponsoring departments include Anthropology, Government, History, and Languages and Linguistics. Related, affiliated, and sponsoring departments and programs also include English, Gender and Sexuality Studies, Geography and Environmental Studies, Borderlands and Ethnic Studies, and Sociology.

For decades our best MA students have had to apply to PhD programs outside of our region, and separate themselves from the regional context in which they wish to carry forth and extend promising investigations in the humanities and social sciences. Many students know exactly where the next steps of their MA thesis work should lead but do not wish to uproot themselves from the communities they wish to serve. A streamlined program of MA + PhD in Transborder and Global Human Dynamics builds scholarship, research capacity, and solutions that are desperately needed to address the “triple threat” - emergence from the pandemic, realignment and restoration of borderlands political economies, and human response to the burgeoning human impacts of climate change - right here in southern New Mexico.

Faculty and staff are proven researchers managing NEH and NSF (SBE) awards, conducting interdisciplinary research with federal and state government partners, and developing *convenios* with Latin American research institutes and organizations. Our current level of research productivity is commensurate with our resources needed to support our Masters programs, and could be enhanced with research and resource support marshalled for the Transborder and Global Human Dynamics PhD. Participating faculty must grow their external research to attract doctoral students to the program.

Please see Appendix A for a full description of the program of study and curriculum.

Please see Appendix B for a list of participating graduate faculty and qualifications.

2. NEED

Justification

The program objectives are aligned with preparing students for careers and senior level program and project management in public policy, non-profit organizations, immigration law practices, immigrant rights advocacy groups, border policy think-tanks, humanitarian organizations, disaster relief, environmental and cultural heritage management of public lands, historic preservation, education (including universities, community colleges, and high schools), and government service. Given that many educational institutions, public agencies, non-profits and private firms are adopting internal procedures to promote greater diversity, equity and inclusion (DEI), we believe graduates from our proposed Ph.D. program will be in an ideal position to assist employers in meeting this important goal. Having a solid

foundation and research experience in transborder and global human dynamics will equip new professionals for leadership roles in promoting DEI within a variety of workplace environments at local, national, and global levels. The program is particularly salient and timely, as it further interdisciplinary collaborations in curricula and in research projects that are emerging among faculty in existing departments and programs, particularly in Anthropology, English, Government, History, Languages and Linguistics, Geography and Environmental Studies, Gender and Sexuality Studies, and Borderlands Ethnic Studies Program (not an exhaustive list).

A doctorate in Transborder and Global Human Dynamics would also be attractive to professionals in the public health policy sector, social medicine, and integrative medicine, since such approaches untangle the complex intersectionalities that underpin biocultural perspectives of variation and outcomes in human health disparities. Study in anthropology, history, political economy and public policy, languages and linguistics drive effective program and policy development in this area. For careers related to social justice, this degree would be useful to those interested in the fields of victim advocacy and social justice consultancy.

The need for this proposed Ph.D. program is clearly expressed in the letters of support which we have received from non-profit organizations in New Mexico (attached). For example, the Executive Directors of the regional office of the American Civil Liberties Union, the Colonias Development Council, and New Mexico Comunidades en Acción y de Fe (NM café), each mention how timely and critical it would be to count on in-depth scholarly research and community engagement for our border communities, migrants and asylum seekers. Nia Rucker (ACLU) writes that such research would be “game changing” for efforts to provide policy makers and the wider public with new data and analysis of border issues; Dr. Diana Bustamante (Colonias Development Council) similarly refers to the “critical need” for cultivating local researchers and providing employment opportunities of benefit to our state and region instead of seeing our students seek jobs elsewhere; in addition, Johana Bencomo (NM CAFe) points out that “those closest to (border) issues are the people also closest to the solutions” and welcomes a program in which those solutions would “emerge from advocates, policy makers and researchers from within our communities.” In a similar vein, Ambassador Delano Lewis, Visiting Senior Fellow for Global Affairs at NMSU, notes how well our proposal aligns with the university’s strategic plan, LEADS 2025, particularly with the aim to “grow research and creative activity through international collaboration” and to help NMSU attain Carnegie R1 status in research. Finally, it should be noted that the program will be welcomed outside of academia. The focus on transborder movement of people in the Americas is timely and significant for the nation and US-Latin American relations. Program candidates will also find outlets to share their work with broader non-academic communities, as noted in the letter of support we have received from the Latin America Bureau (LAB), a well-established research body with more than forty years of experience in publishing high quality research and analysis. Letters from Dr. Alejandro Lugo, former Professor and Director of Transborder Studies at Arizona State University, and Dr. Miriam Chaiken, former Dean of the NMSU Honors College and Distinguished Achievement Professor, Anthropology, both highlight the uniqueness and effectiveness of marshalling NMSU’s interdisciplinary strengths situated at the junctures of well-established and thriving Master’s degree programs in the College of Arts and Sciences.

Please see Appendix C for a list of potential employers and placements.

Please see Appendix D for a list of potential community partners.

University Mission

The proposed Transborder and Global Human Dynamics PhD program is a means of implementing NMSU’s vision to “excel in student success and social mobility in our diverse student populations, achieve the highest Carnegie research status (R1), and maintain our Carnegie Engagement

classification.”⁵

The proposed Transborder and Global Human Dynamics PhD program aligns with NMSU Leads 2025’s emphasis on global challenges of food, water, anthropogenic consequences of global warming, and healthy borders and supports:

Objective/Action 2.2.1 Increase the number of humanities, social sciences and arts doctoral degree programs and graduate enrollment within these programs, and specifically develop a new multidisciplinary doctoral program in Borderlands Studies.

Objective/Action/Tactic 2.3.3 Promote research, scholarship and creative activity in cross US-Mexico border studies and specifically amplification of proposals, publications, and research expenditures involving the US-Mexico border.

Objective/Action/Tactic 2.3.4 Expand research impact by leveraging research infrastructure, faculty, and staff of entities such as Physical Science Laboratory, Experiment Stations, observatories, museums and herbariums. Specifically, the program will build the potential for developing an established **Research Cores Program** with formalized core facilities for US-Mexico and borderlands research.

Objective/Action/Tactic 2.4.3 Grow research scholarship and creative activity through international collaboration. Specifically, the program will build collaborative research in conjunction with other institutions in Latin America, and especially in Chihuahua, Chiapas, and Yucatan, Mexico.

Objective/Action/Tactic 2.2.5 Leverage existing and create new public-private partnerships that elevate the humanities, social sciences, and arts. Specifically, the Transborder and Global Human Dynamics PhD builds connections with existing and new community partners in the humanities and social sciences.

Objective/Action/Tactic 1.5.4 Elevate graduate education, specifically cultivate new and increase existing resources to support graduate students. Specifically, the program will foster and support graduate student enrollment in social sciences, humanities and creative arts

Objective/Action/Tactic 1.4.6 Strengthen career pathways through service learning, experiential learning, and research engagement, specifically the program will foster awareness of postgraduate opportunities for career advancement.

Objective/Action/Tactic 1.6.4 Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service, and outreach and specifically the program will support efforts to improve student learning through robust professional development

Objective/Action/Tactic 3.2.1 Engage deans, department heads, and community colleges in increasing outreach and extension capacity. Specifically, this program emerges from the College of Arts and Sciences and aims—in part—to prepare leaders who might engage with transborder outreach organizations.

Objective/Action/Tactic 3.3.3. Leverage the humanities, social sciences, arts and athletics in outreach, extension and economic development. This program, based in the humanities, the social sciences, and the creative arts, will build capacity in fostering endeavors in outreach and extension.

Apart from specific **Objectives/Actions/Tactics**, the general statement of **Goal 3** in its entirety subsumes the key features of the mission of the program: “Amplify Outreach and Extension. Be a recognized leader in economic and community development NMSU outreach extends knowledge beyond the university, dives integration of activities, directly and indirectly, and supports student learning, experiences, and success. Our outreach activities include research, connections with communities and families, multigenerational engagement, economic development and entrepreneurship, and collaborative efforts with industry, corporations, and government entities.”

The Transborder and Global Human Dynamics PhD program leverages NMSU’s thriving Master’s programs, graduate certificates, and graduate minors in the College of Arts and Sciences to build research capacity and amp up the research productivity needed to support a doctoral program commensurate with

⁵ <https://leads2025.nmsu.edu/>

expectations for an R1 comprehensive university.

Competition

The Transborder and Global Human Dynamics PhD program is unique within the state of New Mexico. While it faces competition from standard disciplinary doctoral programs at the University of New Mexico in Anthropology, History, Spanish, Political Science, and Latin American and Iberian Studies, none focus specifically on transborder dynamics nor do they have the range of community partners available.

The proposed program in Transborder and Global Human Dynamics differs from other PhD programs in the US that carry “border studies” or borderlands” characterizations in that the proposal from NMSU is interdisciplinary, joining modules, courses, and competencies from several disciplines. Competing programs include:

The PhD program in Borderlands Study, at UTEP “focuses on the history of the borderlands”. The program is housed in the History Department. All students complete a concentration in U.S.-Mexico Borderlands history, Transnational/ World history, and either United States history or Mexican and Latin American history. All courses carry a HIST prefix.

The University of Arizona offers a concentration in Border Studies within the Department of Spanish and Portuguese. Students completing the track are students in the PhD program in Spanish. The program is also available to graduate students who have been admitted into the PhD program in Linguistics or Literature.

In the School of Transborder Studies, at Arizona State University, there is a PhD in Transborder Studies. Students take courses under the TSS prefix and then take electives from a number of departments. Unlike the NMSU proposal, the program does not include fieldwork nor the requirement of completing several concentrations in complementary fields.

Elsewhere, the University of California-Davis has a “Comparative Border Studies” research initiative housed in the Humanities Institute, but there is no graduate degree attached to it.

Internationally, the Universität des Saarlandes has a program in Border Studies, but it is an M.A. program.

Tulane University offers an interdisciplinary City, Culture, and Community PhD that focuses on interrelationships between physical and built environments and their connections to the social, economic, and political processes that shape cities, specifically for New Orleans and its metropolitan region. It was designed as a curricular restructuring to meet the economic, physical and social challenges resulting from Hurricane Katrina in 2005 in New Orleans. While it is not a transborder studies program, it has comparable goals. The interdisciplinary design is intended to provide local and regional solutions and maximize the public impact of doctoral scholarship <https://ccc.tulane.edu/>.

Please see Appendix E for additional information.

3. STUDENTS

Recruitment and curricular organization

NMSU Students are looking for programs to support their academic and professional development that will allow them to make a positive difference in the transborder region and in all communities in which

they live and work. As a Hispanic Serving institution, NMSU graduates add to diversity, equity, and inclusion initiatives in the workforce across the nation and internationally.

For decades NMSU’s departments in the humanities and social sciences have fostered first rate Master’s scholarship presented as thesis that required development beyond the support offered by a two-year MA program for completion. Students have been dedicated to completing their investigations, often entering the workforce before the final oral examination. These students have won NMSU’s outstanding graduate awards and other prizes, moved on to top ranked PhD programs in other parts of the country, or become leaders in applied professions.

The Transborder and Global Human Dynamics PhD would offer our most talented MA scholars a pathway to the doctorate and the opportunity to deepen the research and impact of their investigations and research projects in the communities that they wish to serve. The Transborder and Global Human Dynamics PhD offers appropriate and sufficient support for these students to innovate and extend their best and most creative work and truly make a difference in our region and across the globe. The program improves accessibility and opportunity for NMSU’s diverse student body to gain a doctoral degree in non-STEM fields.

Our proposed program will appeal to students from a variety of disciplines, students who are attracted to one of the tracks of the program but who are open to making interdisciplinary connections more broadly.

We expect to recruit diverse PhD cohorts from our thriving MA programs in Anthropology, History, Government, and Spanish, and to include students from related programs in Gender and Sexuality Studies, Geography and Environmental Studies, Native American Studies, Museum Studies, Cultural Resource Management, Borderlands and Ethnic Studies, and English.

Once the program is approved, we will nominate it for the Western Regional Graduate Program. This will allow students from participating western states to attend for ‘in state’ tuition. The WRGP students are already attracted to all of our MA programs on this list, but if they see a tandem MA + PhD program, they may be even more enthusiastic.

We also anticipate strong recruitment from Mexico and other areas of Latin America and the Caribbean from the social sciences and humanities. Faculty have numerous contacts with universities in Latin America and border regions around the globe.

The sponsoring departments have master’s programs that can serve as feeder programs for the Transborder and Global Human Dynamics PhD program: Anthropology; Government; History, and Languages and Linguistics. Additionally, Masters programs in associated departments and programs could be sources of students: Geography and Environmental Studies, English. Graduate Certificates in Museum Studies, Cultural Resource Management, Borderlands and Ethnic Studies Graduate Certificate, and graduate minors in Native American Studies and Gender and Sexuality Studies also provide students with skills and abilities to launch into this doctoral program.

Department	MA Graduates Summer 2018-Spring 2022	New Graduates Summer 2021-Spring 2022	MA Students in Program	
			F2021	6/20/22
Anthropology			38	25
MA	45	8		
Grad Certificates	47	7		

Government			6	7
MA	13	5	13	8
MPA	32	6		
History	24	3	12	12
Languages and Linguistics	49+42(UO)	10+9(UO)	57 (15+42)	32 7+25
Total	252	48	126	125

Note: Updated 6-20-2022, not all new graduate students have registered for fall 2022-2023.

UO = NMSU Online Campus.

Program Administration

The Transborder and Global Human Dynamics PhD will be administered as an interdisciplinary doctoral program by the NMSU Graduate School in collaboration with graduate faculty from a sponsoring and affiliated departments and programs, most centered in the College of Arts and Sciences. Fortunately, NMSU has some successful models for administrative organization for interdisciplinary PhD programs, including the Water Sciences and Management (WSM) program. This program has an executive committee (EC) composed of one faculty member from each of the supporting departments, and the EC meets regularly to make decisions on catalog language and changes, curriculum changes, review of application files, how funds for GAs allocated, and other operational issues. For the Transborder and Global Human Dynamics PhD it is especially important that the proposed EC include graduate directors from sponsoring and affiliated programs and to consider how all applicants will configure a graduate committee to support their proposed research. The EC committee will also organize and delegate outcomes assessment for the program. The WSM EC has also worked out a means to ensure that departments and faculty teaching classes and advising students are recognized and given credit for this work in the accounting of SCHs that occurs each term. Adjustment of faculty workload is especially crucial to this effort, since our MA programs and Graduate Certificates must continue to thrive and grow if they are to serve as a recruitment pool for the new doctoral program.

Long-term enrollment objectives

The following table provides a conservative estimate of projected enrollment in the program for the first five years of activity, based on an initial cohort of 5 students.

Year	Full-Time			Part-Time			Completion Rates
	New	Return	Total	New	Return	Total	
Year 1	5	0	5		0		0
Year 2	5	5	10				0
Year 3	5	10	15				0
Year 4	5	10	15		5	5	5
Year 5	5	10	15		10	10	5

We aim at attracting a sustainable enrollment of about 10-15 students, with an annual new cohort of about 2-5 students.

4. PROGRAM RESOURCES

Faculty and staff are proven researchers managing NEH and NSF awards, conducting interdisciplinary research with federal and state government partners, and developing *convenios* with Latin American

research institutes and organizations. Our current level of research productivity is commensurate with our resources needed to support our Masters programs, and could be enhanced with research and resource support marshalled for the Transborder and Global Human Dynamics PhD. Participating faculty must grow their external research to attract doctoral students to the program.

Building a research cores program will require investment but leverages existing foundational entities such as the Domenici Policy Institute, the College of Arts and Sciences Southwest Border Cultures Institute, The NMSU Library Archives and Special Collections, the University Museum, the Language Lab, the herbarium, the Art Museum, and the Center for Latin American and Border Studies (CLABS) and the NMSU Beyond Borders Community of Practice. These entities will require mid-term and long-term planning for additional research staff and resources, but offer prime venues for expanding research, professional regional conferences, and transborder community engagement. Doctoral students can contribute to the revitalization of academic and professional activities as NMSU emerges from the pandemic.

Enhancing and building community partnerships will require mid-term and long-term planning and investment, especially to support research activities designed to improve broader social impacts, accessibility of research facilities and collections, and access to local and regional consultants and expertise. Faculty and graduate students will achieve these connections by working in collaborative and participatory research modes that involve community partners in all stages of investigative design, implementation, and outcomes. Doctoral student cohorts will contribute to the revitalization of transborder communities as we emerge from the pandemic.

In line with LEADS 2025 Goal 2.2.4. (Leverage existing and create new public-private partnerships that elevate the humanities, social sciences, and the arts), we will also pursue external funding through public-private partnerships. Concretely, we will work with the College of Arts & Sciences Research Center and the NMSU Foundation to identify philanthropic organizations that share the goals of our Ph.D. program. Of special note, NMSU has recently joined the [US Mexico Border Philanthropy Partnership](#), and this provides NMSU researchers the ability to search the Partnership's database of potential funders. We will show how social science and humanities research is vital for addressing global societal challenges such as responding to large-scale migration, embracing linguistic and cultural diversity, advancing socioeconomic equity, and promoting environmental justice. For example, we will ask the Emerson Collective for support in the areas of research and community outreach to promote more humane responses to forced migration at international borders. For examples of the various Emerson Collective fellowships that would fit perfectly with our program, see: <https://www.emersoncollective.com/fellowships/>). We could explore how such fellowships could include graduate assistantships and/or funds to assist with research projects and dissemination of work in exhibits, conferences, online platforms, and publications for academic audiences as well as the general public. Other potential collaborators in public-private partnerships include the Tinker-Mellon Foundation, Kellogg Foundation, Ford Foundation, and Lannan Foundation.

Faculty and Library Resources

Successfully launching a program like the one we propose will not be successful without new resources from NMSU's Central Administration. Foremost among these is a robust and functioning research Library with a dedicated border research librarian, a resource NMSU has had for decades.

Faculty resources are also crucial. All of the participating programs have master's programs and graduate faculty who will regularly teach in the collaborative initiative. Additional faculty resources will be needed to relieve graduate faculty teaching in MA programs so that they may effectively advise, teach, and mentor PhD students in the new program.

Faculty teaching loads for social sciences and humanities departments are 3 courses or 9 credit hours per semester. Most graduate faculty in the social sciences and humanities teach courses at all levels – lower division, upper division, and graduate, including General Education, VWW, and core requirements – for Bachelor's and Master's degrees. For NMSU departments that host PhDs in the social and behavioral sciences or humanities (Psychology, Geography, and Rhetoric and Professional Communication), the College has worked out arrangements case by case to make temporary reductions in teaching for those contributing most to the PhD programs. All members of the graduate faculty are expected to be continually engaged in scholarship and creative activities of significant impact, and reviewed by the NMSU Graduate School.

Graduate Student support is crucial. We would also need resources to support the purchase and maintenance of special use software for research and analysis in the social sciences and digital humanities, and fundraising is needed for internal fellowships to allow PhDs to do fieldwork, abroad and domestically.

Library Request

We have asked the NMSU Library leadership to undertake a collection development project for Transborder and Global Human Dynamics, to fund digital resources and materials such as Backfiles (E-Collections), Just-In-Time, E-Journals, and Digital Infrastructure needed to enhance and update the NMSU Library's collections strengths in Latin America and the Borderlands. Additional projects for monographs are fundable by SBCI grants. The Provost's Office or the Dean of the NMSU Library could prioritize this project for SBCI grant process for multiple consecutive funding cycles. SBCI funding cannot cover the costs of need databases and software programs, but it can help add recent monographs on transborder studies, which are sorely needed. We will also work with the library to identify essential journals and databases that this program will require in order to be successfully launched and developed in subsequent years.

A record of response concerning original request, as well as the list of works ordered, is appended as the "Library Report"

Please see Appendix F: Library Report

Regarding the need for new faculty lines in the departments proposing this program, we propose a cluster hire strategy whereby departments will be allocated lines to support the program and fill critical needs, with these lines being allocated in small groups over the course of 3-5 years. We also see a need for additional GAs spread around the departments who could teach undergraduate courses to relieve the pressure on the tenure-track and tenured faculty who are driving this PhD program (please see section 5. Budget Resources, below).

Participating faculty in MA granting departments will require revision of workload and allocation of effort, if we are to avoid damaging course rotations and productivity for our thriving MA programs with their significant recruitment, advising, and mentorship requirements. All departments involved in this initiative have experienced faculty line erosion in the 2015-16 budget cuts and the 2020-21 pandemic retirement incentives. Some important graduate courses needed to maintain interdisciplinary concentrations are currently taught by adjuncts over the last two years.

Further, participating faculty in MA granting departments will be expected to ramp up or continue currently levels of research productivity to attract doctoral students to the program. This will be

challenging given our heavy teaching loads and MA graduate committee loads. Our best path forward lies in hiring energetic and innovative junior tenure track faculty who can establish successful programs of externally funded research in the transborder region.

Request for faculty:

If the program begins in the fall of 2023, we would not necessarily need a new professor in place. However, funding would be required so that an existing faculty member could teach TBGD 701 (Introduction to Transborder and Global Human Dynamics). Concretely, we will need an adjunct faculty salary to cover a buy-out for the faculty member who is teaching that course.

Depending on the course rotation and standard practice, for the first few years the program could potentially run with existing faculty until the four faculty positions are added (see fall 2025 as an example). Then additional faculty could be added at two / three-year intervals.

Currently external research expenditures for sponsoring departments and selected faculty in affiliated programs are robust.

Restricted expenditures for external research, Fiscal Year 2019-2021

Department	FY 2021	FY 2020	FY2019	Total
Anthropology	\$236,121.89	\$125,294.98	\$123,365.01	\$484,781.88
Government	\$55,502.79	\$66,896.21	\$111,974.24	\$234,373.24
History	\$70,000	\$9,184.61	\$106,842.55	\$186,027.16
Faculty in affiliated programs:				
Borderlands and Ethnic Studies	\$20,000			\$20,000
English	\$48,046.88	\$56,161.97		\$104,208.85
Gender and Sexuality Studies	\$451,747.15	\$386,409.10	\$456,342.77	\$1,294,499.02
Geography	\$27,764	\$3611.62	\$5090.92	\$36,466.54
<i>Subtotal</i>				\$1,435,174.41
College of Arts and Sciences	\$23977	\$23,209	\$27144	\$74330
Southwest Border Cultures Institute	(13 awards)	(11 awards)	(9 awards)	
Total	\$933,159.71	\$670766.51	\$830759.49	\$2,434,686.69

Notes: The data do not include awards from the NMSU Foundation or other Foundation/Corporation entities that typically support humanities research that are not registered in ARGIS, except for the Southwest Border Cultures Institute (NEH Challenge Grant). Information on individual SBCI awards may be found here: <https://artsci.nmsu.edu/research/southwest-and-border-cultures-institute.html>. Amounts in Gender and Sexuality Studies include Dr. Cynthia Bejarano's CAMP program. Amounts for Dr. Eric Magrane and Dr. Christopher Brown in Geography include only those projects related to the environmental humanities. English includes grant expenditures of Dr. Andrew Wiget, professor emeritus. Data as of June 2021.

As the PhD program ramps up, teaching loads may be offset by Graduate Assistants who can be employed to teach general education courses. Additional cost offsets may be available as graduate students become successful in awards for external research funding.

We estimate a minimum of two 20-hour assistantships (level 2 and 3) will be required to support first cohort and multiplying thereafter (see section 5. Budget resources, below).

These costs are offset by Graduate student teaching of undergraduate and general education courses, as well as their own proposal writing and grant getting activities.

Graduate students in the humanities must be successful applicants for external funding to support fieldwork and writing.

Fulbright IIE

ACLS

NEH Fellowships (including NEH fellowships channeled through institutions, e.g. Getty, Guggenheim, Dumbarton Oaks, Wenner Gren, and more).

Ford Foundation grants

Tinker/Mellon

Organization of American States

American Association of University Women

Social Sciences:

NSF (SBE) Dissertation Improvement Grants

NSF (SBE) Research Traineeship (NRT) program

Facilities, Equipment, Materials, Library, and Budget Resources

The new Transborder and Global Human Dynamics PhD program will leverage existing facilities and research entities forming a new research core program (RCP).

While existing research entities are stretched thin to provide support for MA programs and research, they offer a prime opportunity for investment from the NMSU administration and especially for external grant applications and fundraising by the NMSU Foundation needed to elevate their research expenditures, educational activity, and engagement to levels needed to support R1 PhD programs. One concern is the need for additional staff, operating budget, and administrative assistance at these units, and the addition of doctoral level graduate assistants can provide temporary relief.

These include:

The Domenici Institute

College of Arts and Sciences Southwest Border Cultures Institute (SBCI)

NMSU Library Special Collections and Archives

Dept of Languages and Linguistics Language Lab

University Museum

American Indian Student Center

Center for Latin American and Border Studies (CLABS)

NMSU Beyond Borders Community of Practice

Chicano Studies

Black Studies

LGBT+ Programs

Some obvious action items include:

If approved, we should apply to NSF Grad Research Fellowship Program for the Social and Behavioral Sciences (SBE). [Graduate Research Fellowship Program \(GRFP\) \(nsf21602\) | NSF - National Science Foundation](#)

CLABS should seek to restore Title VI funding, perhaps as a consortium, at the earliest opportunity. This will enable NMSU to compete for Tinker/Mellon funding to support graduate students.

SBCI was established through an NEH Challenge Grant with a matching NMSU Foundation fundraising effort to establish the endowment. NMSU needs to reinitiate steady and consistent fundraising efforts to increase the endowments so that they can support doctoral level research and fieldwork for humanities faculty and students.

University Museum is seeking external funding for research and graduate students but needs help to launch fundraising campaign to increase its endowments for collections management and collections care. This can best happen with increased support for day to day operations that frees the director and university curator for grant proposal writing and performance of research.

The NMSU Library Archives and Special Collections has recently applied for NEH grant funding to support a digitization program of primary source research materials related to border families and culture. The digitization of about 15,000 pages of correspondence from the Amador family, dating from 1860-1940, will provide a window into the transborder experience of a Mexican family that divided its time between Las Cruces and Cd. Juárez. Future funding opportunities can be directed specifically to support research support for the transborder and global human dynamics program.

The centers and research entities that support the Transborder and Global Human Dynamics program have crucial role to play in connecting faculty, staff, and students to global contexts. Many entities support programming and could draw world renowned experts to NMSU to consult and make presentations of vital interests. The American Indian Student Center, for example, supports American Indian Week that includes programming and safe spaces for celebrations of Native American culture on the NMSU campus.

All such local and regional professional conferences, lecture series, programming, and community engagement activities are win-win for the PhD students. They provide opportunities to share research and network beyond NMSU and the transborder region. Students can then move on to presenting their work at National and International professional conferences.

Examples include:

- J. Paul Taylor Social Justice Symposium
- The Domenici Policy Conference
- SBCI Lecture Series and Outreach Programming
- University Museum Exhibitions and Public Programming
- Triple L Linguistics Symposium
- New Mexico Archaeological Council
- The Pecos Conference (external organization, archaeology)
- Rocky Mountain Council for Latin American Studies (external organization)
- And more...

Research funding for Graduate Students:

In the humanities, internal fellowships (\$8000-\$10,000) that support 6 – 12 months of writing and research at libraries, museums, and other fieldwork sites are needed. A mid-term and long-term development and fundraising plan would be helpful to ensure a strong launch, develop competitiveness with peers, and ensure the sustainability of the program.

Graduate students in the humanities and social sciences also need travel funding to attend national and international conferences to support the professional engagement needed to achieve success and to put NMSU on the scholarly map. External grants and fellowships for humanities and social sciences (e.g. NSF SBE, NEH) almost never include travel to conferences as eligible budget expenditures. The College of Arts and Sciences has been a steadfast supporter of graduate student travel to national professional conferences or travel for graduate research and has offered \$1000 travel grants to graduate students pre-pandemic. We expect that doctoral students in the Transborder and Global Human Dynamics doctoral program will be competitive for these awards, but recognize that the College of Arts and Sciences may

need to increase their budget allocations to these activities as all departments endeavor to elevate graduate education.

Faculty and students have centralized access to SAS, SPSS, MATLAB, and annual site licenses and licensing for more specialized software are supported individually by departments and research institutes/entities, either as perpetual, concurrent, and annual site licenses.

Current Software:

SPSS, SAS

ARCGIS, Golden Software Surfer

TERRAFLEX

NVIVO

LANGUAGE LAB Software

Collections management software (Museums, e.g. Pastperfect)

AGISOFT and UAS/Drones

Finally, an important concern is the curation and perpetual care of research data and products in the humanities and social sciences. Faculty and students produce large data sets and research products that include recorded interviews and transcriptions, video, audio recordings, photos, artifact collections, transcriptions and analyses of documents, finding guides and collections databases, exhibitions, qualitative data analysis products, quantitative data, maps, and more. Human subjects research must de-identify research participants and guard information securely.

Investigations to establish a robust Institutional Repository (IR) at NMSU have been ongoing and continue to be discussed. The university has recently instituted a subscription to the DRYAD platform as a data repository, but the long-term curation of digital content for the Transborder and Global Human Dynamics Ph.D. may require further consideration and investment of resources. The NMSU Library also seeks funding to move the CM Direct platform from a local server to the cloud. This platform can conserve and archive digital media, film, and other imagery produced in the Arts and Humanities.

Accreditation

Interdisciplinary PhD programs in the humanities and social sciences are not accredited. They do provide the knowledge, skills, and abilities needed for individuals to pursue certification and licensure in numerous specialized areas.

Evaluation and Assessment

PhD students in the Transborder and Global Human Dynamics program will be evaluated for academic and professional progress each year. Criteria will include committee membership, coursework completed, qualifying, comprehensive, and final oral exams completed, participation in colloquia, teaching activity (GTA), research activity (GRA), fieldwork and engagement, professional conference presentations, publications, and external and internal research awards. We also need to include information about employment and placements and to remain engaged with students/mentees post-graduation. Mid-term and long-term planning for evaluation instruments should consider how appropriate forms might be developed in Watermark workflow system, along with the NMSU Graduate School's required forms.

Formative Evaluation:

Recruitment:

Collect data on the qualifications of each incoming cohort, including MA completions, GPA, qualifying coursework, and foreign language competency entering the program. KPI is whether the recruitment target (5 per year) is met or not met.

Log available resources and graduate assistantships each year for recruited cohort.

Persistence: Years 1-4

PhD students in the Transborder and Global Human Dynamics program will be evaluated for academic and professional progress each year. Criteria will include committee membership, coursework completed, qualifying, comprehensive, and final oral exams completed, participation in colloquia, teaching activity (GTA), research activity (GRA), fieldwork and engagement, professional conference presentations, publications, and external and internal research awards.

Progress will be reported on standardized forms, potentially using a digital measures or workflow system. Students will be evaluated in the areas of teaching, scholarship, and service using a rating scale similar to faculty and staff at NMSU: Not meeting expectations, Needs Improvement, Meets Expectations, Exceeds Expectations.

KPI, number of students in good standing who persist to the next year. Timelines of numbers of students completing key benchmarks, such as qualifying, comprehensive, and final oral examinations. A log of available resources and graduate assistantships each year should accompany the report so that levels of support (met and unmet) may be evaluated and projections established.

Summative Evaluation – Year 5:

Summative Evaluation of Program Outcome #1 - #3 will be evaluated using the student cohort PhD dissertations and results of Final Oral Examinations and scored using an appropriate rubric.

Program Outcome #4 – proficiency in a foreign language other than English will be assessed by examination. Examinations will be collected for each student cohort.

Program Outcome #5 – community engagement will be assessed using the student cohort CVs and responses to questions about community engagement at the Final Oral Examination.

KPI, number of students graduating with the doctorate each year. Note that this KPI will not be available until five years after program inception.

Other program level steps include

- Upon recruitment of an entry cohort, create outcomes assessment plan and rubrics for each program outcome and develop schedule.
- Develop a communications plan for the central administration so that the program will receive support within the NMSU system and at the state legislature.

5. BUDGET RESOURCES

New costs for program start up and first five years include new lines for library faculty and sponsoring departments, graduate assistantships, and fringe. While our departments have had thriving master's programs for 30-50 years, the budget cuts of the last decade and the pandemic have eroded research and teaching capacity in critical areas of transborder dynamics concentrations that were lost through retirement or non-retention of faculty. All figures are based on FY 2021 salary rates.

Library subject specialist

Assistant Professor faculty line, 1fte \$63000
 Fringe at 36.5% \$22995
 Total \$85995

Faculty cluster hire

5 faculty at estimated \$64,000 starting salary, spread over 3-5 years.

Assistant Professor faculty line, nine months, 1fte \$64,000
 Start up \$7000
 Fringe @36.5% \$23360
 Total \$94360

Total required for cluster hire \$557795, or initial budget additions of \$185932/year to \$111559/year if spread over 3-5 years.

Graduate Assistants – we will begin with dedicated GA funding for two Graduate Assistants. I have averaged the cost of level 2 and level 3 GAs.

20 hour GA AC YR at .5 fte \$19075
 Fringe at .65% \$124
 Total \$19199

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5
1 – 5 students	\$95995	\$95995	\$95995	\$95995	\$95995
2 – 5 students		\$95995	\$95995	\$95995	\$95995
3 – 5 students			\$95995	\$95995	\$95995
4 – 5 students				\$95995	\$95995
5 – 5 students					\$95995
	\$95995	\$191990	\$278985	\$383980	\$479975

Costs of GA salaries are offset by teaching general education classes in committee chair’s department, including potentially online contributions. For example, if five students of a first-year cohort teach one gen ed class each semester with a cap of 30, a ball park tuition revenue return is \$300,000 per year.

Tuition Revenue Projections

The target student population will initially be drawn from MA graduates at NMSU and expended to MA graduates of the Western Regional Graduate Program member institutions, as well as Mexico.

The following table is based on an initial cohort of 5 PhD students and illustrates the total revenues in terms of tuition and fees conservatively estimated based on an average enrollment of 18 credits per year for full-time students and 12 credits per year for part-time students, for in-state students (\$329.20 per credit hour in tuition and fees). The following table assumes students enter with the MA degree and transfer 30 credits. New cohorts will be admitted each fall.

Year	Full-Time			Part-Time			Tuition and Fees
	New	Return	Total	New	Return	Total	
Year 1	5	0	5				\$29628
Year 2	5	5	10				\$59256
Year 3	5	10	15				\$88884

Year 4	5	10	15		5	5	\$98760
Year 5	5	10	15		10	10	\$128388

Approval Signatures (in sequential order) for proof of concept:

	Printed Name	Signature	Date
Submitter/Department Faculty			
Department Head			
College Dean			
Graduate Dean			
Provost			

APPENDIX A: Program of Study and Curriculum for Transborder and Global Human Dynamics PhD

The doctoral program is based on the Cambridge-Oxford and Latin American university model of collaborative faculty-student investigation in which selection of interdisciplinary foci, courses, methods, fieldwork, and analysis skills are developed and guided by the student's tutor/chair and doctoral committee. The structure of course requirements also brings the doctoral cohort together to participate and share in colloquia at key junctures of the program of study. Trans-border internships, fieldwork, and research may involve exchanges with Latin American universities or other domestic and international institutions.

The student must select an advisor from their department to help structure and chair a committee consisting of at least four faculty members from the graduate faculty list who are willing to work on the doctoral research with the student. The committee must include at least two members from at least two interdisciplinary concentrations. The committee chair will convene a meeting to review and approve the proposed program.

The student and committee work collaboratively to create a program of study. A written description of the program concept prepared by the student and committee consists of:

Areas and courses in which competency is achieved and will be transferred into the PhD program, not to exceed 30 credits.

Areas in which competency is required

Purposed individualized course work and colloquia participation and how these relate to required competencies

Objectives and an outline for dissertation research

Justification for selection of at least two interdisciplinary concentrations.

The doctoral committee will be composed of at least four members of the graduate faculty who hold doctoral degrees.

The following rules apply to the composition of the committee:

- The committee chair must be from a discipline within the student's major area.
- At least one additional member of the committee must also be from a discipline affiliated with the Transborder and Global Human Dynamics program.
- All committee members must be members of the graduate faculty.
- One member of the committee must serve as the dean's representative.

The dean's representative may be one of the following

- the member from the related area
- a member from the minor area
- An independent member, to be chosen by the student and the committee.

Departments may structure committees that include more than the minimum number of members, as long as all members of the committee will attend the comprehensive oral and final defense for the student's dissertation.

Qualifying Examination Doctoral

Students must pass a qualifying examination that is scheduled by the student's advisor and is administered by the major department. Its purpose is to determine the areas in which the student shows strength or weakness, as well as the ability to assimilate subject matter presented at the graduate level. A student may not register for dissertation credits prior to the successful completion of the qualifying

examination.

The following conditions apply to students who wish to take the qualifying examination:

For students who enter with a master's degree or equivalent from another university, or another department, the qualifying examination should be taken before the completion of one semester of graduate work.

For students who earn their master's degree at New Mexico State University and will continue in the Transborder and Global Human Dynamics doctoral program, the department may allow the master's final examination to serve as the doctoral qualifying examination or may require a separate examination.

Based on the result of the qualifying examination, the department will take one or more of the following actions:

1. Admit the student to further work toward the doctorate
2. Recommend that the program be limited to the master's degree
3. Recommend a re-evaluation of the student's progress after the lapse of one semester
4. Recommend a discontinuation of graduate work

In all cases, the Graduate School shall be notified by the department of the results of the qualifying examination. Students will be admitted to the doctoral program once the qualifying examination is passed. The student and student's advisor will then appoint the doctoral committee to prepare the student's preliminary doctorate program of study. The student must submit the program of study to the Graduate School immediately following admission into the doctoral program and before registering for additional coursework.

Comprehensive Examination

Students will be admitted to the comprehensive examination only after the following conditions are met

1. Completion of adequate course work, to the satisfaction of the major department and the Graduate School
2. The graduate committee determines the student is adequately prepared for the examination
3. Successful completion of all language requirements (where applicable).

Students must be registered for 3 credits of graduate course work during the semester in which they take the comprehensive examination.

A student taking an oral examination during the summer must enroll for at least one credit for that term.

The Doctorate of Philosophy Examination Form must be on file at the Graduate School at least ten working days prior to the proposed date for the examination. The examination must be part written and part oral.

The results of the oral examination will be reported to the Graduate School by the Dean's Representative of the committee. Any student who fails the comprehensive examination may either be terminated from the doctoral program or upon recommendation of the committee and approval of the Dean of the Graduate School, be granted a second examination after a lapse of at least one semester.

In general, there should be a time lapse of at least one year between the comprehensive and final oral examination. However, due to the type of research required and the method of administering the written comprehensive in some departments, such a time lapse is not always practical. In all cases there must be one semester between the comprehensive and the final oral examinations.

Time Limit for the Comprehensive Examination

If more than five years have passed since the date of the comprehensive examination, the candidate will be required to take another comprehensive examination before admission to the final examination.

Advancement to Candidacy

Advancement to Candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement to candidacy, the student is cleared for the final stages of the graduate program which may include a dissertation, project or written examination.

For advancement to candidacy the following criteria must be met

1. Successful completion of the comprehensive examination
2. Recommendation of the graduate committee
3. Approval of the Dean of the Graduate School Upon receiving advancement to candidacy, students must establish residency and follow the Dissertation Registration Requirements (see Residency Requirements in the NMSU Catalog).

Admission Requirements

Preferred: GPA 3.5

Spanish language proficiency (reading, writing, speaking: INT high actfl)

GRE

Letter of intent describing the applicant's goals for academic and professional development, the research project to be pursued, previous experience and qualifications for conducting research, and a list of faculty whom they anticipate will form the committee. Student applicants are strongly advised to contact potential faculty to explore working with them and note these connections in their application.

Three letters of recommendation from academic or professional sources.

Master's degree in related field of the humanities or social sciences

30 credits to be transferred to PhD program (see section 2.3, above).

Curriculum and Degree Requirements

The PhD degree in Transborder and Global Human Dynamics requires a total of 72 credits beyond the Bachelor's degree and can be earned with 24 credits of formal course work beyond the Master's degree (assuming 30 credits from the MA are transferred into the program), plus 18 additional dissertation research credits.

Course requirements are distributed as follows:

Two required core courses, to include TBGD 601 Introduction to Transborder and Global Human Dynamics (modular teaching) and TBGD 602 Research proposal: 6 credits

Two methodology courses: 6 credits

Two analysis courses: 6 credits

Fieldwork, archival research, community consultation: 6 credits

Twelve credits of coursework distributed in each of at least two Interdisciplinary Concentrations: 24 credits.

Additional six credits as needed and recommended by the student's committee, if not transferred from the Master's program.

Dissertation: 18 credits

Total: 72

Interdisciplinary Concentrations:

Cultural and linguistic translation, interpretation, literature, and heritage

Refugees, asylum-seekers and migration

Transnational public policy and human rights

Environmental justice, landscape, archaeology and heritage management

Food security, water security, human health, and sustainability

Power, inequality, and racial justice

Please note that the courses listed below are representative of each category. They are not a comprehensive list of course offerings.

Prefix	Title	Credits
Core Courses: Required (6) With colloquium		
TBGD 5110	Introduction to Transborder and Global Human Dynamics (co-taught modules)	3
TBGD 6991	Research Proposal (individualized study with committee with colloquium)	3
Select two courses (6): additional 6 credits as recommended by the student's committee		6
Methods: Select two courses (6) With colloquium		
ANTH 520	Ethnographic Field Methods	3
ANTH 523	Archaeological Field Methods	3
BEST 511	Methodologies in Borderlands and Ethnic Studies	3
GEOG 583	Field Methods in Geography	3
GEOG 602	Integrative Research Design	3
GNDR 555	Adv. Feminist Research Methodologies	3
HIST 598	Craft of History: Historical Theories, Methods, and Criticism	3
POLS 502	Research Methods in Government	3
SPAN 500	Methods of Research and Literary Criticism	3
SPAN 580	Research Methodology in Spanish Linguistics	3
CJUS 501	Research Methods in Criminal Justice	3
Analysis: Select two courses (6) With colloquium		
ANTH 512	Quantitative Analysis in Anthropology	3
ANTH 579	Qualitative Data Analysis	3
GEOG 578	Fundamentals of GIS	3
GEOG 585	Advanced Spatial Analysis	3
POLS 503	Qualitative Research Methods	3
POLS 544	Public Policy Analysis	3

SPAN 595	Advanced Strategies for Teaching Spanish for Heritage/ Native Speakers	3
SPAN 590	La Nueva Frontera: Critical Analysis of Border Theory & Cultural Identities	3
Field Work and Data Collection: Select 6 credits in consultation with committee With colloquium		
TBGD 6998	Field Work, Archival Work, Community Consultation	6
	Transborder internships and experiences at universities, policy institutes, archives, think tanks (supervised by committee)	
Concentrations: Select 12 credits from at least two different areas (24) With colloquia		
	The following are representative courses for each concentration, not a comprehensive list	
Cultural and linguistic translation, interpretation, literature, and heritage		
SPAN 521	Culture and Literature of New Mexico	3
SPAN 551	Hispanic Cultures: Coyolxauhqui, La literatura femenil chicana	3
SPAN 558	Bilinguismo	3
ANTH 544	Native American Visual Culture	3
HIST 516	History of Latinos in the United States	3
ENGL 536	Borderlands Writing Project	3
ENGL 589	Borderlands Representations.	3
Refugees, asylum-seekers and migration		
POLS 563	Issues in International Relations	3
POLS 578	Seminar in the U.S.-Mexican Border Politics	3
GNDR 554	Adv. Issues in Women Crossing Borders	3
SOCI 587	Advanced International Migration	3
Transnational public policy and human rights		
POLS 536	Public Policy and Indigenous Communities	3
POLS 578	Seminar in the U.S.-Mexican Border Politics	3
HIST 590	Reading Seminar: Border, Boundaries, and Frontiers	3
GNDR 502	Adv. Transnational Feminisms	3
SOCI 579	Adv Sociological Perspectives on the U.S.-Mexico Border	3
Environmental justice, landscape, archaeology, and heritage management		
ANTH 540	Cultural Resource Management I	3
ANTH 545	Adv. Museology	3
ANTH 518	Historical Archaeology	3
HIST 583	Adv. Historic Preservation	3
HIST 586	Interpreting Historic Places for the Public	
GEOG 555	Southwest Environments	3

GEOG 598	Special Topics: Geohumanities	3
Food security, water security, human health, and sustainability		
ANTH 502	Contemporary Medical Anthropology	3
ANTH 486	Community Engagement and Service Learning	3
ANTH 538	Plants Culture and Sustainable Development	3
ANTH 535	Adv. Human Health and Biological Variation	3
Power, inequality, and racial justice		
ANTH 541	Indigenizing Methodologies (crosslist with Best 511)	3
ANTH 553	Native American Women	3
BEST 510	Foundations in Borderlands and Ethnic Studies	3
BEST 512	Theories in Borderlands and Ethnic Studies	
CJUS 514	Advanced Race, Crime, and Justice	3
CJUS 528.	Advanced Mexican-Americans and Issues of Social Justice	3
Dissertation: 18 credits		
TBGD 700	Dissertation	18
	Total Credits	72

Students are expected to have proficiency in Spanish as stated in the basic entry requirements or proficiency in another relevant foreign language. Students lacking proficiency will be required to take appropriate courses as directed by their doctoral committee. Students pursuing the concentrations in environmental justice, landscape, archaeology and heritage management, food and water security, human health, and sustainability are recommended to develop basic foundation in Geographic Information Systems and Technology, as guided by their doctoral committee. All concentrations may include appropriate special topics courses in related core disciplines and programs, as directed by the student's doctoral committee.

APPENDIX B: List of Participating Faculty and Qualifications

The institution has already a sizeable pool of qualified researchers and educators to meet the needs of the proposed degree program.

Research Expertise and Projects in Support of the Proposed Ph.D. in Transborder and Global Human Dynamics

Department of Government

The current regular full-time graduate faculty in the Department of Government engage in teaching and research that will contribute to the Ph.D. in Transborder and Global Human Dynamics and attract students interested in each of the program's interdisciplinary concentrations (with the exception of Cultural and linguistic translation, interpretation, literature, and heritage).

For example, Neil Harvey (Professor and Department Head) is PI of the [National Science Foundation-Research Experience for Undergraduates \(NSF-REU\) Collaborative Site Program on Immigration Policy and US-Mexico Border Communities](#). This program has focused on the experiences of refugees, asylum seekers and migrants at the US-Mexico border and can easily be expanded to serve students in the Ph.D. program. The program has been rooted since 2008 in Harvey's Service-Learning class "Social Justice on the US-Mexico Border," and, since the start of the NSF grant in 2017, in a Community-Based Participatory Research (CBPR) model that involves collaboration with several non-profits and immigrant advocacy groups in New Mexico, El Paso and Ciudad Juarez, Mexico. For example, see the accompanying Letters of Support from American Civil Liberties Union (ACLU-NM), Colonias Development Council (CDC) and NM Comunidades en Acción y de Fe (NM CAFÉ). For an overview of the NSF REU program, see: Harvey, Neil, et al. "Searching for Safety and Researching for Justice: Documenting Migrant Experiences in the Paso del Norte Region. Forthcoming in Hoehn, Maria (Ed.) *Migration, Displacement and Higher Education*. Palgrave Macmillan. Dr. Harvey has also conducted extensive research and published widely on topics related to human rights and the struggles of Indigenous communities in Chiapas, Mexico, for justice in the face of deep socio-economic inequalities and racism. See, for example, his book: *The Chiapas Rebellion: the Struggle for Land and Democracy* (Durham, NC: Duke University Press, 1998).

Similarly, Dr. Sabine Hirschauer (Associate Professor and Chair of MA Government program) leads a summer program and fall course, entitled [International Service-Learning: the Migrant Crisis in Europe](#) in which undergraduate and Masters level students from NMSU have travelled to Munich for intensive collaborations with German NGOs that are responding to the influx of refugees and asylum-seekers. Students have combined academic study with hands-on collaborations with these NGOs in order to gain a deeper understanding of Europe's complex struggle with global mobility, refugee regimes, identity politics, and multiculturalism. This program can also be expanded to include students in our proposed Ph.D. program. Similar Harvey's program noted above, Dr. Hirschauer's already-existing network of collaborators and social activists in Germany will facilitate access to organizations, communities and existing bodies of research. Dr. Hirschauer's own research is also of direct relevance for this Ph.D., as she has published widely on comparative border security issues, as well as gender-based violence in international conflicts, using the lenses of critical security studies and feminist perspectives in international relations. See, for example: Hirschauer, Sabine. 2021. "German and U.S. Borderlands – Recognition and the Copenhagen School in the Era of Hybrid Identities. In *Recognition and Migration. Perspectives from Ethics, Political Philosophy and Critical Theory*, edited by Gottfried Schweiger, Cham: Springer 2021, (Springer Series: Studies in Global Justice).

While Harvey and Hirschauer (who both teach in the MA Government program) focus on issues that will be of interests to students taking interdisciplinary concentrations of **Refugees, asylum-seekers and**

migration; Transnational public policy and human rights; and, Power, inequality, and racial justice. Dr. Ani Ter-Mkrtychyan's (Assistant Professor) research on environmental policy and the role of environmental NGOs will contribute directly to the concentrations in **Environmental justice, landscape, archaeology, and heritage management;** and, **Food security, water security, human health, and sustainability.** Her current work involves collaboration with the Water Resources Research Institute at NMSU to study how local populations on both sides of the US-Mexico border make decisions regarding water use and conservation. Her prior work has focused on accountability of NGOs involved in promoting environmental justice in post-communist countries of Eastern Europe, as well as in the United States.

The Department of Government is also home to the Masters of Public Administration (MPA) program, directed by Dr. Christina Medina (Associate Professor). This program is nationally accredited with the Network of Schools of Public Policy, Affairs and Administration (NASPAA) and provides a strong foundation for students seeking to continue from Masters to doctoral level research in areas that align with the goals of the proposed Ph.D. Dr. Medina's own research focus has concerned cultural competency pedagogy to address inequities in higher education, a key focus of the interdisciplinary concentration on **Power, inequality, and racial justice.** For example, see: Medina, C. A., et al. (2018). "Intro Essay: Setting the Stage for Highlighting work in Cultural Competency Pedagogy." *EJournal of Public Affairs Civic Engagement, Education, Research and Practice*, 7(2), 16. Dr. Medina is also an Affiliated Faculty member of the [Borderlands and Ethnic Studies](#) (BEST) program at NMSU, which, as noted above, is supportive of our proposed Ph.D. program.

In addition, Dr. Tad Conner (Associate Professor), Dr. Kim Seckler (College Professor) and Dr. Seong Kang (Assistant Professor) all contribute in areas of teaching and research that doctoral students would find attractive, particularly for the interdisciplinary concentration on **Power, inequality, and racial justice.** For example, Dr. Conner's research focuses on Indigenous peoples in the United States and the importance of cultural knowledge among non-Indigenous public officials (particularly in the education system) when they engage with native communities. For example, see Conner, Tad. 2014. "Collaboration and Indian Education: Exploring Intergovernmental Partnerships between Tribes and Public Schools." *Journal of American Indian Education*. 53(2): 48-65. Dr. Conner and Dr. Seckler also offer graduate classes on Native American policy issues in New Mexico and nationally, providing an existing body of knowledge and collaborative scholarly networks for potential Ph.D. students interested in the ethnic boundaries, conflicts and dialogues that shape contemporary Native American life.

Dr. Seckler is also the coordinator or the interdisciplinary Supplementary Major in Law & Society at NMSU, participates on many Masters level committees, teaches graduate level courses in public law, and can contribute to the success of Ph.D. students interested in the legal and constitutional issues affecting particularly Native communities in New Mexico. She regularly teaches a graduate course in Indigenous Public Policy and is a contributing author and editor of a textbook on governance in a border state, Garcia, Hain, St. Clair and Seckler. 2006. *Governing New Mexico* (4th ed.), Albuquerque, NM: UNM Press. She also addresses issues facing New Mexico's Indigenous community in publications such as Kim Seckler. 2017. "New Mexico: Difficult Beginnings and Difficult Ends," *California Journal of Public Policy*.

Similarly, Dr. Seong Kang conducts research on citizen participation in enhancing government accountability and has published on issues of law enforcement, race, and injustice. His work on is timely and relevant for students seeking to conduct advanced research in the area of **Power, inequality, and racial justice** (for example, see Dr. Kang's collaborative research, supported by the Russell Sage Foundation: Gaynor, Tia S., Seong C. Kang, and Brian N. Williams. (2021). "The Legacy of Plessy vs. Ferguson: The Relationship Between State-Sanctioned Violence, Race and Place." *RSF: Russell Sage Foundation Journal of the Social Sciences*, 7(1): 50-66.

More details can be found at: <https://deptofgov.nmsu.edu/facultydirectory/faculty-profiles.html>

Department of Anthropology

All current regular graduate faculty in the Department of Anthropology engage in teaching and research that will contribute to the Ph.D. in Transborder and Global Human Dynamics and attract students interested several interdisciplinary concentrations.

Food security, water security, human health, and sustainability

Dr. Lois Stanford (Professor) is an agricultural anthropologist whose research focuses on the globalization and restructuring of local and export foods systems and the subsequent impact on small growers in these systems, both in Mexico and in the US Southwest. Her work in food security and food sovereignty and sustainability has resulted in numerous publications and an impressive record of community engagement with La Semilla Food Center. Her most recent research is a collaborative interdisciplinary effort between NMSU and the Fred Hutchinson Cancer Center project team that was awarded a U54 Pilot Project Grant for the project, *Improving Bioavailability of Cancer Preventive Phytonutrients in New Mexican Diets*. This project focuses on collaboration with key informants in US-Mexico border communities, selection of key recipes, nutritional analysis of these border cuisine recipes, and development of culturally appropriate healthy alternatives. She teaches and advises the graduate minor in Food Studies, and teaches Anth 520 Ethnographic Field Methods and Anth 515 Applied Anthropology. In collaboration with Dr. Sarita Cargas (UNM), Lois has been developing efforts to conduct a statewide survey of New Mexico college campuses and to further study food security and basic needs issues across both NMSU and UNM campuses based on the results of an NMSU-wide food security and basic needs survey completed in spring 2021. Dr. Stanford has also conducted research and published widely on agriculture, food systems, and globalization in Michoacán, Mexico.

Dr. Mary Alice Scott (Associate Professor) is an applied medical anthropologist who studies human health and illness from a holistic perspective, as shaped by human biology, culture, political economic contexts, and individual experience. She teaches graduate curriculum in Medical Anthropology. Her research has generated nearly \$500,000 in funding since 2017. Her applied research focuses on transforming medical education and health care delivery to better address health disparities in the U.S.-Mexico border region. Her work entails four specific areas of focus: (1) health care delivery research, funded through an NIH U54 program grant for a pilot study to evaluate a social needs screening tool used in primary care settings. (2) medical education research, funded since 2016 through a research contract with Memorial Medical Center's Southern New Mexico Family Medicine Residency Program to develop and evaluate a social medicine curriculum for family medicine residents. Results are published in a forthcoming article in *Family Medicine* and the *Journal of Interprofessional Care* (3) border region health disparities research, conducted with students to document a free clinic's transition process to becoming a federally qualified health center in order to provide more health services to marginalized populations. Finally, (4) historical research on rural life and health in New Mexico, she collaborated with Dr. Kelly Jenks, a historical archaeologist, on a New Mexico Rural Heritage Oral History Project that grew out of her previous work with the National Cancer Institute's Trinity Nuclear Test Risk Assessment Study (see 2020 publication in *Health Physics*). Dr. Scott has also conducted research and published widely on transnational migration, health disparities, and neoliberalization of the public health sector in Veracruz, Mexico.

Dr. Kathryn Olszowy (Assistant Professor) is a biomedical anthropologist who studies human health and biological variation from a biocultural perspective. Her specific research interests are in economic development and chronic disease risk, sex/gender-based disparities in obesity risk, mental and physical health outcomes associated with natural disasters, child growth and development, and the relationship

between household conditions (including water insecurity) and chronic disease risk. Her current research includes: 1. An ongoing study of mental and physical health outcomes associated with population displacement due to volcanic activity in Vanuatu, South Pacific, in collaboration with researchers at the University of Quebec and the Vanuatu Ministry of Health. You can read more about this project [here](#). 2. Emerging projects in Doña Ana County colonias on water insecurity and diabetes risk, funded by Mountain West Clinical Translational Research Infrastructure Network (MW CTR-IN) pilot grant and 2) gendered impacts of the COVID-19 pandemic response in collaboration with Dr. Mary Alice Scott, a medical anthropologist in the Department of Anthropology, and with the Doña Ana County Department of Health & Human Services. 3. Diabetes, Food Insecurity, and Mental Distress During COVID-19: Applying Syndemic Theory to Biosocial Interactions and Outcomes in New Mexico Colonias. With Dr. Mary Alice Scott, this project proposes to develop a predictive model of interactions between diabetes, food insecurity, and mental distress during the COVID-19 pandemic in colonias (underdeveloped rural US-Mexico border communities) in New Mexico. The project is funded by the Natural Hazards Center Quick Response Research Award Program and the American Philosophical Society, Franklin Grants.

Power, inequality, and racial justice;

Dr. Georgina Badoni, *Diné* (Assistant Professor, Department of Interdisciplinary Studies – Native American Studies; Affiliated Faculty member of the [Borderlands and Ethnic Studies](#) (BEST) program) specializes in Native American visual culture with a particular focus on artistic expressions of Native womanhood by Native women artists. She is co-editor with colleagues in Gender and Sexuality studies and Chicano Studies of the *Mujeres Activas en Letras y Cambio Social* (MALCS) journal goal is to promote inclusive and diverse scholarly manuscripts, art, essays, creative writing and book reviews. She conducts engaged scholarship with Las Cruces Public Schools for which she received the College of Arts and Sciences Outstanding Achievement in Outreach Award in 2021. With BEST faculty, she is Co-PI for *Re-Visioning Social Studies: Community Convening and Writing Institute for Educators and Students*, funded by the Kellogg Foundation. Her longitudinal research, *MatriArt: Conversations with Artists* is funded by the NMSU Southwest Border Studies Institute and addresses how with centuries of persecutions, oppression, and underrepresentation, Native mothers have remained the core of families, communities, and nations, signifying the strength of resistance. How are Native women expressing this resistance in their work? It is through their art we are reminded of survival and the power of motherhood. An ideology of the Native motherhood series intends to represent diverse values, epistemologies, and worldviews, challenging the unjust representation of Native women.

Environmental justice, landscape, archaeology and heritage management.

Dr. Rani T Alexander (Academic Department Head and Professor) is an archaeologist specializing in the complex societies of Mesoamerica, the post AD1450 archaeology of the Yucatán peninsula, colonialism and ethnohistory, archaeological households, agrarian ecology, zooarchaeological analysis and human-animal relationships, and quantitative analytical methods. Her research focuses on community autonomy, the formation of refuge areas, frontiers, and resistance to colonial and postcolonial regimes. I have conducted archaeological fieldwork in Isla Cilvituk, Campeche, and Yaxcabá and Ebtun, Yucatán, Mexico. Recent publications include 2019 *Technology and Tradition in Mesoamerica after the Spanish Invasion*, edited by Rani T. Alexander. University of New Mexico Press, Albuquerque. 2018 *Colonial and Postcolonial Change in Mesoamerica: Archaeology as Historical Anthropology*, edited by Rani Alexander and Susan Kepecs. University of New Mexico Press, Albuquerque. With Dr. Kelly Jenks, Fumi Arakawa, Donovan Bailey (Biology), and Sara Fuentes Soriano (Range Science) she is coPI on two grants sponsored by the US Department of the Interior, Bureau of Land Management *A New Study of Early Maize from the Peña Blanca Rockshelters, Organ Mountains Desert Peaks National Monument* (2020-2022) and *Resource Management Planning for the Organ Mountains Desert Peaks National Monument* (2017-2022).

Dr. Fumi Arakawa (Professor) is the Director of the University Museum. He is also a Research Associate

with Crow Canyon Archaeology Center in Cortez, Colorado, and a Senior Researcher with the Village Ecodynamics Project. His primary interest is reconstructing sociopolitical organization among the Ancestral Puebloans in the Mesa Verde and northern Mimbres regions. His research examines how social scales and power changed through time in small-scale agricultural societies of the American Southwest using demographic, environmental, and material (lithics and pottery) data. Fumi has also explored topics related to multi-vocal studies in archaeology, cultural trajectory, gender division of labor, and exchange systems. Since 2015, Fumi has directed NMSU Archaeological Field School during the summers at Twin Pines and South Diamond Creek Pueblo, Mimbres sites on the Gila National Forest in New Mexico. One of his many recent publications is “Identifying New Quarries as a Method for Expanding Research: A GIS Case Study from the Mesa Verde Region in the American Southwest.” *Journal of Archaeological Science: Report*. 33:1-9, 2020. Currently, Dr. Arakawa leads the multi-year Native American Grave Protection and Repatriation Act (NAGPRA) Consultation and Repatriation effort with Tribal government representatives and Federal and State government representatives at NMSU.

Dr. Kelly Jenks (Associate Professor) is a historical archaeologist who specializes in the American Southwest and Southern Plains. Her research focuses on the material construction of social and political identities and the influence of interregional trade in New Mexico, especially between AD 1500 and the present. Her primary interest is in the Much of my recent research has focused on material construction and evolution of social identities within multiethnic colonial communities that formed within contact zones during the Spanish colonial, Mexican, and early American periods in the Southwest. She conducts fieldwork within the Spanish land grant community of [San Miguel del Vado](#), New Mexico, established in the Upper Pecos River Valley on the eastern frontier of the New Mexico colony in 1794. My analysis of the use of space, architecture, and materials at this site focuses on the ways that residents used corporate practices and communal spaces to downplay ethnic differences and express a shared civic identity (*vecindad*) that distinguished them from their eastern neighbors and trade partners. I also explored archaeological evidence of Hispanic expansion and settlement in New Mexico in both earlier and later periods: at [Los Ojitos](#), a homestead-era village in the Middle Pecos Valley occupied ca. 1870-1950, and along [El Camino Real de Tierra Adentro](#), the road connecting New Mexico to Mexico from 1598 through the 1880s. Oral history is an important component of this research, and I've been involved with several oral history projects in this region. One of these, the [New Mexico Rural Heritage Oral History Project](#), is the source of a short podcast series hosted on the KRWG website. At present, she is working for and with the [Cañón de Carnué Land Grant](#) to study archaeological evidence of previous occupations within the land grant. Dr. Jenks has experience working in cultural resource management (CRM) in the Southwest and Great Plains regions and regularly teaches the core courses (ANTH 540 and 542) for the Graduate Certificate in Cultural Resource Management. Her most recent grant is a five-year agreement for cultural resources support with White Sands National Park.

Dr. William Walker (Professor) is an archaeologist who studies southwestern archaeology and ritual in prehistory. His general research interests focus on the development of archaeological method and theory for the study of prehistoric ritual and religion. I am developing a behavioral understanding of religion in order to explore various ritual activities such as pilgrimage, ritual persecution and the ritualized abandonment and discard of artifacts and architecture. Currently, my data for these topics derives from archaeological evidence recovered from southern New Mexico and Chihuahua. I am exploring the ritual organization of the desert Mogollon including Casas Grandes Culture of Northern Chihuahua and Jornada and Mimbres branches of Southern New Mexico. This research is accomplished largely by NMSU Archaeological Field School students and involves the survey and excavation of late prehistoric (AD 1300-1450) sites in southern New Mexico. Currently he directs excavations at Cottonwood Spring Pueblo, located on the western flanks of the San Andres Mountains. With James Skibo he is co-editor of *Explorations in Behavioral Archaeology* (University of Utah Press, 2015).

Department of History

Research Expertise and Programs in Support of the Proposed Ph.D. in Transborder and Global Human Dynamics in the Department of History

The graduate faculty in the Department of History engage in teaching and research that will contribute to the Ph.D. in Transborder and Global Human Dynamics; and our MA Program in Public History will attract students interested in many of the program's interdisciplinary concentrations.

Professor Margaret Malamud regularly teaches a graduate-level reading seminar, HIST 590: Borders, Boundaries, and Frontiers, which explores questions and issues concerning international and regional borderlands; introduces the relevant theoretical literature; and considers specific places and times through case studies, including the US-Mexico border.

Professor Iñigo García-Bryce teaches a number of graduate-level courses in Latin American history, including HIST 516: History of Latinos in the US, HIST 553: Cuba---Colony to Castro, and HIST 557: Mexican Revolution, of relevance to students interested in the US-Mexico borderlands.

Professor Mark Cioc-Ortega is currently working on a book-length manuscript on the environmental history of the El Paso-Ciudad Juárez region, especially regarding water resources and transportation issues.

All of our faculty teach and research on topics that involve transnational issues in East Asia, Europe, the Middle East, Latin America, and the United States.

Languages and Linguistics Intellectual Contributions

Professors in the Department of Languages and Linguistics have an intellectual footprint that is both wide and deep. The department includes faculty who publish on literature, culture, language, and linguistics. The following list—arranged alphabetically—highlights their research interests and major publications.

Dr. Kate Bove (Assistant Professor; PhD University of Georgia) has research interests in bilingualism, language contact, semantics, modality, epistemicity, the syntax-semantics and semantics-pragmatics interfaces. As a faculty member in their third year in the professoriate, she has a number of edited books and journal issues completed, in press, or in progress: 1) Waltermire, Mark, & Bove, Kathryn P. Eds. (in press). *Mutual Influence in Situations of Spanish Language Contact in the Americas*. London: Routledge; 2) Bove, Kathryn P. Ed. (2020). *Issues in Hispanic and Lusophone Linguistics*. John Benjamins. Bove 2020. Ch 2. Mood selection in a contact Variety. Case of YS-1.pdf—Accepted) 3) Bove, Kathryn P. Ed. (in press). *Current Issues in Linguistic Theory*. John Benjamins; and some others in progress.

Dr. Glenn Fetzer (Department head and Professor of French, PhD CUNY) hold research interests in 20th century French and francophone writers and poets, especially, most recently, of Tunisian and Egyptian writers of French expression (Tounes Thabet, Ahmed Mahfoudh, and Dora Shafik. His two single-authored books are *Palimpsests of the Real in Recent French Poetry* (Rodopi), and *Emmanuel Hocquard and the Poetics of Negative Modernity* (Summa Publications). He is the author of numerous articles on Lorand Gaspar, André du Bouchet, Francis Jammes, O.V.de L. Miloszcz, among others.

Dr. Rodrigo Figueroa-Obregón (PhD University of Oklahoma) is an assistant professor in his second year at NMSU. His research interests include, Mexican Literature, Geocriticism, Disability

Studies, and Creative Writing. He is the author of a newly published book, Figueroa Obregon, R. (2021). *La Ciudad como Tercerespacio en la Literatura Estridentista*. Mexico City: Ediciones Eón. He is the author of several articles in journals, and in conference proceedings and is an active scholar.

Dr. Spencer Herrera (Associate Professor, PhD University of New Mexico) is our Chicano specialist, with research interests in Chicano Literature, Film and Culture. He is co-editor of several university-press books, including 1) *Querencia: Reflections on the New Mexico Homeland* (pp. 350 pages). Albuquerque, NM: University of New Mexico Press (with Fonseca-Chavez, V., Romero, L., (2020). In Vanessa Fonseca-Chávez, Levi Romero, and Spencer R. Herrera (Ed.); 2) *Sagrado: A Photopoetics across the Chicano Homeland* (pp. 160). Abq, NM: University of New Mexico Press (with S. R., Kaiser, R., Romero, L. (2013). He has also published an edited writing textbook, *Tertulia: La escritura como acto público, social y cultural* (1st ed., vol. 1, pp. 150). Dubuque, Iowa: Kendall Hunt Publishing. He is also the author of numerous articles.

Dr. Héctor Iglesias Pascual (PhD, The Ohio State University) is in his second year as an Assistant Professor of Spanish. His research interests include Contemporary Latin American Literatures and Cultures, Latin American Film, Queer and Sexuality Studies, and Social Media Studies. He has an article published and several waiting publications.

Dr. Jeffrey Longwell (PhD New Mexico State University) is a College Professor of Spanish. He is the **Coordinator of Lower Division Spanish and serves as Graduate Director for the MA programs in Spanish. His research interests focus on Second Language Acquisition and use. He is the author of two e-books on the teaching of Spanish:** Longwell, J. K. (2021). *Llaves 2 – Introductory Spanish II* (ed., pp. etext). Iowa; and Longwell, J. K. (2020). *Llaves - Introductory Spanish I* (ed., pp. etext). Iowa.

Dr. Patricia MacGregor-Mendoza (PhD, University of Illinois) is a Professor of Spanish and Linguistics. Her specializations include **Language Use and Language Attitudes, Language Policy, Education of Linguistic Minorities, First and Second Language Acquisition. She is author of a forthcoming co-edited book volume on linguistic social justice (with Ramos Pellicia, Michelle, & Niño Murcia, Mercedes.** Additionally, she is author of numerous peer-reviewed articles on teaching and assessing heritage language, on language attitudes, on service learning, on Quality Matters, to name just a few.

Dr. Gabriela Moreno (PhD, University of Arizona) is an Associate Professor of Spanish and the Director of the Spanish for Heritage Language / Spanish as a Native Language program. Her Areas of specialization include the methodology and pedagogy of heritage languages, language socialization, languages in contact, instruction and acquisition of Spanish in the U.S. Her r research interests include cultural and literary studies along the U.S.-Mexico border, performance studies, and gender studies. She is the author of *Mean Green: Nation Building in the National Border Patrol Museum* (ed., pp. 140). New York: Peter Lang Publishing Inc. and a co-author (with S. Herrera) of *Tertulia: La escritura como acto público, social y cultural* (1st ed., vol. 1, pp. 126). Dubuque, Iowa: Kendall Hunt Publishing Company.

Dr. Mark Waltermire (PhD, University of New Mexico) is an Associate Professor of Spanish and Linguistics who counts as his research interests Phonetics and Phonology, Language Contact, Bilingualism, and Sociolinguistics. He is the author of numerous peer-reviewed articles. He has a recent co-authored book (with Gradoville, Michael) titled *Spanish Phonetics and Phonology in Contact: Studies from Africa, the Americas, and Spain*, 2020 (Amsterdam: John Benjamins). He is also co-editor (with K. Bove) of a book accepted for publication by Routledge, titled *Mutual Influence in Situations of Spanish Language Contact in the Americas*.

Department of Geography

Dr. Christopher P. Brown, Professor; Co-Director, Spatial Applications and Research Center; and Faculty Fellow, Beyond Borders Community of Practice. Since becoming interested in U.S.-Mexico border issues while doing his Ph.D. work, Christopher Brown has researched binational water resource issues on the U.S.-Mexico border. Brown's specific areas of interest include binational water resource policy and the use of applied GIS tools to examine water quality and supply in twin city regions along the U.S.-Mexico Border.

Dr. Eric Magrane is an Assistant Professor in the Department of Geography at New Mexico State University (NMSU). His work takes multiple forms, from scholarly to literary to artistic. He is the coeditor of *The Sonoran Desert: A Literary Field Guide* (University of Arizona Press), a hybrid field guide and literary anthology that has received several awards, including a 2016 Southwest Book of the Year and a New Mexico-Arizona Book Award. In his research and creative work, he is particularly interested in environmental narratives, sense of place, and contemporary artistic and literary responses to environmental change. His most recent research effort is funded by the National Endowment from the Humanities entitled "Critical Approaches to Place: Teaching Narrative Mapping in Southern New Mexico. It is a three-year curriculum development and public engagement project organized by collaborators from New Mexico State University (NMSU)'s Geography and English departments.

The following list of faculty and staff all have active research in Transborder and Global Human Dynamics and are graduate faculty.

Name	Department	Areas of Expertise
Lois Stanford	Anthropology	https://anthropology.nmsu.edu/anthropology-faculty/stanford.html
Mary Alice Scott	Anthropology	https://anthropology.nmsu.edu/anthropology-faculty/dr-mary-alice-scott.html
Katie Olszowy	Anthropology	https://anthropology.nmsu.edu/anthropology-faculty/olszowy.html
Kelly Jenks	Anthropology	https://anthropology.nmsu.edu/anthropology-faculty/jenks.html
Rani Alexander	Anthropology	https://anthropology.nmsu.edu/anthropology-faculty/alexander.html
William Walker	Anthropology	https://anthropology.nmsu.edu/anthropology-faculty/walker.html
Fumi Arakawa	Anthropology University Museum	https://anthropology.nmsu.edu/anthropology-faculty/f-arakawa.html
Georgina Badoni	Interdisciplina ry Studies/BEST	https://anthropology.nmsu.edu/anthropology-faculty/badoni.html
Eric Magrane	Geography	https://geography.nmsu.edu/about-us/Faculty_Bios/EricMagrane/MagraneBio.html
Christopher Brown	Geography	https://geography.nmsu.edu/about-us/Faculty_Bios/ChrisBrown2/BrownBio.html

Dennis Daily	NMSU Library Special Collections and Archives	https://liblc.nmsu.edu/directory/name/dennis-daily/
Nicolas Natividad	Criminal Justice BEST	https://crimjust.nmsu.edu/faculty-and-staff/nicholas_natividad_page.html
Dulcinea Lara	Interdisciplinary Studies/ BEST	https://crimjust.nmsu.edu/faculty-and-staff/dulcinea_lara_page.html
Cynthia Bejarano	Gender and Sexuality Studies	https://idsas.nmsu.edu/facultydirectory/dr.-cynthia-bejarano.html
Kate Bove	Languages and Linguistics	https://langling.nmsu.edu/departmentdirectory/katebove.html
Rodrigo Figueroa Obregón	Languages and Linguistics	Mexican Literature
Spencer Herrera	Languages and Linguistics	https://langling.nmsu.edu/departmentdirectory/spencerherrera.html
Jeff Longwell	Languages and Linguistics	https://langling.nmsu.edu/departmentdirectory/jeffreylongwell.html
Patricia MacGregor-Mendoza	Languages and Linguistics	https://langling.nmsu.edu/departmentdirectory/patriciamacgregormendoza.html
Gabriela Moreno	Languages and Linguistics	https://langling.nmsu.edu/departmentdirectory/gabrielamoreno.html
Mark Waltermire	Languages and Linguistics	https://langling.nmsu.edu/departmentdirectory/markwaltermire.html
Héctor Iglesias Pascual	Languages and Linguistics	https://langling.nmsu.edu/departmentdirectory/hectroiiglesiaspascual.html
Glenn Fetzer	Languages and Linguistics	https://langling.nmsu.edu/departmentdirectory/glennfetzer.html
Joyce Garay	English	https://english.nmsu.edu/people/r_joyce.html
Barry Thatcher	English	https://english.nmsu.edu/people/barry_thatcher.html
Iñigo García-Bryce	History	https://history.nmsu.edu/facultydirectory/faculty-staff-pages/i%C3%B1igo-garc%C3%ADa-bryce,-ph.d..html

Jaime Bronstein	History	https://history.nmsu.edu/facultydirectory/faculty-staff-pages/jamie-l.-bronstein.html
Elizabeth Horodowich	History	https://history.nmsu.edu/facultydirectory/faculty-staff-pages/elizabeth-horodowich.html
Andrea Orzoff	History	https://history.nmsu.edu/facultydirectory/faculty-staff-pages/andrea-orzoff.html
Mark Cioc-Ortega	History	U.S.-Mexico borderlands and public history
Neil Harvey	Government	https://deptofgov.nmsu.edu/facultydirectory/neil-harvey.html
Thaddieus Conner	Government	https://deptofgov.nmsu.edu/facultydirectory/thaddieus-conner.html
Seong Kang	Government	https://deptofgov.nmsu.edu/facultydirectory/seong-kang.html
Christina Medina	Government	https://deptofgov.nmsu.edu/facultydirectory/christina-ann-medina.html
Kim Seckler	Government	https://deptofgov.nmsu.edu/facultydirectory/kim-seckler.html
Sabine Hirschauer	Government	https://deptofgov.nmsu.edu/facultydirectory/sabine-hirschauer.html
Ani Ter-Mkrtchyan	Government	https://deptofgov.nmsu.edu/facultydirectory/ani-ter-mkrtchyan.html

APPENDIX C: List of Potential Employers and Placements for Graduates

Higher Education

Professoriate

Library and Archives

Research Institutes and Museums Staff, Directors

NGOs

Border Service Corps

Save the Children

Carter Center

Doctors without Borders

Research Institutes/Think Tanks

Migration Policy Institute

Washington Office on Latin America

Woodrow Wilson Policy Institute

ACLU

Ford Foundation (e.g. Program officer, grants manager, program associate)

Dumbarton Oaks

Amerind Foundation

School of Advanced Research

Public Policy

UN High Commission on Refugees (UNHCR) - who are present on the border right now,

UNESCO

Human Rights Watch

Amnesty International

Washington Office on Latin America (WOLA)

Migration Policy Institute

Center for Migration Studies

Government

Dept of Justice - Civil Rights Division

Foreign Affairs

U.S. Department of Homeland Security

US Department of Health and Human Services

Office of Refugee Resettlement (there is one about to open in Las Cruces later this year or early 2022)

<https://www.acf.hhs.gov/orr>

Centers for Disease Control & Prevention

National Cancer Institute

Coalition for American Heritage

U.S. Department of Education

US Department of the Interior – National Park Service, Bureau of Land Management, Tribal Lands and

Tribal Historic Preservation Offices (THIPO), others – cultural resource management, heritage management, museums

US Department of Agriculture – National Forest Service

US Department of Defense – cultural resource management on military reservations.

State Government – State Historic Preservation Offices (SHPO), State Parks, Landmarks, Monuments,

Museums, Archives, Higher Education Divisions

APPENDIX D: Community and International Partners

Sample Community Partners:

Advocate Visitors for Immigrants in Detention (AVID)
La Semilla Food Center
Weaving for Justice
Raices Del Saber Xinachtli Community School
Memorial Medical Center Southern NM Family Medicine Residency
Doña Ana Colonias and communities
Aggie Cupboard
Roadrunner Food Bank
Carnué Land Grant Community (Albuquerque)
Crow Canyon Archaeological Center
NM Farm and Ranch Heritage Museum
ACLU
NM Comunidades en Acción y de Fe (CAFe)
Hope Border Institute
Ngage
Doña Ana Communities United
La Clinica de Familia
La Academia Dolores Huerta
Women's Intercultural Center
Literacy Volunteers of Dona Ana County
Harwood Museum of Art
Las Cruces Public Schools
NM Association for Bilingual Education

Sample International Partners:

Universidad Autónoma de Ciudad Juárez
Escuela de Antropología e Historia del Norte de México (EAHNM) INAH, Chihuahua.
Universidad Autónoma de Yucatán (Linguística, Ciencias Antropológicas)
Universidad del Oriente, Valladolid, Yucatán
Unidad Regional del Sureste – CIESAS – Chiapas
Monteverde Institute, Costa Rica

APPENDIX E: Representative Programs at other universities

Related Types of Programs:

Mexican American Studies

Cultural Studies

Ethnic Studies

Migration Studies

Border and Borderlands Studies

Immigration Studies

Latinx Studies

Chicana/o Studies

Comparative Border Studies

Representative Programs

PhD in Transborder Studies. School of Transborder Studies – Arizona State University. "This program equips students with the knowledge, skills and competencies for transborder research, scholarship and innovation --- all of which are highly needed by current and future scholars in order to better grasp the complexity of contemporary societies in the 21st century." The program aims to develop "integrated transborder scholarship and teaching, leading to more prosperous and sustainable transborder communities." They "strive to affect transborder policy and social practice to promote individual, group, and regional prosperity in a globalized world."

Curriculum includes "migration studies, border environmental and urbanization, community health, language, identity, and education, Chicana/Latinx media studies, gender and sustainability, and politics and policy. STS offers an undergraduate degree in Transborder Chicana/o and Latina/o Studies with three interdisciplinary concentrations: (1) media and expressive culture, (2) transborder community development and health, and (3) U.S. and Mexican regional immigration policy and economy."

PhD in Justice Studies. School of Transformation. Arizona State University. "Students are prepared for conducting research and utilizing their analytical skills in universities, policy institutes, government positions and nonprofit organizations."

PhD in Borderlands History. University of Texas – El Paso. "The program is rooted in the premise that the Border unites as much as it divides and that the people of the southwestern United States and northern Mexico share many common historical experiences. Students at UTEP experience first-hand the complex political and social realities of a border community and take advantage of the rich opportunities for research in both El Paso and Ciudad Juárez. The degree is intended to prepare students for professional careers as college and university faculty, or as public historians working in such fields as museum administration, historic preservation, archival management, and public policy."

PhD College of Humanities, University of Arizona

Pioneering an area called Humanities Tech: <https://humanitiestech.arizona.edu/>

University of Arizona has a wider range of Graduate Interdisciplinary Programs <https://gidp.arizona.edu/>

The University of Arizona's Graduate Interdisciplinary Programs (GIDPs) transcend departmental boundaries by facilitating cutting edge teaching and research where traditional disciplines interface. The fusion of ideas, techniques, and expertise from the traditional academic fields provides for the evolution of modern and imaginative methods of research, and the creation of new fields of endeavor. The founding directors of the GIDP recognized this cannot effectively be conducted within traditional disciplinary boundaries more than 50 years ago and through their efforts a standard of a broader range of research and

training was established and have endured at The University of Arizona. The collaborative relationship between colleges across campus and the 18 GIDPs creates unique opportunities for students to pursue and realize their aspirations in new research bringing about change serving the community and the world.

Programs (no degrees per se).

Border Studies Program. University of Arizona – Tucson. The semester-long program allows students to explore “salient topics of our days such as transnational migration, neoliberal globalization, the militarization of policing, and struggles for environmental justice, ethnic studies and indigenous rights. . . . The Border Studies Program is situated in a complex and critical geographic bioregion, offering unique opportunities to social, cultural, ecological and political issues in a local, regional, and international context.”

The UC-Davis [Migration Research Cluster](#) is a research network bringing together Economists, Sociologists, Political Scientists, Historians, Demographers and Law Scholars working on issues related to international migrants and migration. In particular, the researchers in the Cluster study how international movements of people are driven by economic, demographic, political, historical and social determinants and how they reshape the economy and society of the receiving countries.

Appendix F: NMSU LIBRARY REPORT

Transborder and Global Human Dynamics PhD: Gray Associates Data

Attached is data from the Gray Associates PES system and Program Economics Data. The first set of data pertains to potential CIP codes for the proposed program. Options for a CIP code include 05.xx (Area, Ethnic, Cultural and Gender Studies) and 30.xx (Multi/Interdisciplinary studies). Looking at PES scores for doctoral programs in these categories, it is evident that 30.xx programs generally score higher. Looking at PES scores for doctoral programs under 30.xx that would fall under a social science or humanities designation, it is apparent that International/Global studies, 30.2001, which is the best fit for the proposed program among all existing CIP codes, has the second rank, while being more applicable to the program being proposed than the more generic code 30.9999.

The second set of data looks at the PES scorecard for a doctoral program relative to LC 350 and National markets (score of +1 for LC 350 and -2 for National). The CIP scores higher in the LC 350 market both for competitive intensity and employment. It scores lower for student demand relative to the national market, but we believe that the recruitment and marketing strategy for this proposal makes student demand a less important factor. Data on competitors indicates that the proposed program would be unique not only in the region but also nationally.

The last set of data is basic program economics data for the sponsoring departments based on AY 2021. This data provided by the Gray and Associates computes the per SCH margin of revenues generated by each academic unit after accounting for all instructional costs (prorated by faculty FTE allocation to teaching) and subtracting any tuition discounts and state funding contributions. To keep the analysis simple, we reduced it to a question of revenue generated per SCH for each unit. The average for NMSU Main is \$34/SCH. The averages per department are \$41 (ANTH), -\$8 (GOVT), and \$124 (LangLing). The per SCH margin for the three units combined was \$72, well above the combined Arts and Sciences margin of \$47 and NMSU main Campus margin of \$34. We anticipate that the GOVT economics data will improve since the faculty with the two highest salaries in the department retired in 2021.

Finally, it is worth pointing out that the overall per SCH marginal loss for doctoral programs on NMSU main campus computed by this method, according to Gray Associates, is \$(764).

Unit	Per SCH margin 2021 discounting NM state I&G funding
Anthropology	\$41
Government	\$(8)
Languages and Linguistics	\$124
ANTH+GOVT+LL	\$72
All Arts and Sciences	\$47
All NMSU Main	\$34

Market: Las Cruces 350-Mile Radius Modality: All Award Level: Doctoral

CIP Percentiles - Mini Bar C... CIP Scores - Mini Bar Chart CIP Scores - Stacked Bar C... CIP Scores/Percentiles - Ta...

Percentiles by CIP

(Double-click Field headers to change sorting.)

CIP	Total Percentile	Student Demand Percentile	Competitive Intensity Percentile	Employment Percentile	Degree Fit Percentile
05.0202 American Indian/Native American Studies	85	78	95	36	50
05.0119 Caribbean Studies	62	50	50	50	50
05.0108 Near and Middle Eastern Studies	56	89	89	5	50
05.0120 Ural-Altaic and Central Asian Studies	50	50	50	36	50
05.0109 Pacific Area/Pacific Rim Studies	50	50	50	36	50
05.0115 Canadian Studies	50	50	50	36	50
05.0118 Slavic Studies	50	50	50	36	50
05.0122 Regional Studies (U.S., Canadian, Foreign	50	50	50	36	50
05.0206 Asian-American Studies	50	50	50	36	50
05.0211 Deaf Studies	50	50	50	36	50
05.0102 American/United States Studies/Civilization	46	87	86	5	50
05.0121 Commonwealth Studies	32	50	50	50	6
05.0107 Latin American Studies	26	87	82	5	50
05.0207 Women's Studies	26	87	82	5	50
05.0210 Disability Studies	26	50	50	36	6
05.0208 Gay/Lesbian Studies	26	50	50	36	6
05.0203 Hispanic-American/Chicano Studies	17	80	82	5	50
05.0299 Ethnic/Minority/Gender Studies, Other	15	81	50	5	50
05.0209 Folklore Studies	15	50	50	13	50
05.0104 East Asian Studies	11	78	50	5	50

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-41	-13	-7	1	16	25	39	78

Market: Las Cruces 350-Mile Radius Modality: All Award Level: Doctoral

CIP	Total Percentile	Student Demand Percentile	Competitive Intensity Percentile	Employment Percentile	Degree Fit Percentile
30.0801 Mathematics and Computer Science	87	50	50	97	50
30.3101 Human Computer Interaction	81	50	50	89	50
30.9999 Multi-/Interdisc. Studies, Other	78	89	92	15	50
30.3001 Computational Science	78	80	82	78	6
30.3301 Sustainability Studies	29	50	50	26	50
30.1202 Cultural Resource Mgmt and Policy Analysis	29	50	50	42	6
30.0501 Peace Studies and Conflict Resolution	26	50	50	24	50
30.2801 Dispute Resolution	26	50	50	36	6
30.0601 Systems Science and Theory	22	50	50	20	50
30.2601 Cultural Studies/Critical Theory and Analysis	22	50	50	20	50
30.0000 Multi-/Interdiscipl'y Studies, Gen'l	17	50	79	14	50
30.2701 Human Biology	17	50	50	15	50
30.1101 Gerontology	17	81	50	15	6
30.1001 Biopsychology	16	50	50	14	50
30.2901 Maritime Studies	16	50	50	14	50
30.3201 Marine Sciences	16	50	50	14	50
30.1201 Historic Preservation and Conservation	15	50	50	13	50
30.0101 Biological and Physical Sciences	13	50	50	20	6

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-41	-13	-7	1	16	25	39	78

Market: Las Cruces 350-Mile Radius Modality: All Award Level: Doctoral

CIP Percentiles - Mini Bar C... CIP Scores - Mini Bar Chart CIP Scores - Stacked Bar C... CIP Scores/Percentiles - Ta...

Percentiles by CIP

(Double-click Field headers to change sorting.)

CIP	Total Percentile	Student Demand Percentile	Competitive Intensity Percentile	Employment Percentile	Degree Fit Percentile
30.9999 Multi-/Interdisc. Studies, Other	78	89	92	15	50
30.2001 International/Global Studies	71	0	81	78	50
30.3301 Sustainability Studies	29	50	50	26	50
30.1202 Cultural Resource Mgmt and Policy Analysis	29	50	50	42	6
30.0501 Peace Studies and Conflict Resolution	26	50	50	24	50
30.2801 Dispute Resolution	26	50	50	36	6
30.2601 Cultural Studies/Critical Theory and Analysis	22	50	50	20	50
30.0000 Multi-/Interdiscipl'y Studies, Gen'l	17	50	79	14	50
30.2301 Intercultural/Multicultural/Diversity Studies	13	50	50	12	50
30.1401 Museology/Museum Studies	2	50	50	4	6

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-41	-13	-7	1	16	25	39	78

Current Selections:
 Scorecard Campus: Las Cruces 350-Mile Radius
 Scorecard Award Level: Doctoral
 Scorecard Campus Type: All
 Scorecard CIP Name: 10 of 1428

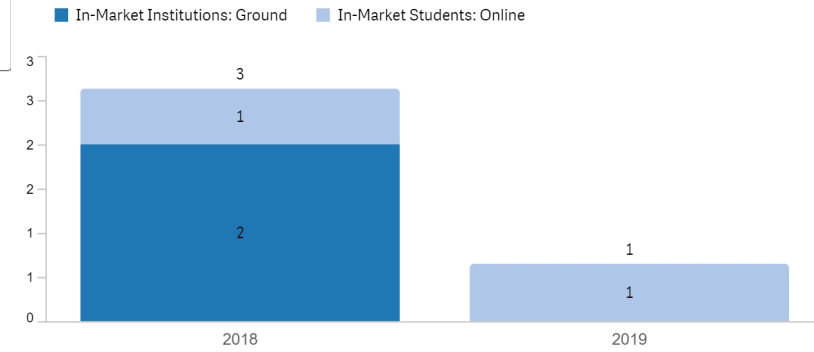
Dimensions

Metrics

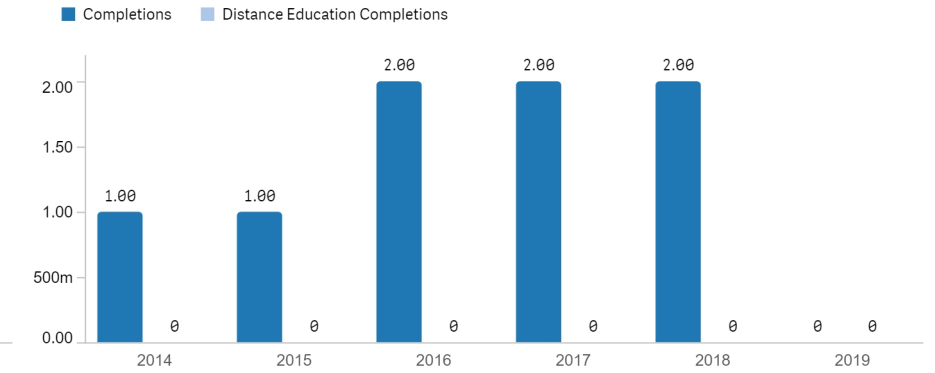
Table Selections

Total Completions by In-Market Students

Current Year and Previous Year



Total Completions by In-Market Institutions



Instructions: Select at least one Dimension and one Metric. Market dimensions is shown if more than 1 Market selected.

Select at least on Dimension and one Metric

Current Selections:
 Scorecard Campus: National
 Scorecard Award Level: Doctoral
 Scorecard Campus Type: All
 Scorecard CIP Name: 10 of 1428

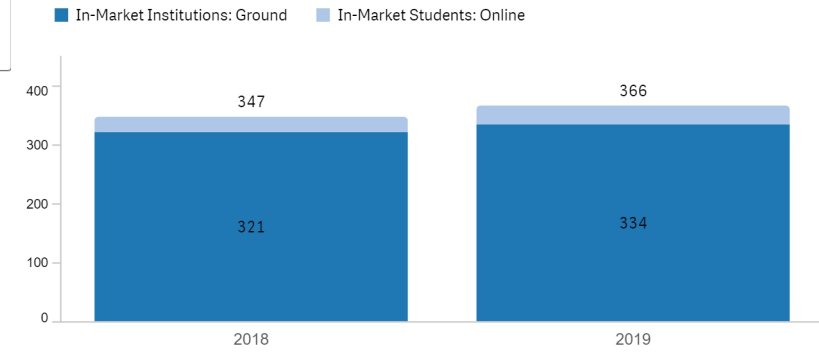
Dimensions

Metrics

Table Selections

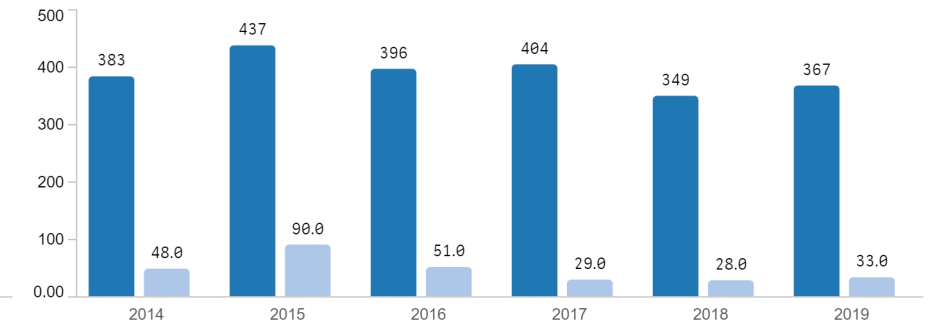
Total Completions by In-Market Students

Current Year and Previous Year



Total Completions by In-Market Institutions

Completions Distance Education Completions



Instructions: Select at least one Dimension and one Metric. Market dimensions is shown if more than 1 Market selected.

Select at least on Dimension and one Metric

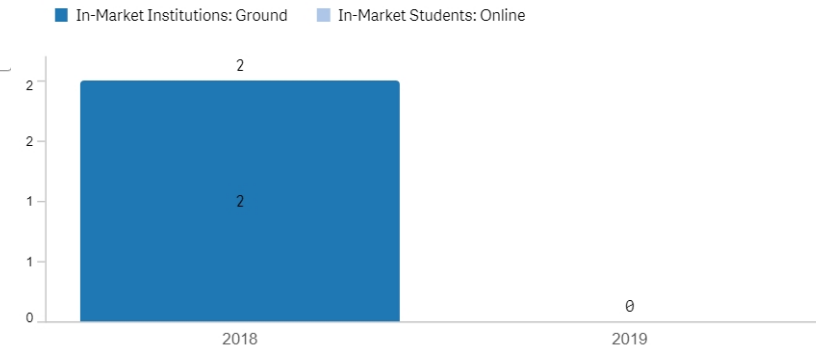
Current Selections:
 Scorecard Campus: Las Cruces 350-Mile Radius
 Scorecard Award Level: Doctoral
 Scorecard Campus Type: All
 Scorecard CIP Name: 30.2001 International/Global Studies

Dimensions

Metrics

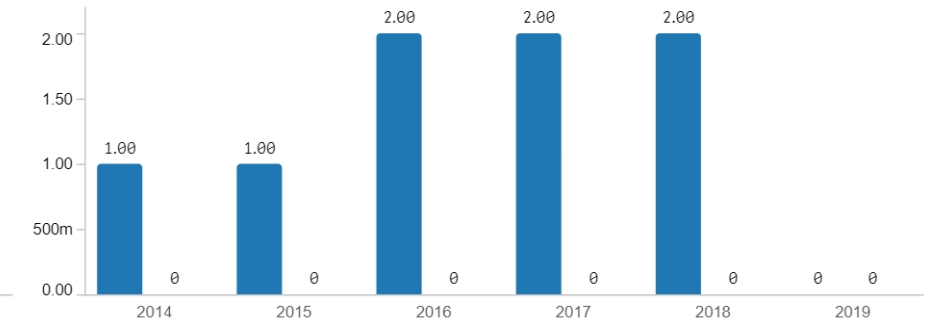
Total Completions by In-Market Students

Current Year and Previous Year



Total Completions by In-Market Institutions

Completions Distance Education Completions



Instructions: Select at least one Dimension and one Metric. Market dimensions is shown if more than 1 Market selected.

Institution	2019 Sum of On-Ground and Online Completions
Arizona Board of Regents	0

Table Selections

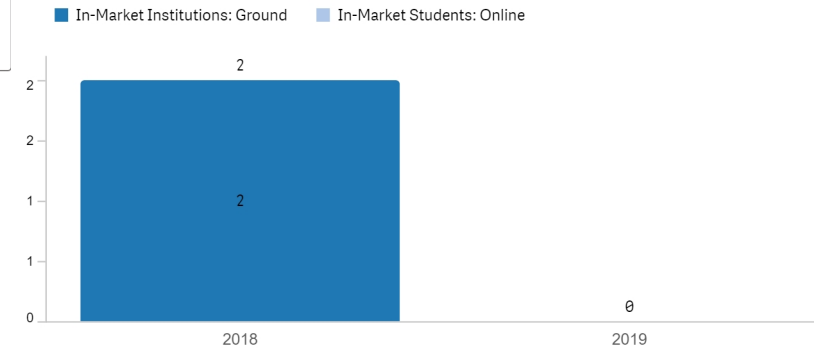
Current Selections:
 Scorecard Campus: National
 Scorecard Award Level: Doctoral
 Scorecard Campus Type: All
 Scorecard CIP Name: 30.2001 International/Global Studies

Dimensions

Metrics

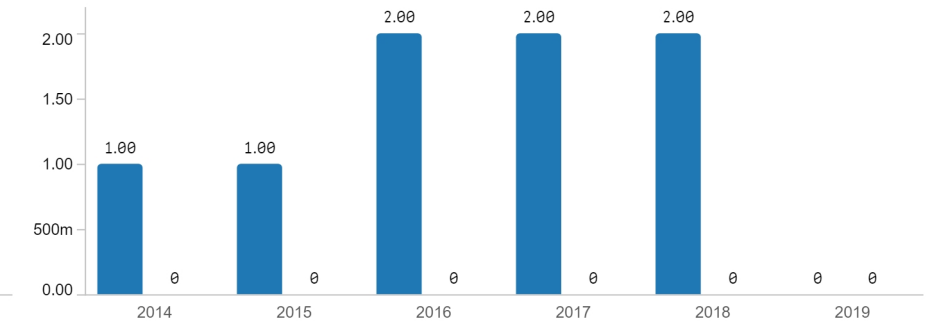
Total Completions by In-Market Students

Current Year and Previous Year



Total Completions by In-Market Institutions

Completions Distance Education Completions



Instructions: Select at least one Dimension and one Metric. Market dimensions is shown if more than 1 Market selected.

Institution	2019 Sum of On-Ground and Online Completions
American Public Education Inc.	0
Arizona Board of Regents	0
California InterContinental University	0
State University System of Florida	0
The University System of Ohio	0
University of Massachusetts	0

Table Selections

Filters:

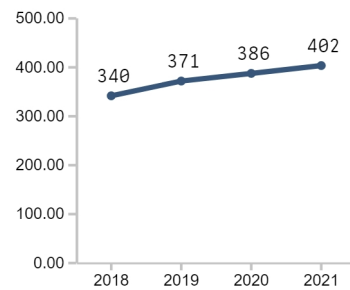
Gray Associates Economics data, NMSU Anthropology, 2021



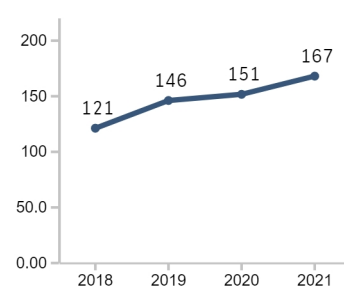
Percentiles

Gross Revenue	Discounts
Select 1 Program to see Rating	Select 1 Program to see Rating
Net Revenue	Instruct. Cost
Select 1 Program to see Rating	Select 1 Program to see Rating
Contribution	
Select 1 Program to see Rating	

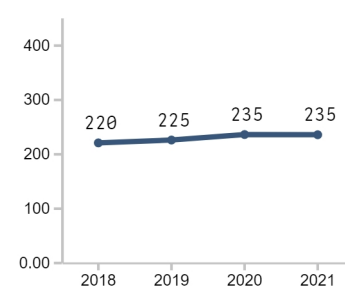
Gross Revenue
(2021 vs 2020)



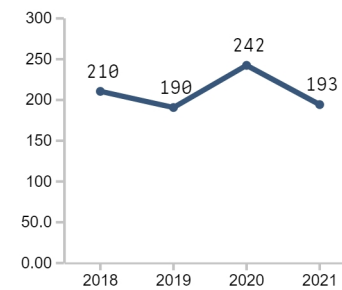
Discount
(2021 vs 2020)



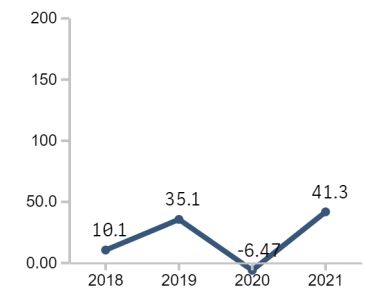
Net Revenue
(2021 vs 2020)



Instructional Cost
(2021 vs 2020)



Contribution Margin
(2021 vs 2020)



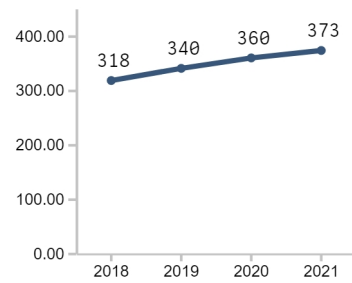
Filters:



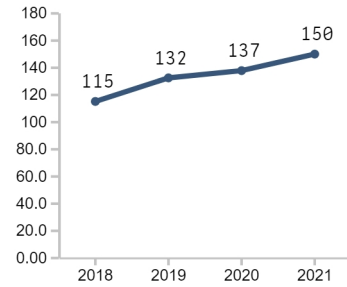
Percentiles

Gross Revenue	Discounts
Select 1 Program to see Rating	Select 1 Program to see Rating
Net Revenue	Instruct. Cost
Select 1 Program to see Rating	Select 1 Program to see Rating
Contribution	
Select 1 Program to see Rating	

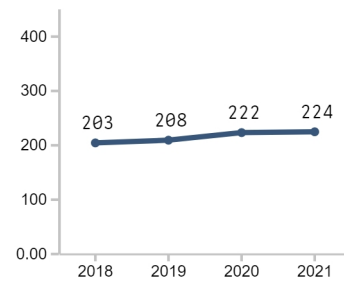
Gross Revenue
(2021 vs 2020)



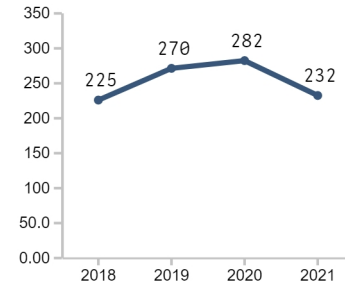
Discount
(2021 vs 2020)



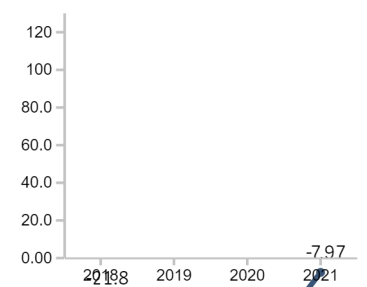
Net Revenue
(2021 vs 2020)



Instructional Cost
(2021 vs 2020)

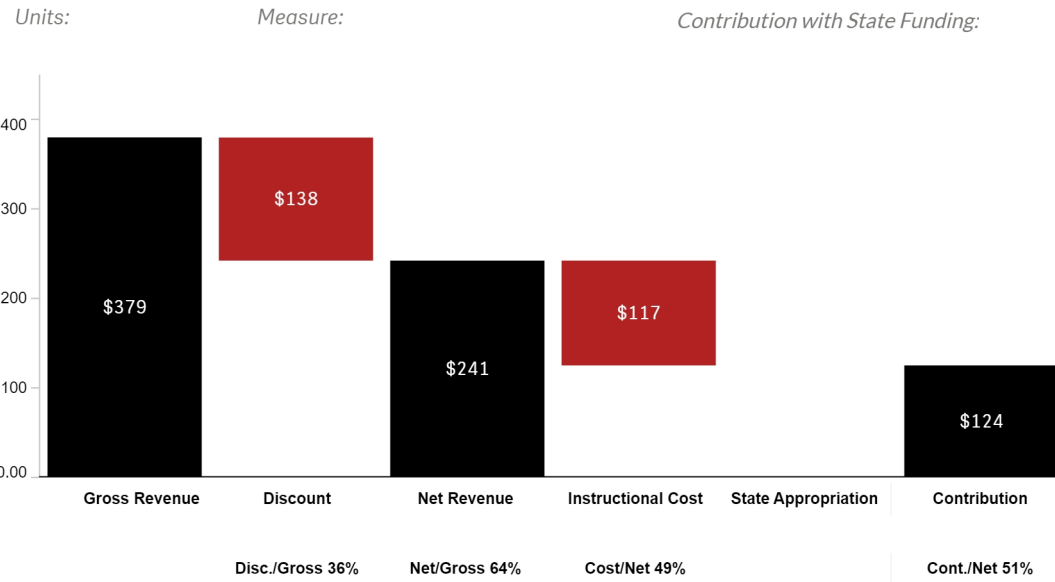


Contribution Margin
(2021 vs 2020)



Filters:

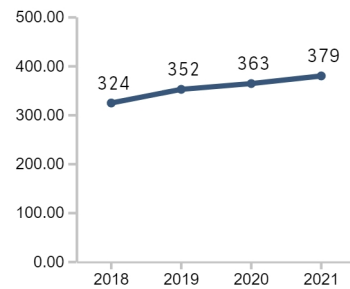
Gray Associates Economics data, NMSU Languages and Linguistics 2021



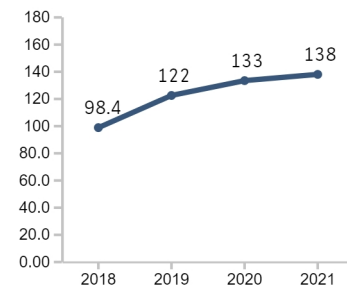
Percentiles

Gross Revenue	Discounts
Select 1 Program to see Rating	Select 1 Program to see Rating
Net Revenue	Instruct. Cost
Select 1 Program to see Rating	Select 1 Program to see Rating
Contribution	Select 1 Program to see Rating

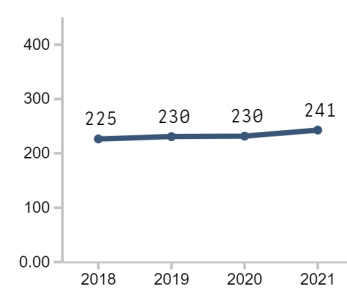
Gross Revenue
(2021 vs 2020)



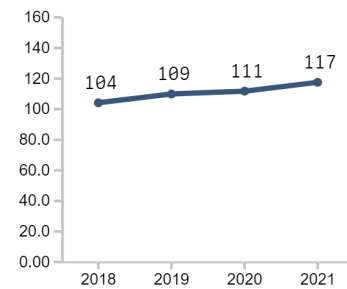
Discount
(2021 vs 2020)



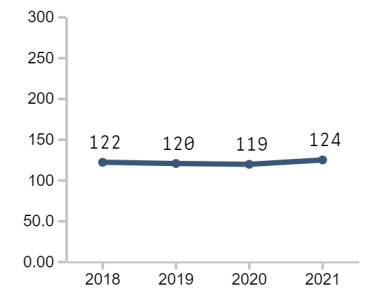
Net Revenue
(2021 vs 2020)



Instructional Cost
(2021 vs 2020)

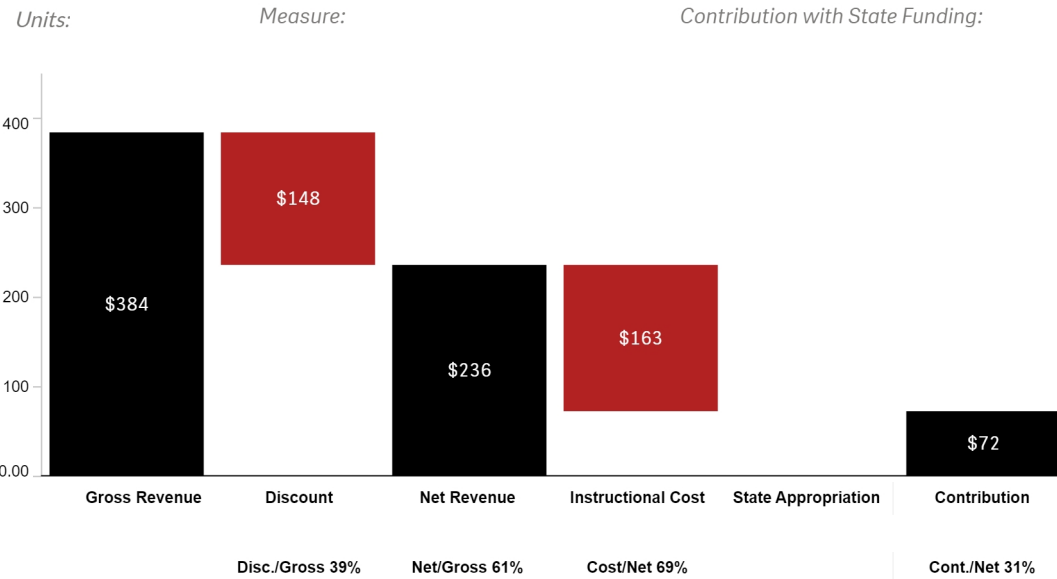


Contribution Margin
(2021 vs 2020)



Filters:

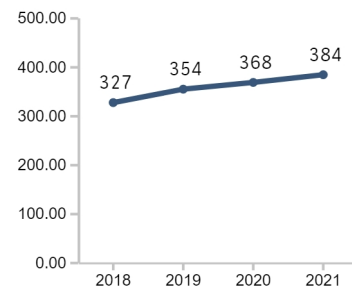
Gray Associates Economics data, NMSU Anth+Govt+LangLing, 2021



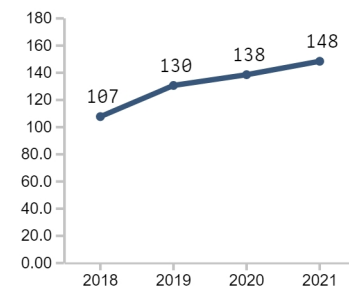
Percentiles

Gross Revenue	Discounts
Select 1 Program to see Rating	Select 1 Program to see Rating
Net Revenue	Instruct. Cost
Select 1 Program to see Rating	Select 1 Program to see Rating
Contribution	Select 1 Program to see Rating

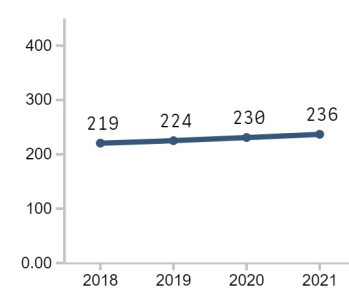
Gross Revenue
(2021 vs 2020)



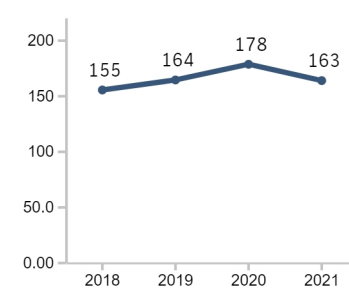
Discount
(2021 vs 2020)



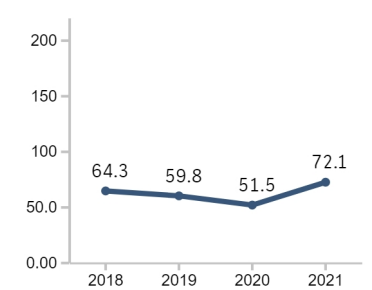
Net Revenue
(2021 vs 2020)



Instructional Cost
(2021 vs 2020)

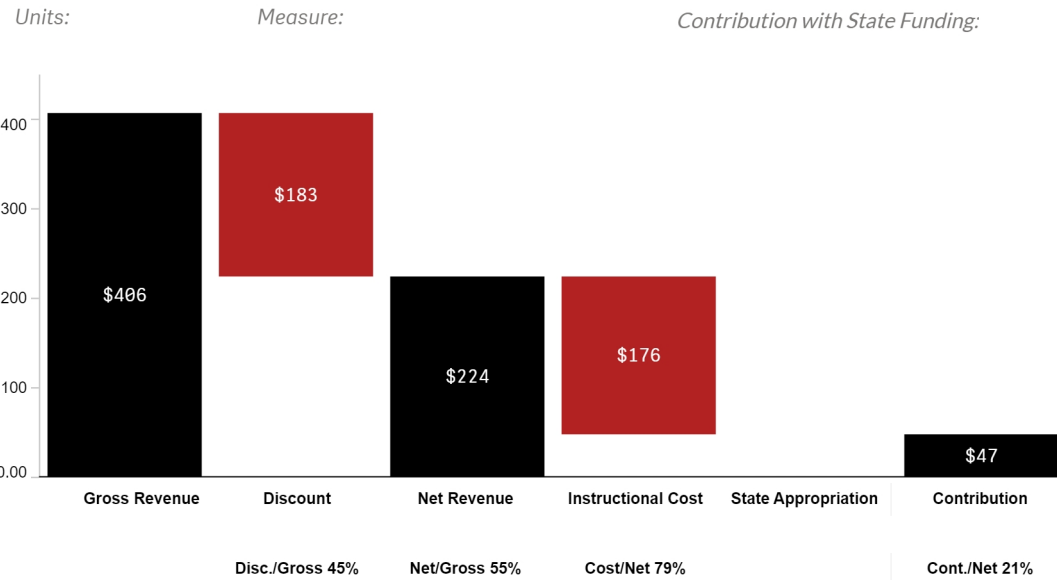


Contribution Margin
(2021 vs 2020)

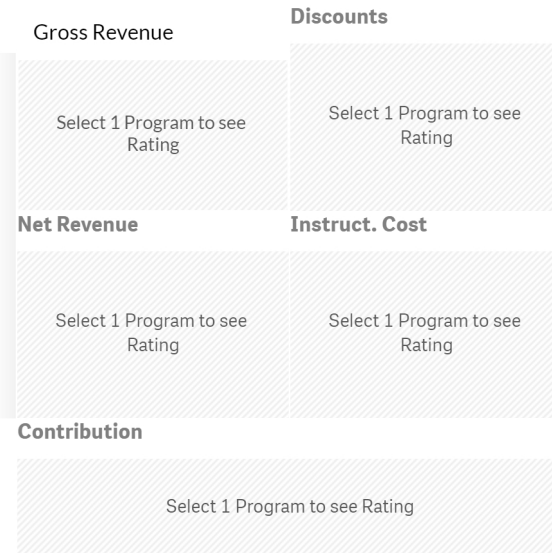


Filters:

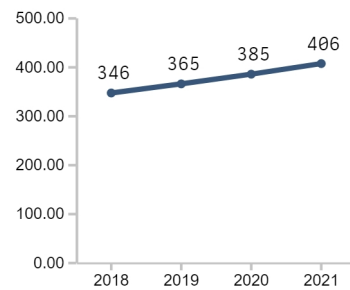
Gray Associates Economics data, NMSU All Arts and Sciences, 2021



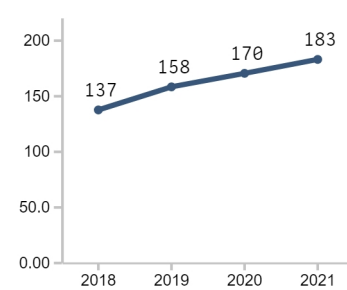
Percentiles



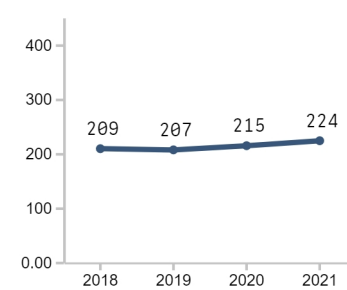
Gross Revenue
(2021 vs 2020)



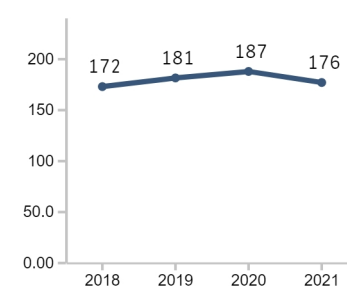
Discount
(2021 vs 2020)



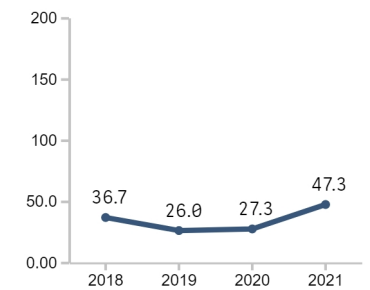
Net Revenue
(2021 vs 2020)



Instructional Cost
(2021 vs 2020)

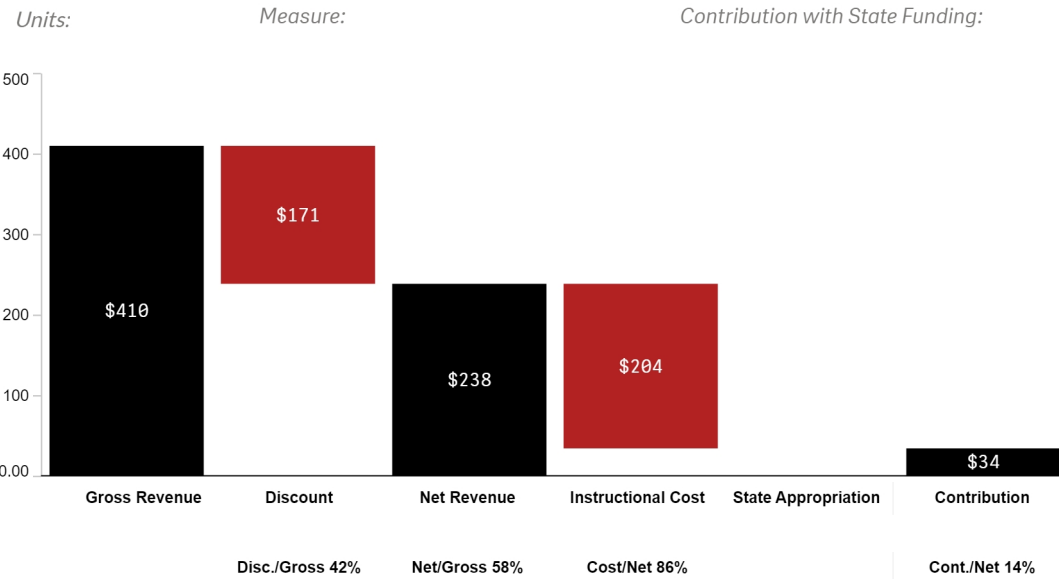


Contribution Margin
(2021 vs 2020)



Gray Associates Economics data, NMSU All Main Campus 2021

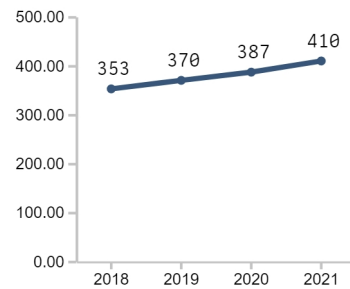
Filters:



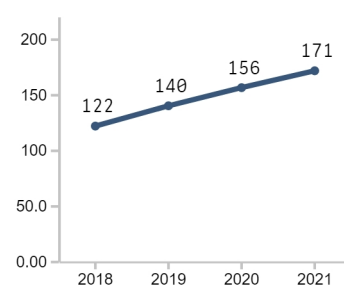
Percentiles

Gross Revenue	Discounts
Select 1 Program to see Rating	Select 1 Program to see Rating
Net Revenue	Instruct. Cost
Select 1 Program to see Rating	Select 1 Program to see Rating
Contribution	
Select 1 Program to see Rating	

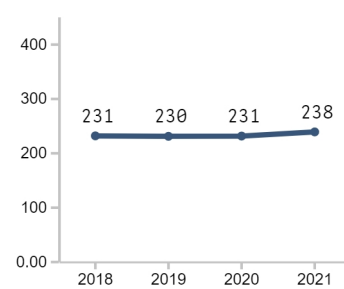
Gross Revenue
(2021 vs 2020)



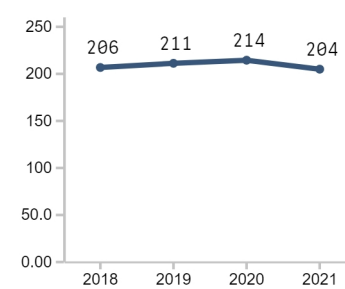
Discount
(2021 vs 2020)



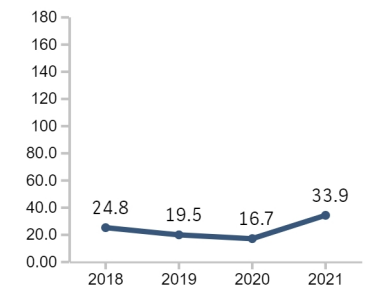
Net Revenue
(2021 vs 2020)



Instructional Cost
(2021 vs 2020)



Contribution Margin
(2021 vs 2020)



Key Findings

Nonprofits in all areas improve quality of life in New Mexico. In both jobs and economic activity, nonprofits create a positive impact for the state beyond their core mission areas. Nonprofits are a force for good in communities and a major contributor to New Mexico's economy. (2018 Data)

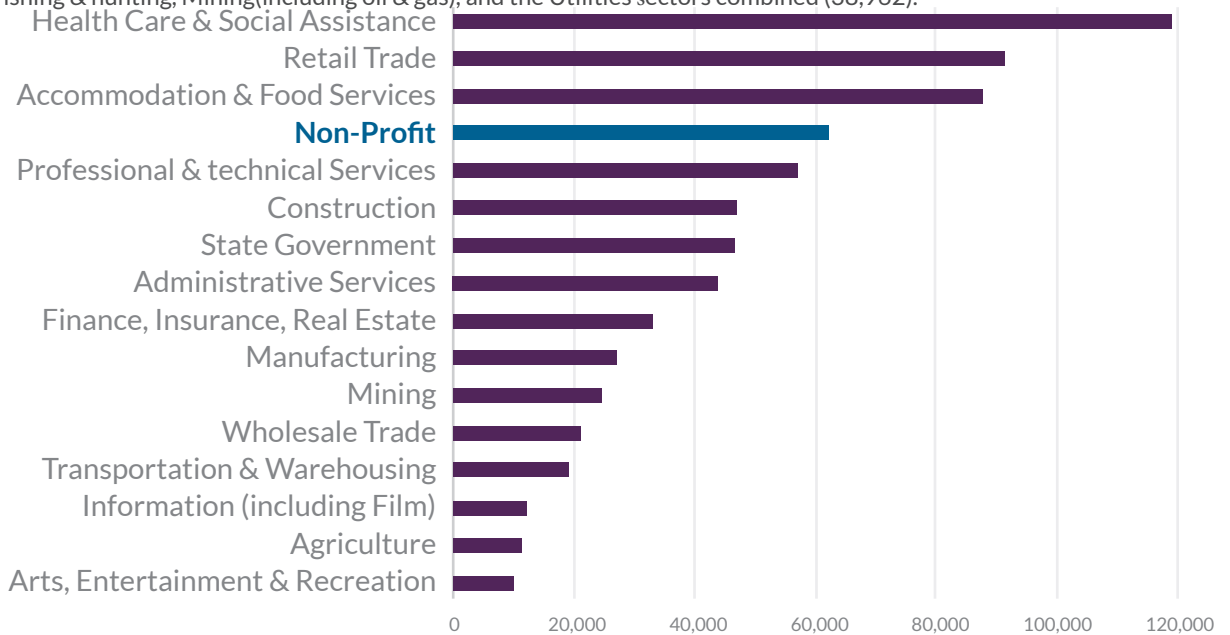


Nonprofit Jobs in NM

How Does Employment in the New Mexico Nonprofit Sector Compare?*

The 62,445 jobs in the nonprofit sector account for nearly 10% of the total Private Sector employment (644,331) in New Mexico, more than all other sectors except for Health Care (119,259), Retail trade (90,996) and Accommodation and food services (87,652).

There are more than twice as many Nonprofit jobs as compared to Manufacturing (26,777), and 40% more than Agriculture, forestry, fishing & hunting, Mining(including oil & gas), and the Utilities sectors combined (38,962).



* This study includes only private tax-exempt organizations with receipts of \$50,000 or more with employees in New Mexico in 2018. For more information, see page 26 of the report.

REPORT PARTNERS:



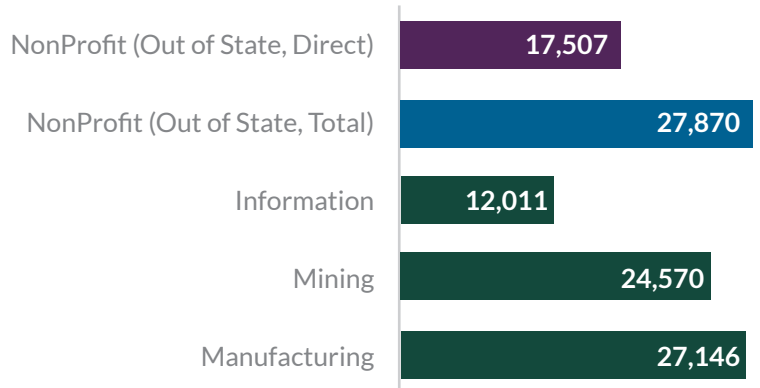
The total economic impact on the state is approximately \$3.22 billion in economic activity - equal to 3.2% of the State's gross product.

For comparison, the direct output of manufacturing in 2018 was \$4.04 billion.

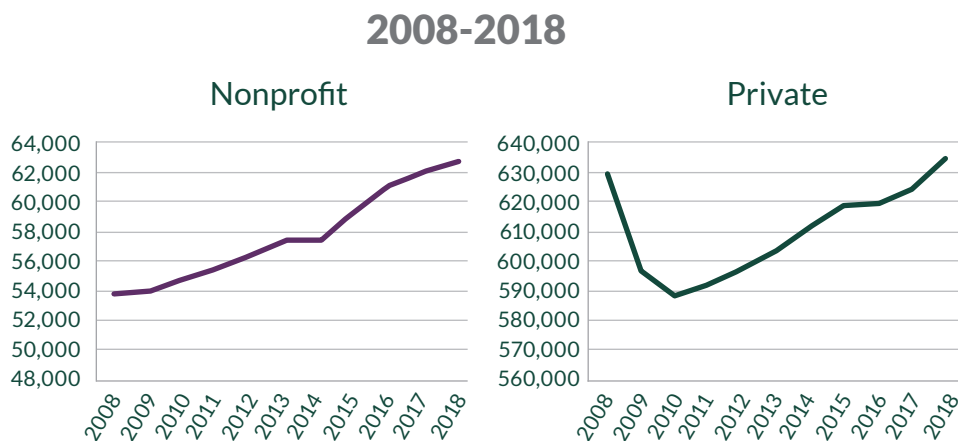
Nonprofit organizations had a large impact on New Mexico's economy in 2018

Out-of-state dollars generated by non-profit organizations funded 17,507 jobs in New Mexico directly - more than in the information industry (telecommunications, publishing, internet, film).

Including indirect impacts, out-of-state dollars funded 27,870 jobs - more than mining or manufacturing.



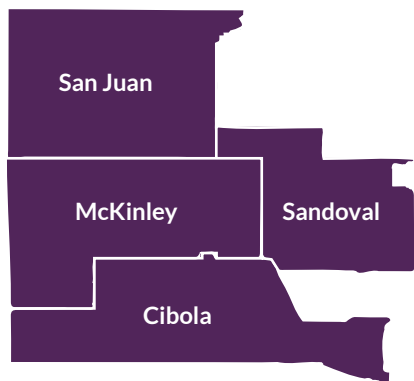
While the last ten years proved a difficult period for the labor market in New Mexico with the economy struggling to recoup all the jobs lost during the Great Recession, this sector has proven to be more resilient than the broader market. Between 2008 and 2018, the Nonprofit sector added 6,121 jobs for an increase of 11%, or an average annual growth rate of 1.1%. This contrasts with the statewide private employment annual growth rate of roughly 0.1% during the same period.



Statewide Impact: HOW MANY JOBS

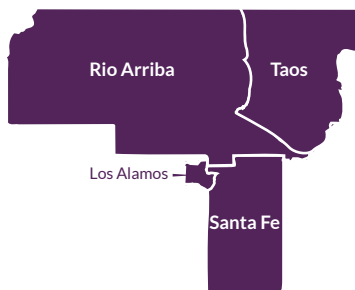
Northwest Region 1

189 nonprofits
Supporting 11,515 jobs



North Central Region 2

419 nonprofits
Supporting 12,779 jobs



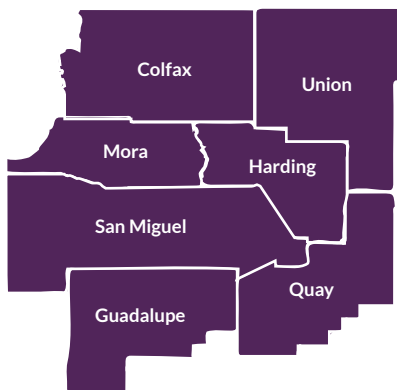
Central Region 3

627 nonprofits
Supporting 28,977 jobs



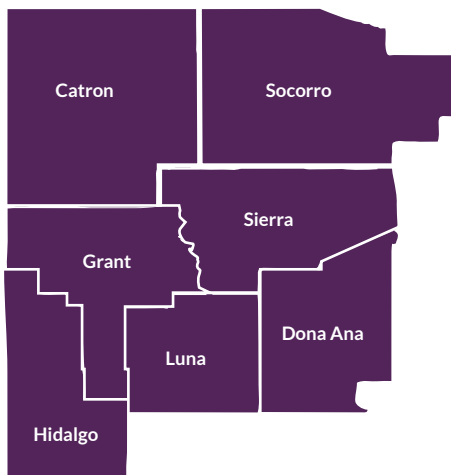
North- eastern Region 4

87 nonprofits
Supporting 1,205 jobs



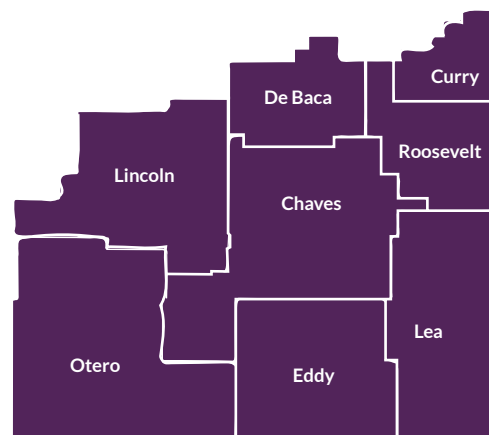
South- western Region 5

194 nonprofits
Supporting 4,133 jobs



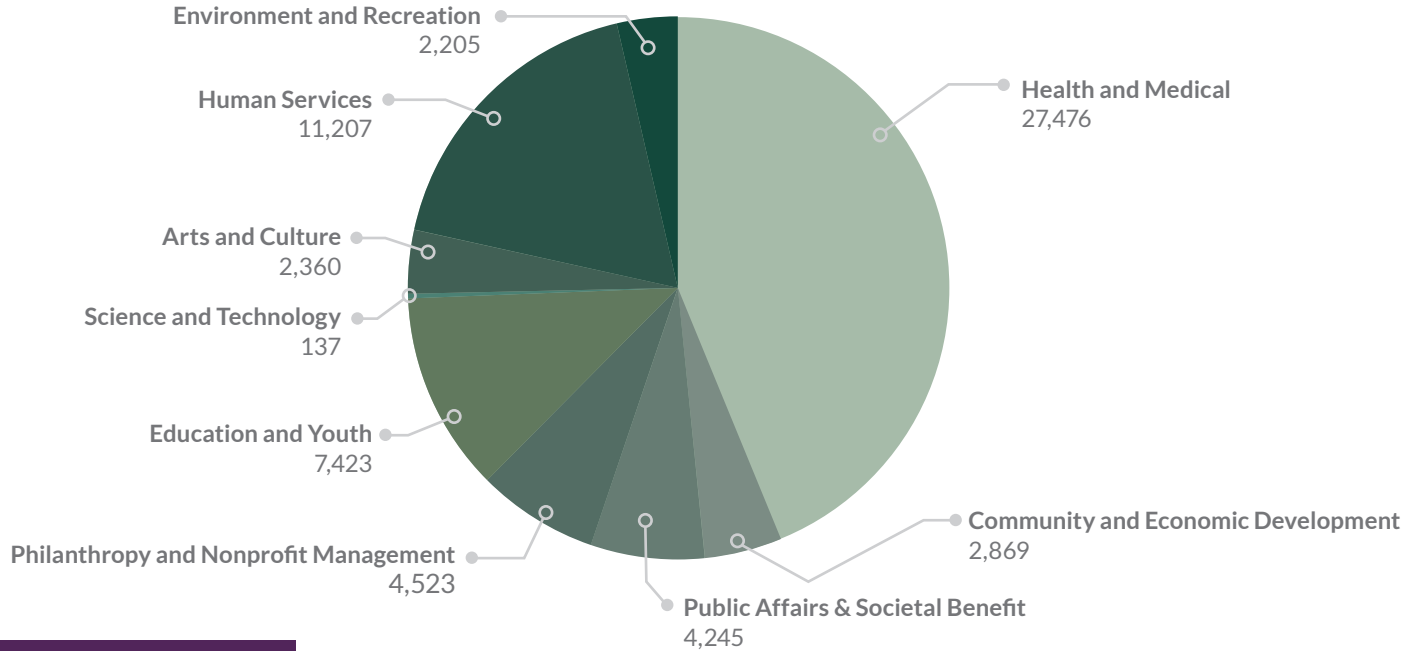
South- eastern Region 6

269 nonprofits
Supporting 7,429 jobs



Nonprofit organizations contribute to the growth and vitality of New Mexico's economy by attracting funds to the state, creating employment, wages and salaries and profits without competing with other entities for the state's private and public dollars.

Nonprofits are where New Mexican's access essential services or solve problems for a better quality of life. Whether they provide health, education, art and culture, human services or protect our environment, nonprofits are an economic engine and a force for good in our communities.



Take Action

The New Mexico nonprofit sector is thriving, thanks to the generous support of many different people and organizations. Become a part of the sector's success today:

- Include nonprofit leaders in community decision-making
- Donate to nonprofits that have a mission you want to support
- Contact a nonprofit today to volunteer time or serve on a board or committee
- Support government funding for New Mexico nonprofits

NMAG.org

Download the report, study, and the powerpoint presentations

Contributors and Authors:

Jeffrey Mitchell, Ph.D.
Julian Baca, M.A.
Cathy Frey
Leah Sudduth

* This study includes only private tax-exempt organizations with receipts of \$50,000 or more with employees in New Mexico. For more information, see page 26 of the report.

REPORT PARTNERS:



A&S Curriculum and Educational Policies Committee Degree Proposal Evaluation

To: Joseph Lakey, Associate Dean, Academics

From: A&S Curriculum and Educational Policies Committee: Carol Campbell (co-chair), Ahram Cho, Jennifer Curtiss, Laura Spitzer (co-chair)

Re: Second recommendation for proposed Ph.D. in Transborder and Global Human Dynamics

Date: August 10, 2022

The A&S Curriculum and Educational Policies Committee supports approval for a Ph.D. in Transborder and Global Human Dynamics (TBGD). We are enthusiastic about this greatly needed degree, as it responds to the many ongoing transborder challenges in our area and around the world. Furthermore, an interdisciplinary Ph.D. in border studies is relatively unique nationally and internationally, and will distinguish NMSU as a pioneer in this emerging field.

TBGD aligns closely with NMSU's LEAD 2025 Strategic Plan, Goal 2: to address local and global challenges, grow humanities, and amplify the impact of research on society. In fact, one of the global challenges listed on the LEAD home page is "Healthy Border issues." The College of Arts and Sciences Strategic Plan specifically lists "Coordinate design of Ph.D. in Border Studies" as a specific aim under Goal 2 (Elevate Research and Creative Activities), Objective 2 (Promote integration of research/creative activities and education).

Since the College of Arts and Sciences has committed to supporting this program, beginning with fewer resources (including one new faculty and GA position), and expanding as the program grows, we feel that our earlier budgetary concerns have been addressed. Thirty-two existing faculty from Anthropology, Government, History, and Languages and Linguistics will combine efforts to teach some 56 listed courses. It is not clear if any new courses will need to be designed, or existing courses redesigned at a doctoral level.

The A&S Curriculum and Educational Policies Committee appreciates the time, creativity and planning that have been invested in the designing of the Ph.D. in Transborder and Global Human Dynamics, and looks forward to seeing the program move forward.



College of Arts and Sciences

Office of the Dean
 MSC 3335
 New Mexico State University
 P.O. Box 30001
 Las Cruces, NM 88003-8001
 575-646-3500

Enrico Pontelli, Ph.D.
 epontell@nmsu.edu

July 18, 2022

Subject: Proposal for a Doctoral Degree in Transborder and Global Human Dynamics

To Whom It May Concern:

As Dean of the College of Arts and Sciences at NMSU, I am pleased to support the proposal for a new PhD program in Transborder and Global Human Dynamics. This unique, interdisciplinary program will emphasize use of social science and humanities methods to address very real and complex problems, not only along the U.S. Mexico Border where NMSU is situated, but also in the context of a world in which global migrants constitute a fraction of the world's population roughly the same size as the total population of the U.S.

The program is central to NMSU's strategic plan, LEADs 2025. The main research (Goal 2) objectives of LEADs 2025 include addressing local and global challenges, intentionally growing Humanities and Social Science research, and amplifying the impact of research on society and the economy. The proposed program is identified as one of the top current priorities of LEADs Goal 2, alongside increasing non-STEM research expenditures. This program is also a top priority in the strategic plan for the College of Arts & Sciences – and there is a commitment to support the program in its development and launch.

The proposal identifies a robust list of NMSU faculty in the four sponsoring departments in my college (Anthropology, Government, History, and Languages and Linguistics, each of which currently offers Master's degrees), and other affiliated NMSU faculty whose important work has impacted our border communities as well as their individual scholarly communities for some time, and who are collectively capable of realizing NMSU's strategic priorities just identified. The design of the program is to provide a backbone which can be further expanded in the years to come, with the addition of new specialization and an even broader engagement of faculty and disciplines across the institution.

The training this program will create new knowledge and produce new, advanced methods to address complex problems. That makes it difficult to pinpoint specific career paths. I hope that the letters of support provide a sense of the type of leaders that our community partners are counting on us to produce through the proposed PhD.

In the proposal, a wish list of resources is provided that could elevate the program to a very high stature in a short amount of time. While the resources that Arts and Sciences can commit right now are modest in relation to that request, I am committed to supporting what this program actually needs to get started. I have reserved one open faculty position for a search for an energetic expert who can help lead the program, if it is approved. One of the primary duties of this faculty position will be to pursue external funding through fellowships and grants to support students in the program. I have also agreed to reserve

funds to support one graduate assistant in this program and my office is working with NMSU's Graduate School to identify other graduate student funding sources to get the program started. We anticipate that this program will eventually produce 3-4 PhDs per year. This would make it one of the most productive PhDs at NMSU. More importantly, it will help the state of New Mexico to continue as a recognized leader in finding ways to build and maintain healthy borders.

Sincerely,

A handwritten signature in blue ink, appearing to read 'EP', with a stylized flourish extending to the right.

Enrico Pontelli, Ph.D.
Dean, College of Arts & Sciences
Regents Professor of Computer Science



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 New Mexico State University
 1525 Stewart, Rm 331, MSC 3BV
 PO Box 30001
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 Tel: 575-646-2725

MEMORANDUM

DATE: September 30, 2021

TO: UPAC

FROM: Rani T. Alexander, Anthropology Department Head

CC: Joe Lakey, Associate Dean, College of Arts and Sciences, Glenn Fetzer, Languages and Linguistics, Neil Harvey, Government, and Marc Cioc-Ortega, History

SUBJECT: Transborder and Global Human Dynamics PhD Program

The Department of Anthropology met to consider the proposal for a new PhD program in Transborder and Global Human Dynamics on September 29, 2021. We had a lively and lengthy discussion with all participants weighing in with comments and recommendations. We held a vote to determine the level of support for the new program at this juncture.

Responses were

1. Yes, support the new program – 3
2. Yes, provided that the necessary additional resources and workload reallocation are forthcoming – 1
3. On the fence – would like to wait and see how the final proposal develops - 3
4. No – 0
5. Abstain - 3

Positives:

- Provides opportunities for some students who will not have to uproot themselves to go to a different and more costly program.
- Students could pursue in-depth and meaningful participatory research with transborder communities they already serve and move from MA research of limited scope to scholarship that deepens understanding and knowledge.
- We should support this initiative of the College's strategic plan with our expertise and research, it is a logical focus for interdisciplinary curricular and research development at the institution.

Concerns:

- Many of Anth Faculty courses that are on the list currently are ones that are available for both advanced undergraduates and master's students. They would not, in their current form, be appropriate for PhD level students. In order to make them appropriate for PhD level students, the undergraduates would no longer be able to take the courses. We would need to offer



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separate sections for undergraduates and for graduate students. It would be challenging for our current course rotations and our ability to support courses in medical anthropology regularly for our new medical anthropology minor.

- Additionally, it would be difficult to develop these new courses at a PhD level within the current workload context, both in terms of our teaching load and the volume of research that we conduct. This requires more work than regular course revisions and would need to be thought through and distributed across several semesters. So it's important to think strategically about when courses taught by the same faculty member would be taught.
- Within current workload, several faculty do not have the capacity to mentor PhD students and could not serve as a committee chair for PhD committees in this program. Our master's students require significant mentoring from our faculty, which I see as a real strength of our master's program because our master's students are often quite successful in their careers after graduating from our program. Without additional faculty support in the form of new lines, I think I would be put in the position of making choices about whether to support master's students or PhD students.
- We need support for development and planning of the PhD curriculum and the ramp up for the program, including support for longitudinal research projects.
- The areas of concentration need new faculty lines. Only new tenure track faculty, with reasonable teaching and workloads, are likely to launch new and sustainable research programs that attract students.
- Without additional GA funding, initial recruitment of a cohort is not assured and without sufficient RCP dedicated resources, students will enter more well-funded programs elsewhere.
- If students were committed to deepening meaningful participatory research in our transborder region, it might be more cost effective for them to enter a well-funded program that supports development of their collaborative and participatory research site, even at a greater distance. Most PhD programs in Anthropology and Archaeology provide for long stretches of fieldwork. Our MA students who have entered PhD programs stay in touch with us and sometimes do come back to our region for further research.
- It is unclear how the research units that contribute research resources for the new program and RCP, such as the University Museum, will benefit from supporting this program without additional resources and over the long term.

Questions:

- What would the job market look like for students emerging from this program?
- Since many of our MA students enter career placements before finishing their degrees, would the PhD students also be hired away locally while still finishing their doctoral dissertations?



College of Arts and Sciences

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<http://deptofgov.nmsu.edu>

Memorandum

To: University Program Approval Committee (UPAC)
 From: Neil Harvey, Professor and Academic Department Head, Government
 Subject: Support for Ph.D. Transborder and Global Human Dynamics
 Date: September 10, 2021

This memo is to inform you that the faculty of the Department of Government have expressed their support for the creation of a new interdisciplinary Ph.D. degree program in Transborder and Global Human Dynamics.

Our department faculty have been familiar with this idea for more than a year and were ready to discuss details at the regular, monthly faculty meeting on August 25, 2021. I provided all the faculty with a copy of the proposal on August 16, 2021 and asked for comments, question and general feedback.

At our August 25, 2021 meeting, faculty asked questions about the potential placement of graduates in careers and jobs, as well as how supervision of Ph.D. students might affect workload. They also expressed overall support to proceed with this proposal, noting how it aligns not only with LEADS 2025 but also with the Department of Government's own strategic plan, commitment to applied policy research and outreach with non-profits and government entities at local, state, national and international levels. In addition, faculty mentioned our department's longer-term record in obtaining prestigious grants for research on border policy issues, including:

- (i) a **Ford Foundation** grant in 1997-2000 on "Identities, Borders and Order: Rethinking Area Studies" (c-PI's: Yosef Lapid, Jose Z. Garcia and Neil Harvey);
- (ii) a **Department of Homeland Security** grant in 2006-2011, in collaboration with the University of Kansas, on "Border Security, Food and Technology," (co-PIs: Yosef Lapid and Jason Ackleson);
- (iii) a grant from the **European Union and German federal government** to support undergraduate and graduate NMSU students participating in the International Service-Learning Program "Migrant Crisis in Europe" in the summers of 2017 and 2018 (and planned for 2022 and beyond) (PI: Sabine Hirschauer); and,
- (iv) the **National Science Foundation** – Research Experience for Undergraduates (NSF-REU) grant for the program "Immigration Policy and US-Mexico Border Communities" (2017-2021; with a 3-year renewal proposal submitted in August 2021) (PI: Neil Harvey).



College of Arts and Sciences

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MEMORANDUM

September 21, 2021

TO: University Program Approval Committee

From: Mark Cioc-Ortega, Dept Head of History *M.C.O.*

RE: Departmental Support for the PhD Proposal: Transborder and Global Human Dynamics

On September 21, the faculty in the Department of History voted 7 to 1 (with 1 abstention) to endorse the proposal for a new PhD program in Transborder and Global Human Dynamics.

The only substantive comments and questions revolved around the question of resources. A PhD program in border studies is likely to draw a substantial number of applicants, which will require new faculty, staff, and GAs in order to be successful.

From: Glenn Fetzer <gwfetzer@nmsu.edu>
Sent: Tuesday, September 7, 2021 5:07 PM
To: Joseph Lakey <jlakey@nmsu.edu>; Rani Alexander <raalexan@nmsu.edu>; Neil Harvey <nharvey@nmsu.edu>; Mark Cioc-Ortega <mcioc@nmsu.edu>
Cc: Glenn Fetzer <gwfetzer@nmsu.edu>
Subject: LangLing approval of Transborder and Human Dynamics proposal

Good afternoon,

This is just to communicate approval of the proposal this afternoon by Languages and Linguistics.

The vote was unanimous (although there were some grumbles as I can convey later).

Glenn

Dr. Glenn Fetzer, Department Head
Professor, French
Department of Languages and Linguistics
New Mexico State University
Box 3001 MSC 3L
Las Cruces, New Mexico 88003-8001
USA

NMSU Ready. A System-Wide Return to Campus [Plan](#)



College of Arts and Sciences

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nmsu.edu/~anthro/

Date: 10/21/2021

Re: Letter of Support for Proposed Ph.D. Degree and Program in Transborder and Global Human Dynamics at NMSU's College of Arts and Sciences

From: Dr. Alejandro Lugo, NMSU Alumnus ('85, '83), 2019 Star of Arts and Sciences (NMSU), NMSU Anthropology Faculty Affiliate, and Former Professor and Associate Dean of the Graduate College at the University of Illinois at Urbana-Champaign and Former Professor and Director of Transborder Studies at Arizona State University

To: The University Program Approval Committee (UPAC), NMSU

Dear Colleagues:

As a very proud NMSU alumnus (B.A. Anthropology '85, Associate's in Business '83), as an expert in both border studies and higher education with graduate degrees from Stanford University (Ph.D. '95) and from the University of Wisconsin (M.A. '88), as well as a highly experienced faculty member, award-winning author and educator, and university administrator who served as Director of Graduate Studies and as Associate Dean of the Graduate College at the University of Illinois at Urbana-Champaign, where I taught from 1985 to 2015, and as the former Professor and Director of the Ph.D. Program in Transborder Studies, which I helped establish at Arizona State University, I am pleased and honor to fully endorse and strongly recommend the proposed "Ph.D. Degree in Transborder and Global Human Dynamics" at my beloved alma mater: New Mexico State University's College of Arts and Sciences.

As somebody who has taught at four colleges and universities (both public and private, small and large), and as somebody who has trained generations of doctoral students during the last 30 years, including having served in 61 doctoral dissertations committee across different academic disciplines, I am convinced that the proposed Ph.D. Degree in Transborder and Global Human Dynamics at NMSU will strengthen not only the current Research Core Programs administered by Dr. Luis Cifuentes but also will directly contribute to NMSU acquiring R1 status nationally in the immediate future.

I am very familiar with the graduate programs in border studies both nationally and especially in the U.S.-Mexico border region—all of which have relatively recently specialized in border studies at the doctoral level, whether in Texas, Arizona or in California. The only two Ph.D. programs that come close to what NMSU is proposing is the Ph.D. Program in Borderlands History at the University of Texas at El Paso and the Ph.D. Program in Transborder Studies at Arizona State University, where I taught most recently. The Ph.D. in Borderlands History at UTEP is quite excellent but it focuses almost exclusively on borderlands history and it is located within UTEP's Department of History. The Ph.D. in Transborder Studies, which I helped to officially establish in 2015, is housed in the School of Transborder Studies, which is much more interdisciplinary than the history department at UTEP, though most of its faculty, no matter their expertise in the social sciences and the humanities, have to have scholarly specialization either in Chicana/Chicano Studies or in Latina/Latino Studies or in the two inter-related ethnic studies fields.

What is fascinatingly different and particularly unique (and highly needed in higher education) with the proposed "Ph.D. Degree in Transborder and Global Human Dynamics" at NMSU is that it will be housed and administered at the perfectly interdisciplinary juncture of four well-established academic departments (Anthropology, Government, History, and Languages and Linguistics), all of which already offer a Bachelor's Degree and a Master's Degree. The current Masters Degree programs at NMSU's four sponsoring departments represent a scholarly and intellectual gold mine that the ASU Ph.D. program simply DOES NOT have. This institutional interdisciplinary strength at NMSU (in combination with potentially affiliated and sponsoring units such as Geography, Gender and Sexuality Studies, Art History, Borderlands and Ethnic Studies, among others) will help guarantee and nurture, within a brief period of time, a smooth interdisciplinary transition into a high caliber Ph.D. training for the entering doctoral students at NMSU. This aspect of the proposed NMSU Ph.D. program transcends the UTEP Ph.D. Program in Borderlands History and it also would multiply the interdisciplinary strength that the Ph.D. in Transborder Studies at ASU offers because the majority of interdisciplinary faculty at the ASU School of Transborder Studies do NOT have joint appointments or official commitment with other disciplinary departments. In other words, the interdisciplinary Ph.D. Degree in Transborder and Global Human Dynamics at NMSU has the potential, in my view, of being the most INTERDISCIPLINARILY ROBUST border studies Ph.D. program not just in the region but in the nation as well.

In the rest of my letter of strong support and recommendation, I will elaborate on several additional reasons why NMSU would be the perfect higher education institution for the Ph.D. Degree in Transborder and Global Human Dynamics.

The Importance of the Rationale:

A major purpose and rationale behind the proposed Ph.D. degree at NMSU is to promote excellence in teaching, research and community outreach on issues concerning the US-Mexico border, Latin America, the Caribbean, and border studies in general. It's clear to me that the vision of borders and borderlands in the proposed Ph.D. program will encompass both border studies in the academy and border crossings across national and international communities not just at the U.S.-Mexico border but also throughout the Western Hemisphere. The proposed Ph.D. Degree and Program takes seriously and with rigor the scholarly challenge of how to better understand the pervasive presence of multiple borders in people's lives within and across social institutions, within and across communities, and within and across geographical and national territories—past, present and future, especially throughout the coming decades of the 21st century.

The Importance of Geographical Location:

New Mexico State University is located in New Mexico's second largest city, Las Cruces, which is situated 50 miles north of the U.S.-Mexico border and is the largest city in the politically significant 2nd Congressional District. Dona Ana County, in turn, borders to the south both with El Paso, Texas and with Mexico's largest state of Chihuahua and with Mexico's fourth largest city, Ciudad Juárez, a 1.5 million people border metropolis. Each of these three urban centers (Juarez, El Paso, and Las Cruces) is a border city in its own right and together form one of the most culturally and economically vibrant international border crossings in the world. Additionally, Las Cruces and La Mesilla have existed as part of the USA-Mexico Border since the late 1840's when both settlements emerged at the end of the Mexican American War of 1846-1848. Therefore, geographically, culturally, politically, and economically, the proposed NMSU Ph.D. Degree and Program will be both at the heart of what has been historically called, the Paso del Norte border region (a tri-state, binational borderland) and key to what the 21st century business world considers the Southwest Borderplex, one of the most populated borders areas not only in the United States but in the world! Due to the latter precious worldly fact, the Ph.D. graduates from the proposed doctoral program at NMSU will find an incredibly robust local, regional, and global economy—all at once—that will be waiting for them.

The Importance of the Timing:

At this moment in time, at the beginning of the third decade of the 21st century, the Paso del Norte border region is more important than ever. Globally, NMSU cannot underestimate the three major challenges presented by the Covid-19 pandemic, the political and economic disturbances and displacements both regionally and internationally, and, of course, global warming. Regionally, with the Central American and Haitian caravans at the U.S.-Mexico borderlands, with former President Trump's immigration policy and his calls for a border wall, and with the economic and political instability characterizing not just Central America but also South America and the Caribbean, the Ph.D. Degree and Program in Transborder and Global Human Dynamics at NMSU is both essential to higher education in the region for the rest of the 21st century and economically vital to the State of New Mexico and to the Southwest borderlands more generally and beyond.

The Importance of Scholarly Substance and Academic Rigor:

1) Essential to the Ph.D. focus on borders is the fostering of interdisciplinary research and curricula while championing the strengths and contributions of distinct disciplines and their methodologies both within the College of Arts and Sciences and, ultimately, across the different colleges at NMSU.

2) Through this balanced strategy within and across disciplines, the proposed Ph.D. degree will promote research and education about the diverse peoples and cultures of the Americas (North, Central, and South as well as the Caribbean) in order to more effectively share NMSU's rich and varied expertise with our local, regional, and international partners beyond NMSU and definitely globally and around the world.

3) The proposed Ph.D. Degree and Program's major academic resources will be bolstered by NMSU's own Latin Americanist, Caribbeanist, and U.S.-Mexico border scholars whose expertise is widely recognized both nationally and internationally. One of the goals of the Ph.D. Degree and Program will be to utilize these excellent scholarly resources in order to further enhance special international agreements and educational alliances across borders between NMSU and other institutions of higher education in the Americas and beyond.

4) Through its academic and research programs, conferences, and workshops as well as its outreach activities with local and regional partners, the proposed Ph.D. Degree and Program will enhance and enrich the university's mission and commitment to research, teaching, and community engagement—locally, regionally, nationally, and globally as well as across their respective borders; all in line with the NMSU 2025 Strategic Plan.

5) Using funds from the private and public sectors as well from national grants (National Science Foundation, Ford Foundation, Department of Education's Title VI National Research Center Grant and the Tinker Foundation, for instance), I believe the proposed Ph.D. Program will be able to offer (potentially in the immediate future) competitive research awards to students, faculty, and community organizations in order to promote the rigorous study, the cutting edge research, and the in-depth appropriate understanding of the U.S.-Mexico border region, Latin America, and the Caribbean, as well as other border regions around the world.

As it is clear from the Ph.D. proposal, it will take at least 5 years for entering Ph.D. doctoral students to complete their doctoral degree. While at ASU, I was able to help recruit the first and second cohorts (5 doctoral students each) respectively in 2016 and in 2017 for the newly-established Ph.D. Degree there. Because I left ASU in 2018 due to personal and professional plans, I know that those students are still either in the middle of their Ph.D. training or towards the end of it. But I would like to close my letter of support for the Ph.D. Degree in Transborder and Global Human Dynamics with a very brief list of several doctoral students I was able to train in the area of Border Studies, including some of those who have acquired jobs not only in higher education but also outside academia.

1) Dr. Sujey Vega (Ph.D. 2008). Dissertation Title: "Troubling Citizenship: Latino Immigrants and the Struggle for Participatory Belonging in the Midwest". Dr. Vega is currently a tenured Associate Professor of Women and Gender Studies at Arizona State University. Dr. Vega's 2015 book, *Latino Heartland: Of Borders and Belonging in the Midwest*, which was based on her dissertation, was published by New York University Press (please see the New York University press website: <http://nyupress.org/books/3781479896042/>). <https://search.asu.edu/profile/1820715>

2) Dr. Maria Guadalupe Lang (Ph.D. 2019). Dissertation title: "Border Inspections in a Dual Language School in a Small Urban Community". Dr. Lang currently serves as Assistant Professor in Bilingual Education at Baylor University's School of Education. <http://soefaculty.baylor.edu/maria-lang/>

3) Dr. Sergio Lemus (Ph.D. 2015). Dissertation Title: "Class, Labor, and Color Hierarchies: An Ethnographic Study of Mexican Yarderos/as in South Chicago". Dr. Lemus currently serves as Assistant Professor of Anthropology at Texas A & M's Department of Anthropology. His current book manuscript, which is based on his dissertation, is under contract with the University of Illinois Press. <https://liberalarts.tamu.edu/anthropology/profile/sergio-lemus/>

4) Dr. Julie Torres (Ph.D. 2020). Dissertation Title: "In Times of 'Crisis': Puerto Rican Activism, Gender, and Belonging in Orlando". Her dissertation received the 2020 Puerto Rican Studies Dissertation Award in the Spring of 2021. Dr. Torres currently serves as Assistant Professor of Women and Ethnic Studies at the University of Colorado-Colorado Springs. <https://west.ucps.edu/staff/julie-torres>


5) Dr. Alison Goebel (Ph.D. 2011). Dissertation Title: "Reconfiguring Middle Class Whiteness: Global Capitalism, Race, and U.S. Small Cities". Dr. Goebel is currently Associate Director of the Greater Ohio Policy Center (in Columbus, Ohio), a think tank dedicated to reducing urban sprawl and restoring economic prosperity to Ohio. In 2012, Goebel's dissertation was recognized by "Anthropologyworks" as one of the best cultural anthropology dissertations of 2011. Dr. Goebel has been extremely successful outside formal academia. <https://www.greaterohio.org/staff>

6) Dr. Aidé Acosta (Ph.D. 2010). Dissertation Title: "'Home Making in Small-town America: Mexican/Latino Diasporas and Citizenship Practices in the Midwest". Dr. Acosta currently serves as Chief College Officer at Noble Network of Charter Schools in Chicago. Dr. Acosta, like Dr. Goebel, has also been extremely successful outside formal academia. <https://www.linkedin.com/in/aid%C3%A9-acosta-55033627>

Of course, I will be happy to provide you with the full list of the 61 interdisciplinary doctoral students I helped trained. The purpose of providing specific information of successful Ph.D. graduates is to help demonstrate that NMSU's new Ph.D. program in Transborder and Global Human Dynamics will be similarly contributing to higher education and society via its talented Ph.D. graduates.

It is with great pleasure that I fully endorse and enthusiastically recommend the highly-needed Ph.D. Degree and Program in Transborder and Global Human Dynamics at NMSU's College of Arts and Sciences. Please don't hesitate to get in touch with me if you have any questions.

Sincerely,



Dr. Alejandro Lugo (NMSU B.A. '85, Associates '83, Wisconsin M.A. '88, Stanford Ph.D. '95)
2019 Star of Arts and Sciences at NMSU's College of Arts and Sciences
NMSU Anthropology Affiliate Faculty, 2019-Present
Former Professor of Anthropology and Latina/o Studies at the University of Illinois at Urbana-Champaign
Former Professor and Director of Transborder Studies at Arizona State University



Ambassador Delano Lewis

Former U.S. Ambassador to the Republic of South Africa

September 13, 2021

Sent Via Email – nharvey@nmsu.edu

To University Program Approval Committee,

As the Visiting Senior Fellow for Global Affairs, in the Office of the Provost, I would like to offer my wholehearted support for the proposed interdisciplinary PHD Degree Program - Transborder & Global Human Dynamics!

My mission as Visiting Senior Fellow is to create a pathway for increased support for internationalization and international/global education for our students. I believe this proposed PHD Degree Program gives a tremendous boost to this effort while enhancing the stature of NMSU as an institution that reflects the importance of research, education, and community engagement across borders in the US and around the world.

Further, I am impressed that this PHD Degree Program is aligned with the University Lead 2025 strategic plan. As you know, the mission of Lead 2025 strategic plan is to “excel in student success and social mobility in our diverse student populations, achieve the highest Carnegie reach search status (R1), and maintain our Carnegie engagement classification“

This proposed PHD Degree Program is aligned with several objectives under the Lead 2025 plan, but there are two objectives that fit perfectly with the proposed PHD Degree Program. Those objectives are as follows:

- Objective/Action/Tactic 1.4.6 - to strengthen career pathways through service learning, experiential learning, and research engagement, specifically will foster awareness of post graduate opportunities for career advancement.
- Objective/Action/Tactic 2.4.3 - to grow research scholarship and creative activity through international collaboration.
- Without a doubt, this proposed PHD Degree Program will meet those objectives and more under the Lead 2025 strategic plan.

Finally, I believe this Proposed PHD Degree Program is unique within the state of New Mexico and will be competitive in meeting the challenges of recruiting students and faculty.



Ambassador Delano Lewis
Former U.S. Ambassador to the Republic of South Africa

As Hispanic Serving Institution, NMSU graduates will add to the diversity, equity, and inclusion in the workforce across the nation and the globe.

I sincerely hope the University Program Approval Committee will grant your approval and move the proposed Transborder & Global Human Dynamics PHD Degree forward!

All the best,

A handwritten signature in blue ink that reads "Delano E. Lewis".

Delano E. Lewis
Visiting Senior Fellow for Global Affairs (NMSU)
Former US Ambassador to South Africa (1999-2001)



14 Sept. 2021

Dear University Program Approval Committee,

As department head of the New Mexico State University Library Archives and Special Collections, I enthusiastically support the proposal for a Ph.D. degree in transborder and global human dynamics at NMSU. This interdisciplinary doctoral program would draw upon NMSU's immense well of specialists in transborder studies, particularly those working in the humanities, to offer comprehensive academic training in issues of vital importance to our region. A Ph.D. program in transborder and global human dynamics is a natural fit for an institution situated so close to the international boundary with Mexico, and one with a long history of addressing the social, cultural, environmental, economic, and political issues of the U.S.-Mexico border region.

The NMSU Library Archives and Special Collections is uniquely prepared to be an active collaborator in an interdisciplinary transborder doctoral program. For 50 years, the Archives and Special Collections has collected, preserved, and made available to students, faculty, and the public, primary source research materials that document the history, development, and cultural heritage of southern New Mexico and the U.S.-Mexico border region. The department holds more than 25,000 linear feet of archives, manuscripts, records, photographs, maps, rare books, regional historical newspapers, and audiovisual materials that have served border scholars at NMSU and beyond. The materials include family papers, literary papers, records of businesses, organizations and governmental bodies, and professional papers of local, state, and national political figures from New Mexico. Many of these unique resources document the Mexican experience in the borderlands from the point of view of those who lived it.

For five decades, the Archives and Special Collections has worked with the university's undergraduate, graduate, and Ph.D. students, from a wide variety of academic disciplines, to provide access to our collections for class papers, research projects, theses, dissertations, publications, and presentations. We would be thrilled to work with students in the transborder and global human dynamics Ph.D. program, as this field of study aligns with our mission of collecting and providing access to unique, primary source documentation related to the region. The degree program would capitalize on an array of strengths within NMSU and bolster many of the university's LEADS 2025 goals for enhancing student success, elevating research and creativity, and addressing global challenges. It also would further solidify the reputation NMSU faculty and students already have developed as leaders in a variety of interdisciplinary issues critical to the U.S.-Mexico border region.

Sincerely,

Dennis Daily, Department Head
NMSU Library Archives and Special Collections

ddaily@nmsu.edu

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Colonias Development Council
Concilio para el Desarrollo de las Colonias
 1050 Monte Vista - Las Cruces, NM 88001 • (575) 647-2744 - FAX (575) 647-1462

September 12, 2021

University Program Approval Committee (UPAC)
 New Mexico State University

RE: Support for Inter-Disciplinary Transborder and Global Human Dynamics Ph.D. Program

Dear Review Committee,

On behalf of the Colonias Development Council (CDC), a private, non-profit organization with over 33 years of existence in the region, I am writing to support the creation of an Inter-Disciplinary Transborder and Global Human Dynamics Ph.D. program at New Mexico State University.

Throughout our long history in this border community, the CDC has collaborated with a variety of departments from NMSU. The CDC has worked with some of the most marginalized populations along the U.S.-Mexico border and has depended on the expertise of border scholars for their research and their students to help better understand the socio, political, cultural, and economic dynamics of the region and their impacts on policy.

The CDC's Integrated Services for Immigrant Families (ISIF), in particular, provides legal immigration services, citizenship preparation classes and tutoring, and training for promotoras de apoyo familiar. The transformative impact that immigration status has for families is unquestioned. Lots of non-profit organizations do not have the resources to embark on research, evaluation, and analysis as we would like. A Ph.D. program like the Transborder and Human Dynamics can provide a very important resource for us and opportunity to better provide much needed services to the immigrant community at large.

In addition, the CDC has provided a space for internships for both undergraduate and graduate students. This is our way of investing in our community. We are critically in need of cultivating the local population and bring them in to local, grassroots organizations. To us, it is important to recruit scholars from the region: We are hopeful that students from our communities in this region will be more likely to stay in the area after graduating from program like this instead of seeking employment elsewhere. Their familiarity with the region is extremely important for community development initiatives that may be in place. Non-profit organizations have lots to gain from the research and advocacy that the university provides. This program would be an added advantage.

We strongly support the creation of the for Inter-Disciplinary Transborder and Global Human Dynamics Ph.D. Program at New Mexico State University. We look forward to a positive relationship with the members of the program and hope that our input to the program will be cultivated and nourished for the benefit of our communities in the region.

Sincerely,

Diana A. Bustamante, Ph.D.
 Executive Director

cc: Dr. Neil Harvey



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September 10, 2021

To whom it may concern:

It is my distinct pleasure to write this letter of support on behalf of the proposal being submitted by New Mexico State University (NMSU) professors in the College of Arts and Sciences for a new inter-disciplinary Ph.D. program entitled Transborder and Global Human Dynamics.

NM CAFé is a non-profit, non-partisan, grassroots organization based out of Las Cruces, NM. Through faith-based community organizing, CAFé aspires to create a culture of support that empowers New Mexicans living in the Borderlands and beyond to act on their own behalf towards a better quality of life. Our organizing efforts expand throughout Southern NM in the counties of Doña Ana, Luna, Hidalgo, and Grant; most of which have significantly high populations of immigrant families. Our current areas of focus include economic dignity, environmental justice, immigrant justice and the revitalization of our Border communities.

This first of its kind Ph.D. program is needed now more than ever. The Southern Border has not only become a beacon of hope for so many who are in search of refuge, but it has also become a source of major political tension. There are many border rights advocates and policy makers in New Mexico and across the region who would greatly benefit from research being conducted at the Southern Border. Often, organizations like ours are too small to hire researchers of our own or much too often have to rely on research and data from organizations that are not from our region and do not understand its complexities.

In community organizing, we often say that those who are closest to the issue are the people also closest to the solutions. The complex story of our Border should be told by advocates, policymakers, and researchers from within our communities. As an alumni of NMSU's Government Department, I am very confident that this program would be incredibly successful at helping address the needs of so many policy advocates and policymakers.

Please do not hesitate to contact me if you have any further questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Johana Bencomo'.

Johana Bencomo
Executive Director
NM Comunidades en Acción y de Fe (CAFé)
johana@organizenm.org



Honors College

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1 September 2021

Enrico Pontelli, Dean
College of Arts and Sciences
NMSU

Dear Dean Pontelli,

I am very pleased to see the long-discussed interdisciplinary doctoral program in Transborder and Global Human Dynamics is moving toward realization. This innovative degree will build on traditional strengths at NMSU, while also preparing students to address compelling and enduring social challenges. While some additional resources are needed to make this program viable, these resources are very modest compared with the value of the pool of faculty talent already in the college who would contribute to the doctoral program, and the value of the networks across the region that will provide opportunities for these students to gain praxis experience. In short, this program is a bargain, and will attract students from across the nation.

Having served as an Arts and Sciences Department Head for six years, and another six as Dean of the interdisciplinary Honors College, I am well aware of the ways this program would benefit current and future NMSU students. Many students have informally sought cross-disciplinary expertise related to borderlands issues – for example our MA students in Anthropology frequently took courses in Government that addressed border issues and public policy, they took courses in Geographic Information Systems (GIS) from Geography, and courses in English and Languages and Linguistics that dealt with the literature of the cultures of this area. Codifying these complementary courses into a coherent degree program is logical, and will provide synergies to strengthen our students' knowledge in this area of huge social complexity.

I can also note that most of our graduate students aren't seeking to replicate us, that is, they seek and find employment in a wide variety of positions that are not university faculty posts. This degree will be ideal for preparing students for senior positions within non-governmental organizations, with public natural resource management agencies, and within all levels of government that address issues of climate change, migration, food security, law, and the other areas of concentration for this degree. While my "day job" for 32 years was within the university professoriate, I also worked as an applied anthropologist, in fields very comparable to this degree program. I have worked for UN organizations including UNICEF and the International Labor Organizations, for philanthropic organizations including the Bill and Melinda Gates Foundation and the

Rockefeller Foundation, and I have worked with humanitarian organizations such as Save the Children and World Vision. The skills and cultural knowledge that made me effective in addressing poverty, gender inequality, maternal and child health, and malnutrition with all of these organizations are precisely the types of abilities that will be fostered in this proposed doctoral program. I anticipate graduates of this program will have no difficulty finding meaningful positions with organizations and governmental entities that address the challenges in the border region and beyond, because they will be prepared with the skills and perspectives that are badly needed.

This program will be unique within the state of New Mexico, and will be a fine complement to the mission of a Land-grant university to foster economic development and innovation in the region. I reviewed the list of programs that have some similarities to the proposed doctorate in Transborder and Global Human Dynamics, and I can say that this program will have unique strengths that are not clones of existing programs. The emphasis on preparing practitioner professionals to work in agencies to address these daunting global problems is both unique and appropriate, and sorely needed.

I hope your efforts to expedite the vetting process through the university, the Regents, and NMHED are successful, the need for this program cannot be understated. If I can do anything to support this application, please don't hesitate to ask. I think it is a well-designed degree proposal that will be a signature program at NMSU.

Regards,

Miriam Chaiken

Miriam S. Chaiken, Ph.D.
Distinguished Professor of Anthropology Emeritus
Dean Emeritus, William Conroy Honors College at NMSU



September 29, 2021

Dear University Program Approval Committee,

It is with great pleasure that I write this letter of support regarding the proposal to create a new inter-disciplinary Ph.D. program at NMSU, entitled Transborder and Global Human Dynamics. I believe that this program comes at a critical time where it is imperative to have solid research on the needs of border communities, migrants and asylum seekers, creating a stronger voice for change in policies, narratives and practices that affect our region.

The American Civil Liberties Union of New Mexico in Las Cruces has collaborated over the years with Dr. Neil Harvey and his students in research collaboration on Immigration Policy and US-Mexico Border Communities. This collaboration has resulted in several research projects and reports detailing conditions in ICE detention, a manual detailing federal criminal-immigration prosecution in Las Cruces and due process violations in Immigration court in El Paso. This research, particularly the conditions in ICE detention, proved invaluable in litigation filed by the ACLU-NM and in policy efforts at the state legislature on the effects of private prisons in New Mexico.

The Las Cruces office of the ACLU-NM is currently working on advocacy around restoring a humane asylum system, CBP accountability, closing the Otero County Prison Facility which houses migrants in inhumane conditions and our Border Humanity Project which seeks to shift the public narrative on life on the border through storytelling. Currently, we rely on work that is done by freelance reporters or by national organizations. While those reports are thorough it would be game changing to have research conducted by local border scholars. We would welcome a PhD level program that would conduct research and provide reports regarding any of these issues which would provide data to enhance our advocacy work.

I look forward to a future collaboration with this program.

Sincerely,

A handwritten signature in black ink that reads "Nia Rucker". The signature is fluid and cursive.

Nia Rucker
(she/ella)

Policy Counsel and Regional Manager | ACLU of New Mexico

■ T: (575) 527-0664 ■ E: nrucker@aclu-nm.org

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Enfield House
Castle Street
Clun
Shropshire
SY7 8JU
United Kingdom

15th June 2022

Dear University Program Approval Committee,

On behalf of the Latin America Bureau (LAB), I am pleased to express our support for the proposed inter-disciplinary Ph.D. program at NMSU, Transborder and Global Human Dynamics.

The program's emphasis on transborder issues is vitally important in the modern world. We have seen far too many abuses over the past decades, particularly over the past five years. Research can help us to monitor these abuses and advocate for better programs to value life and protect human rights. The program's focus on transborder issues on the US-Mexico border is particularly important due to its impact on migration patterns and dynamics through Central America and the rest of the region, affecting millions of lives every year.

At LAB, we would be especially keen to work with the program's candidates to publish their work to a wider, non-academic audience. We deeply believe that since the issues of migration and border politics affect the general public, information and research about those issues should be accessible to all. The candidates' contribution would complement our work on struggles for social justice in the region, including Covid-19 and climate change, which are known to contribute to or force migration.

LAB is a UK-based registered company and charity, founded in 1977 as a publisher and research organisation. We have published more than 150 books, of which over 120 are now available in a digital collection distributed by our publishing partners Practical Action Publishing. We have a council of 23 members which includes a number of distinguished UK and Latin American academics.

We hope that these details help to demonstrate the need for a program such as the one proposed, and that it will be welcomed outside of the academic community too. We look forward to collaborating with the program.

Yours sincerely,

A handwritten signature in black ink that reads 'Rebecca Wilson'. The signature is written in a cursive, flowing style.

Rebecca Wilson

Managing Editor, Latin America Bureau



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-17

- Action Item
 Consent Item
 Informational Item

Presented By: Ricardo Rel
 Assistant Vice President,
 Government Relations

Agenda Item: Non-I&G Budget Requests for FY24

Requested Action of the Board of Regents: Approval of the Non-I&G Budget Requests for FY24

Executive Summary:

For FY24, we are requesting \$76.6 million, an increase of \$12.5 million or 20% over FY23 funding. This request includes \$49.6 million for the agricultural programs (a \$2.8M or 6% increase), \$8.2 million for Athletics (a \$2.2M or 38% increase), and \$1.3 million for Educational Television (a \$125K or 11% increase). Main Campus Research and Public Service Projects are seeking \$14.5 million for FY24, an increase of \$5.1M or 54%, with branch campuses requesting \$3 million, an increase of \$2.25M from the previous fiscal year.

Noteworthy are the various new RPSPs funded in Fiscal Year 2023 (6 programs total) as well as the new proposals for Fiscal Year 24 (5 programs). If all proposed programs receive FY 24 funding, NMSU's RPSP offerings will increase from 21 to 32. On Main Campus, 8 RPSPs are requesting flat funding and 10 an expansion, while at the branch campuses, the numbers are 3 and 1, respectively. The below table summarizes this information.

Program	FY22	FY23	FY24 Request	\$ Change	% Change
Agricultural Entities (AES, CES, NMDA)	40,960.2	46,791.1	49,601.1	2,810.0	6.0%
Athletics	4,192.7	6,001.7	8,201.7	2,200.0	36.7%
Educational TV	976.0	1,174.2	1,299.2	125.0	10.6%
Total	46,128.9	53,967.0	59,102.0	5,135.0	9.5%
Main Campus Research & Public Service					
Flat Funding/Continuing (8)	1,219.7	2,003.1	2,003.1	-	0.0%
Expansion (10)	5,901.1	7,385.8	10,977.9	3,592.1	48.6%
New (3)	-	-	1,521.1	1,521.1	NA
Subtotal RPSP (Main)	7,120.8	9,388.9	14,502.1	5,113.2	54.5%
Branch Campus Research & Public Service					
Flat Funding/Continuing (3)	324.6	524.6	524.6	-	0.0%
Expansion (1)	275.9	275.9	1,028.9	753.0	272.9%
New (2)	-	-	1,499.7	1,499.7	NA
Total RPSP Branch	600.5	800.5	3,053.2	2,252.7	281.4%
Grand Total Non-I&G	53,850.2	64,156.4	76,657.3	12,500.9	19.5%

References:

Non-I&G Book FY24

Prior Approvals:

August 31, 2022- Review by Regents Financial Strategies, Performance and Budget Committee

August 15, 2022- Chancellor Review and Approval of University System Budget Committee's recommendation

July 28-29- Review and recommendation by University System Budget Committee



Office of Government and
Community Relations

MSC 3GRD
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-5909

gaffairs@nmsu.edu

Memorandum

DATE: August 24, 2022

TO: RFSPBC Members

**FROM: Clayton Abbey, Director of State Government Relations
Through Ricardo Rel, Assistant Vice President, Government and Community Relations**

SUBJECT: Non-I&G Budget Requests for FY24

Dear Members,

Please find attached the FY24 Non-I&G Budget Request binder for the committee's review. It includes an executive summary of the requests and the forms that are required by the Higher Education Department.

NMSU System FY24 Non-I&G Funding Request EXECUTIVE SUMMARY

The Office of Government and Community Relations is requesting the approval of the Non-Instruction and General budget requests for Fiscal Year 24. The request includes funding for the agricultural programs (Agricultural Experiment Station [constitutional], Cooperative Extension Service [statutory], and Department of Agriculture [constitutional]), Athletics, Educational Television and Research and Public Service Projects (RPSPs) for the NMSU System. This is a yearly process which requires the Board of Regents approval prior to submission to the Higher Education Department. The requests have been reviewed by the University System Budget Committee and Chancellor Arvizu.

For FY24, we are requesting \$76.6 million, an increase of \$12.5 million or 20% over FY23 funding. This request includes \$49.6 million for the agricultural programs (a \$2.8M or 6% increase), \$8.2 million for Athletics (a \$2.2M or 38% increase), and \$1.3 million for Educational Television (a \$125K or 11% increase). Main Campus Research and Public Service Projects are seeking \$14.5 million for FY24, an increase of \$5.1M or 54%, with branch campuses requesting \$3 million, an increase of \$2.25M from the previous fiscal year.

Noteworthy are the various new RPSPs funded in Fiscal Year 2023 (6 programs total) as well as the new proposals for Fiscal Year 24 (5 programs). If all proposed programs receive FY 24 funding, NMSU's RPSP offerings will increase from 21 to 32. On Main Campus, 8 RPSPs are requesting flat funding and 10 an expansion, while at the branch campuses, the numbers are 3 and 1, respectively. The below table summarizes this information.

Program	FY22	FY23	FY24 Request	\$ Change	% Change
Agricultural Entities (AES, CES, NMDA)	40,960.2	46,791.1	49,601.1	2,810.0	6.0%
Athletics	4,192.7	6,001.7	8,201.7	2,200.0	36.7%
Educational TV	976.0	1,174.2	1,299.2	125.0	10.6%
Total	46,128.9	53,967.0	59,102.0	5,135.0	9.5%
Main Campus Research & Public Service					
Flat Funding/Continuing (8)	1,219.7	2,003.1	2,003.1	-	0.0%
Expansion (10)	5,901.1	7,385.8	10,977.9	3,592.1	48.6%
New (3)	-	-	1,521.1	1,521.1	NA
Subtotal RPSP (Main)	7,120.8	9,388.9	14,502.1	5,113.2	54.5%
Branch Campus Research & Public Service					
Flat Funding/Continuing (3)	324.6	524.6	524.6	-	0.0%
Expansion (1)	275.9	275.9	1,028.9	753.0	272.9%
New (2)	-	-	1,499.7	1,499.7	NA
Total RPSP Branch	600.5	800.5	3,053.2	2,252.7	281.4%
Grand Total Non-I&G	53,850.2	64,156.4	76,657.3	12,500.9	19.5%

New Mexico State University System					
FY24 Non-I&G Funding Requests					
\$ in thousands					
Program	FY22	FY23	FY24 Request	\$ Change	% Change
Agricultural Entities					
Agricultural Experiment Station (AES)	14,968.7	17,462.0	18,227.0	765.0	4.4%
Cooperative Extension Service (CES)	13,585.3	15,095.6	15,665.6	570.0	3.8%
Department of Agriculture ¹	12,406.2	14,233.5	15,708.5	1,475.0	10.4%
Total Agriculture	40,960.2	46,791.1	49,601.1	2,810.0	6.0%
Athletics	4,192.7	6,001.7	8,201.7	2,200.0	36.7%
Educational Television	976.0	1,174.2	1,299.2	125.0	10.6%
Main Research & Public Service					NA
Nurse Expansion	846.2	946.2	1,981.2	1,035.0	109.4%
College Assistance Migrant Program	290.4	297.9	297.9	-	0.0%
Water Resources Research Institute	1,045.1	1,141.3	1,341.3	200.0	17.5%
Nurse Anesthesiology (New FY24)	-	-	627.1	627.1	NA
Mental Health Nurse Practitioner	940.0	940.0	1,315.0	375.0	39.9%
Arrowhead Center for Business Dev.	325.0	355.1	555.1	200.0	56.3%
Autism Program	563.8	730.9	1,087.5	356.6	48.8%
Space Tech Comm. (New FY23)	-	50.0	350.0	300.0	600.0%
Prod. Water Con. (New FY23)	-	130.0	500.0	370.0	284.6%
Sunspot Solar Observatory	354.2	367.5	400.0	32.5	8.8%
Alliance for Teach. & Learning Adv.	144.6	211.4	211.4	-	0.0%
Hypersonics (New FY24)	-	-	594.0	594.0	NA
Manufacturing Sector Dev. Prgrm.	624.4	647.8	947.8	300.0	46.3%
STEM Alliance for Minority Part.	294.4	357.9	357.9	-	0.0%
Indian Resources Development	256.8	265.9	265.9	-	0.0%
CREES (New FY24)	-	-	300.0	300.0	NA
STEM K-12 Pipeline (New FY23)	-	100.0	100.0	-	0.0%
NM Tribal Education Initiative - Main	-	200.0	200.0	-	0.0%
Anna Age Eight Institute	1,202.4	2,077.0	2,500.0	423.0	20.4%
Sustainable Ag Center of Excellence	233.5	320.0	320.0	-	0.0%
Teacher Pipeline Init. (New FY23)	-	250.0	250.0	-	0.0%
Total RPSP Main	7,120.8	9,388.9	14,502.1	5,113.2	54.5%
Branch Research & Public Service					
DACC- Ed. Program (New FY24)	-	-	494.0	494.0	NA
DACC- Nurse Expansion	275.9	275.9	1,028.9	753.0	272.9%
DACC- Respiratory Ther. (New FY24)	-	-	1,005.7	1,005.7	NA
DACC- Dental Hygiene Program	279.0	379.0	379.0	-	0.0%
Grants- Veteran's Center	45.6	45.6	45.6	-	0.0%
Grants- Tribal Initiatives (New FY23)	-	100.0	100.0	-	0.0%
Total RPSP Branch	600.5	800.5	3,053.2	2,252.7	281.4%
Total NON I&G	53,850.2	64,156.4	76,657.3	12,500.9	19.5%

¹ FY23 for NMDA includes \$166,800 for the food Hunger initiative that was included in DFA budget. The base budget is \$14,066,700.

NEW MEXICO STATE UNIVERSITY SYSTEM
FY24 Non-I&G Recurring Program Requests Descriptions
 \$ in thousands

Priority	PROJECT/DESCRIPTION	FY 2023 Appropriation	FY 2024 Request	\$ Change
AGRICULTURAL PROGRAMS				
1	<p>Agricultural Experiment Station: The Agricultural Experiment Station (AES) System is the research arm of the College of Agricultural, Consumer, and Environmental Sciences at New Mexico State University. It is a Constitutional/Statutory program in NM Constitution Article XII, Section 11: State educational institutions. The AES System consists of scientists on the main campus and at agricultural science and research centers throughout New Mexico. The science centers support fundamental and applied research under New Mexico's varied environmental conditions to meet the agricultural and natural resource management needs of communities in every part of the state. The increase will fund four critical systems-level positions (Forest Tree Eco-physiologist, Climate Smart Agricultural, Hydrology and Water Resources, and Interactive Renewable Energy and Agricultural Natural Resources Assistant Professors). These positions will be housed at Mora, Farmington, Artesia and Corona Agricultural Science Centers and will provide critical research in forestry, climate research and renewable energy.</p>	17,462.0	18,227.0	765.0
1	<p>Cooperative Extension Service: The Cooperative Extension Service (CES) mission is to provide the citizens of New Mexico with practical, research based knowledge and programs that improve their quality of life. CES has faculty members in all 33 counties and many tribal areas in New Mexico. Every year, extension faculty reach over 500,000 New Mexicans (approximately 1/3 of the state's population) who benefit from CES educational programs that extend the knowledge of the land-grant university system. Statewide per year, over 20,000 youth annually develop life skills through 4-H programs, 10,000 New Mexico youth receive enhanced curriculum through 4-H school enrichment programs, over 200,000 New Mexicans are impacted by the Extension Family and Consumer Sciences and Rural Health programs, and thousands of New Mexicans access agricultural information through community classes and workshops. The requested increase will fund four critical positions: Water Conservation, 4-H Steam, Agricultural Policy, and Extension Energy specialists. These positions tie to research positions being requested by AES and will provide the outreach to communities on water conservation, STEAM programs for youth, policy interpretation, and alternative energy use applications.</p>	15,095.6	15,665.6	570.0
1	<p>New Mexico Department of Agriculture (NMDA): NMDA is a constitutional agency organized under the Board of Regents of New Mexico State University (NMSU), created under Article XV Section 1 [Department of agriculture]. NMDA and NMSU have a unique relationship that allows programs to be developed and administered to serve the needs of the agriculture industry in New Mexico. NMDA promotes food protection, a uniform and fair market place, and global marketing and economic development; supports beneficial use of natural resources; and works cooperatively with public and private sector entities. NMDA is a producer-consumer service and regulatory department and is responsible for enforcement of a multitude of statutes ranging from petroleum inspections, pesticide licensing and compliance as well as dairy inspections. The recurring expansion request of \$1,075,000 includes funding to address compensation management and regulatory requirement increases within the Veterinary Diagnostic Services and Standard and Consumer Services divisions.</p>	14,233.5	15,708.5	1,475.0
ATHLETICS				
1	<p>Athletics: NMSU Intercollegiate Athletics strives to be a premier Football Bowl Subdivision (Division 1) athletics program. As team members, student-athletes are provided a platform to grow as leaders, team players, and responsible and successful community members. Being a part of Division One FBS athletics provides vast opportunities and enhances the overall quality of the collegiate experience. The impact goes beyond football, benefitting all 15 other NMSU athletics teams. NMSU Athletics continues to manage its financial situation. In doing so, the department has maintained its commitment to provide operating funds to its 16 sponsored sports. However, the cost of doing business has increased and these higher costs are being passed on from our vendors, resulting in fewer resources for our teams. Travel, student housing and meals, athletic supplies and equipment, medical services and insurance, have continued to be the areas of greater need. NMSU teams must travel via airplane to most competition sites whereas other universities' athletics programs are within driving distance to competitions. These increased costs, along with our geographic location have continued to place a strain on our coaches and staff and have been consistent major challenges in managing costs. Part of recruiting and commitment to our student-athletes is the level of competition we provide them. Maintaining appropriate funding is necessary to allow the programs the opportunity to continue to meet obligations and provide a positive, safe and well-rounded experience for the students participating as athletes.</p>	6,001.7	8,201.7	2,200.0

NEW MEXICO STATE UNIVERSITY SYSTEM
FY24 Non-I&G Recurring Program Requests Descriptions
 \$ in thousands

Priority	PROJECT/DESCRIPTION	FY 2023 Appropriation	FY 2024 Request	\$ Change
EDUCATIONAL TELEVISION				
1	<p>Educational Television: KRWG-TV provides educational television services to southern New Mexico. Our coverage area is equivalent to the size of West Virginia, roughly 25,000 square miles, most rural. In response to the pandemic, KRWG re-tooled our entire operation to provide the region with at-home learning support for k-12 students resulting in over 1,400 hours of educational programming. While slightly modified, these efforts are still ongoing. In addition, we support NMSU student success by partnering with CMI and Journalism to provide meaningful experiential learning opportunities that result in post-graduation employment. The expansion request will provide the required resources to ensure KRWG meets the needs of our region by producing relevant, impactful content. The request will enhance our pre-k outreach and heighten member support resulting in more student employment opportunities.</p>	1,174.2	1,299.2	125.0
RESEARCH AND PUBLIC SERVICE PROJECTS - MAIN CAMPUS				
1	<p>NMSU Main Nurse Expansion: The NMSU School of Nursing provides New Mexico hospitals and clinical agencies with highly trained new nursing graduates. With 75% of NMSU Bachelor of Science in Nursing (BSN) graduates staying in New Mexico in 2021, the NMSU BSN program is a critical part of the solution to the state's critical nursing workforce needs. Graduating qualified nurses during a pandemic is especially important, as nurses are the vital link between the patient and the rest of the health care team. The NMSU nursing program collaborates with its higher education partners across the state to deliver a common curriculum that allows nursing students to easily move from community college to university level courses. RPSP funding supports initiatives to meet a critical state-wide demand for baccalaureate-prepared RNs. The FY24 increase in nurse expansion funding of \$1.035M will be used for faculty and professional salaries to support enrollment growth, market-based salary adjustments, 16 undergraduate nursing tutors, professional development, recruitment and marketing, standardized testing fees, faculty for Pre-Nursing Freshman seminars and additional modules in the SON's student management system. *** Please be aware that NMSU received \$1.3 million for FY23 and were instructed by the HED to fold any recurring expenses from this request into the Nurse Expansion request for FY24.</p>	946.2	1,981.2	1,035.0
2	<p>College Assistance Migrant Program: The NMSU College Assistance Migrant Program (CAMP) specifically serves the educational needs of eligible U.S. citizen and permanent resident farming, dairy and ranch workers from across New Mexico. NMSU CAMP recruits and retains economically disadvantaged students until their graduation, and provides them with professional preparedness training and student leadership opportunities. CAMP students are underrepresented, first generation college students (mainly Hispanic and Pell Grant recipients [99%]). Students major across all disciplines and majors at NMSU, and freshmen are specifically exposed to several NMSU STEM based programs to generate scientific interest and STEM majors. At CAMP, students receive outreach, mentoring, stipends, leadership orientations, preparedness courses, research experiences, and job readiness opportunities when funding is possible. State RPSP funding continues to be critical for leveraging federal funds to NMSU.</p>	297.9	297.9	0.0
3	<p>Water Resources Research Institute: Since its creation in 1963, NM WRRI has been the state's nucleus for coordinating water resources research among university faculty statewide. NM WRRI will continue to work to provide new tools for addressing New Mexico's myriad water problems. Recurring funding in recent years has allowed for the development of powerful new tools to account for existing water in New Mexico, including the Statewide Water Assessment, the New Mexico Dynamic Statewide Water Budget (NMDSWB) model, and the Community Hydrology Program that funds research on NM surface water-groundwater interactions in communities of the Upper Rio Grande, Central New Mexico, the Lower Rio Grande, and other critical sites. NM WRRI is requesting expansion funding of \$200,000 to increase the Community Hydrology Program, which funds field water budget equipment and faculty and graduate student research on NM surface water-groundwater interactions in communities across New Mexico. The additional funding will also help WRRI utilize data from weather stations to provide integrated community resilient monitoring and research.</p>	1,141.3	1,341.3	200.0

NEW MEXICO STATE UNIVERSITY SYSTEM
FY24 Non-I&G Recurring Program Requests Descriptions
 \$ in thousands

Priority	PROJECT/DESCRIPTION	FY 2023 Appropriation	FY 2024 Request	\$ Change
4	<p>Nurse Anesthesiology: The New Mexico State University (NMSU) School of Nursing is proposing to develop and launch a new Doctor of Nursing Practice (DNP) degree concentration in Nurse Anesthesiology with a focus on rural health and health disparities in New Mexico. Graduates will be qualified to take the national certification exam administered by the National Boards of Certification and Recertification of Nurse Anesthetists to become a certified registered nurse anesthetist (CRNA). To become a (CRNA), students complete a three-year program with rigorous didactic courses and over 2500 hours of supervised clinical training. New Mexico's hospitals have a critical need for anesthesia providers due to nation-wide shortages and difficulty recruiting providers, especially to rural healthcare centers. The goal is to admit 24 students annually starting in August 2023 and the first cohort will graduate in May 2026. Obtaining RPSF funding for the Nurse Anesthesiology will facilitate program start up and will reduce the cost of tuition for New Mexico nurses seeking to become a CRNA. Specifically, the funding will support salaries and fringe for two nurse anesthesiology faculty and one staff member, anesthesia task trainers, and stipends for 20 students.</p>	0.0	627.1	627.1
5	<p>NMSU Mental Health Nurse Practitioner: RPSF funding supports the NMSU psychiatric mental health nurse practitioner (PMHNP) program, which is delivered in a distance education format to nurses throughout the State of New Mexico. This program supports initiatives to meet a critical state-wide demand for highly trained mental health care providers. The 3-year Doctor of Nursing Practice (DNP) graduate degree program prepares nurses to take a national certification exam that will allow them to provide comprehensive mental health services, including mental health evaluation, diagnosis and treatment, as well as providing psychotherapy/counseling. Certified PMHNPs have legal authority to prescribe psychoactive medications and the adjunctive pharmacological agents that ameliorate side effects of these medications. The PMHNP program is offered through distance education, which allows students to remain in their communities, practicing as a nurse while earning their DNP degree. RPSF funding provides critical support and career advancement opportunities to students from rural and medically underserved communities in New Mexico. Expansion funding will allow the School of Nursing to offer stipends to all New Mexico residents in the PMHNP DNP and post-graduate certificate programs. This stipend will cover 80% of tuition and textbooks and will be used as a program recruitment tool.</p>	940.0	1,315.0	375.0
6	<p>Arrowhead Center for Business Development: The Arrowhead Center for Business Development supports NMSU's economic development mission to enhance innovation and entrepreneurship, creating economic opportunities in NM. Arrowhead builds statewide capacity by providing individuals and businesses with the knowledge, skills, and resources to start, grow and scale businesses. This capacity-building leads to favorable outcomes: new businesses and jobs, new products, the commercialization of novel technologies, increased investment, increased entrepreneurial skills (enhancing employability), and strategic public-private partnerships. Arrowhead's RPSF budget is allocated to personnel and other expenses in support of assistance to businesses across the state, technology commercialization, student entrepreneurship and business creation, and development of public-private partnerships for investment in NM. Personnel budget includes staff and student salaries and fringe. The expansion request of \$200,000 provides support for the Agriculture Venture Center, a business accelerator that will provide resources and connections for entrepreneurs seeking to launch or expand agriculture/food-based ventures. Clients would gain access to market and feasibility research, business acceleration programming, assistance with federal funding, capital investment, etc. The funding will cover FTE, travel and program support.</p>	355.1	555.1	200.0
7	<p>Autism Diagnostic Center - The NMSU Autism Diagnostic Center will broaden the reach of services for children with Autism Spectrum Disorder (ASD) and their families in New Mexico. The program will provide diagnostic services in the second most densely populated county in southern New Mexico (Dona Ana pop 215,579) and neighboring counties. In addition, this program will reduce the current backlog for diagnostic services statewide. The ADC will increase diagnostic capacity within the state by providing timely diagnosis for children suspected of having ASD. Diagnostic evaluations facilitate timely access to intervention services that lead to meaningful outcomes and improve the quality of life. This program will also increase the number of Speech-Language Pathologists (SLP), Social Workers, and psychologists, specifically trained to meet the needs of children with ASD. The expansion request will allow the hiring of additional clinical personnel. The center currently does not have a needed full-time occupational therapist and is in need of a full-time, bilingual-licensed social worker. These two positions are critical for assessment of children and follow-up referrals and support following assessment. The increase of \$356,000 will also allow the ADC to maintain current staffing and account for the raises applied across the state.</p>	730.9	1,087.5	356.6

NEW MEXICO STATE UNIVERSITY SYSTEM
FY24 Non-I&G Recurring Program Requests Descriptions
 \$ in thousands

Priority	PROJECT/DESCRIPTION	FY 2023 Appropriation	FY 2024 Request	\$ Change
8	<p>Space Technology Commercialization: The global space economy is estimated to grow over 400% in the next 20 years to above \$2.5T annually. The State of New Mexico is uniquely positioned to become a leader in commercial space by leveraging relationships with New Space New Mexico, Spaceport America, New Mexico's National Laboratories, the growing space industry, and the space/aerospace research programs at New Mexico State University (NMSU). The Commercial Space New Mexico would serve as a center to promote space activities. The center will drive space innovation and commercialization by developing partnerships with the space industry and growing an exceptional engineering/scientific workforce to support the growing needs of the space industry. 68% of the \$350,000 request is an investment in human capital, including \$30K for faculty summer salaries, \$61K for a postdoc, \$76K to support three to four graduate students, and \$70K to support 15 undergraduates. The funding will enable the center to pursue matching funds for student projects and internships.</p>	50.0	350.0	300.0
9	<p>Produced Water Consortium: The New Mexico Produced Water Consortium is leading the way on collaborative produced water research in the United States. The state funds would support faculty, staff, postdoc, graduate students, and undergraduate students' research on produced water testing, water quality analysis, risks and toxicity assessment, and social-economic-environmental evaluation for fit-for-purpose applications. The expected outcomes of the NMPWRC's activities directly benefit New Mexico by supporting fresh water sustainability, environmental and public health, economic development, energy security, as well as workforce development of next generation of professionals in the water and energy sectors. NMPWRC is requesting recurring funding of \$500,000, which includes a \$370,000 expansion request to support faculty, postdoctoral researchers, staff, graduate research assistants, and undergraduates salary and fringe; continue ongoing research and updates on the social, economic, and environmental assessment of produced water reuse applications; and to fund faculty and student water research with required water treatment equipment, chemicals, materials, and supplies. The \$370,000 expansion request will support the characterization of physical, chemical, and biological water quality parameters; conduct whole effluent toxicity tests and risks assessment; coordinate data acquisition to obtain, process, synthesize, and deliver data.</p>	130.0	500.0	370.0
10	<p>Sunspot Solar Observatory - The goal of this RPSP is to continue to promote NMSU and the State of NM to lead a consortium in operating the solar astronomical research facilities at Sunspot, Otero County. This operation has annual expenditures of \$1.2M in New Mexico, strengthens the state's role as a leader in astronomical and geospace research, enhances PhD student recruitment for NMSU, improves a popular astronomical education and public outreach site, and retains high-paid jobs in Otero County. NMSU leads the consortium for the benefit of New Mexico in areas of scientific research of critical national importance, student training and education, advanced instrumentation, economic impacts to the state, and public outreach. In FY24, we will continue to lead efforts to employ observatory staff, provide graduate student training and enrich our public outreach program, and work with NSF to secure a long term future for the site. The observatory also contributes to tourism in the area. Due to the interest in astronomy, the Sunspot Astronomy and Visitor Center attracts about 15,000 visitors a year. The additional \$32.5K will provide for 0.25 FTE to integrate a new observation feature into the Visitor's Center in order to expand our education for NMSU students, opportunities for more school visits, and extra open houses and special events for the public.</p>	367.5	400.0	32.5
11	<p>Alliance for Teaching and Learning Advancement: The Alliance for the Advancement of Teaching and Learning focuses on two major initiatives: Educators Rising and the Southwest Outreach Academic Research (SOAR) Evaluation and Policy Center. Educators Rising, established in 2015, is a "Grow Your Own" teacher pipeline program that supports high school students interested in education careers. The program is recognized by the U.S. Department of Education, the New Mexico Activities Association, and the NMPED as a Career Technical Student Organization (CTSO). The SOAR Evaluation and Policy Center, established in 2016, employs staff and graduate research assistants who work with NMSU Outreach programs and several departments across campus and organizations all over the state, to close the outreach-research gap through serving as evaluators on sponsored projects in K-12, higher education, and workforce development. SOAR also puts out the Annual Educator Vacancy Report, which is utilized by several groups statewide.</p>	211.4	211.4	0.0

NEW MEXICO STATE UNIVERSITY SYSTEM
FY24 Non-I&G Recurring Program Requests Descriptions
 \$ in thousands

Priority	PROJECT/DESCRIPTION	FY 2023 Appropriation	FY 2024 Request	\$ Change
12	<p>Hypersonics: The State of New Mexico has an extensive, well-documented, and rich history in aerospace engineering. The aerospace industry is rapidly expanding across the nation as near-earth space utilization increases and geopolitical security concerns grow. Hypersonics is a significant core discipline in space exploration and defense. This project provides crucially needed support for expanding the New Mexico State University hypersonics research and workforce development initiatives that are under the umbrella of an emerging Hypersonics Research Center (HypRC). NMSU has the only aerospace degree conferring program in NM. NMSU and Sandia National Labs have recently created a Hypersonics Roadmap that encourages substantial engagement. The Center will support and accelerate growth of aerospace research and economic activity in the State, and attract outside high-tech industry, both of which will lead to the creation of new high-income jobs, national coverage, and revenue. The project support of \$594,000 will support one FT faculty, one postdoctoral research associate, two graduate students, and necessary supplies for hypersonics research.</p>	0.0	594.0	594.0
13	<p>Manufacturing Sector Development Program: New Mexico is home to a growing manufacturing base driven by shifts in the global supply chain and the emergence of entrepreneurial and business start-ups. NMSU's College of Engineering is focused on filling the manufacturing skills gap through the Aggie Innovation Space (AIS) by: 1. Fostering partnerships with industry by leveraging AIS expertise and resources to expand their capabilities and to meet their workforce needs; 2. Increasing economic development and job retention by assisting manufacturing and related services businesses through pollution prevention and energy efficiency assessment services 3. Engaging all stakeholders – students, faculty, industry, and entrepreneurs. To prepare engineers for the manufacturing workforce, the college has expanded its focus on experiential learning, student engagement, industry outreach activities, and integration of engineering disciplines. The AIS houses modern equipment in open workspaces to support these efforts. The AIS has expanded its manufacturing-based activities which has provided unique learning, research, and entrepreneurship opportunities for students and faculty. The \$300,000 expansion request will be used to support additional technical staff and students in the AIS to support on-demand manufacturing courses available to the public and students and professional staff to support delivery of pollution prevention and energy efficiency assessment services to New Mexico businesses. The latter services and those indicated under item #2 meet a local need, with 12-14 requests from local businesses in small communities pending and additional 15 potential assessments being referred by the New Mexico Environmental Department (NMED) for consideration. Further, these services and expertise closely align with current efforts within NMED to encourage "compliance assistance" resources for the NM business community.</p>	647.8	947.8	300.0
14	<p>STEM Alliance for Minority Participation: STEM AMP is a statewide National Science Foundation (NSF) organization that serves underrepresented students in STEM. State funding provides critically important leverage for securing federal dollars to expand support for student interventions and stipends that focus on high impact practices of undergraduate research and intensive faculty mentoring, both in 2-year and 4-year partner institutions. STEM AMP also provides transfer-related experiences and stipends that encourage the community college student to progress to and remain in university to achieve the B.S. STEM degree; and to gain experience, confidence, and self-efficacy by attending and presenting at national and statewide conferences, including STEM AMP's annual Student Research Conference. STEM AMP collaborates with 13 alliance partners, including the Lead Institution, NMSU, and six other New Mexico university institutions and six New Mexico community colleges.</p>	357.9	357.9	0.0
15	<p>Indian Resources Development (IRD): Indian Resources Development (IRD) is a statewide program whose mission is to assist tribal youth in New Mexico in becoming professional agriculturalists, business people, engineers, resource managers, and scientists prepared to contribute to the effective development and management of tribal resources in their own culturally-appropriate manner. IRD offers educational and professional development opportunities for Native American high school and college students; and supports Tribal Nations in developing their own technical and managerial expertise in agriculture, natural resources, engineering, energy, and business. IRD emphasizes collaborations and network building that promote self-directed and self-sustaining economic development and management of resources by Tribal Nations in New Mexico.</p>	265.9	265.9	0.0
16	<p>Center for Research and Education with Equity in STEM (CREES): The proposed Center for Research and Education with Equity in STEM (CREES) will serve as an interdisciplinary, cross-sectoral enterprise for faculty, staff, students, and community organizations to advance common interests in STEM teaching and learning through research, capacity-building, and public service. A key objective of CREES is the creation of a diverse, inclusive, and equitable community that fosters a shared commitment to scholarly teaching and learning to effectively broaden and scale participation in STEM through building a connected and networked K-16 educational ecosystem. As a statewide resource for capacity-building, social economic mobility, and social justice, CREES will develop transformative strategies for STEM teaching and learning that can be scaled and replicated for long-term sustainability and integrated impact on K-16 student success. The \$300,000 request will support a program director, faculty support, additional salaries, travel, supplies, expenses, and equipment, and subcontracting for research.</p>	0.0	300.0	300.0

NEW MEXICO STATE UNIVERSITY SYSTEM
FY24 Non-I&G Recurring Program Requests Descriptions
 \$ in thousands

Priority	PROJECT/DESCRIPTION	FY 2023 Appropriation	FY 2024 Request	\$ Change
17	<p>STEM K-12 Pipeline: This new program sits within the Institute for Excellence in Math/Science Education in the College of HEST to improve STEM learning for teachers and students in grades K-12 and prepare students with the knowledge and skills necessary for success in post-secondary education and careers in high-need STEM fields. The funds will support K-12 students who have historically been under-served by our education system. Hispanic and Native American students and students experiencing poverty are disproportionately less likely to pursue STEM careers due to a lack of opportunity, access, and resources to STEM experiences. In alignment with the Martinez and Yazzie v. NM lawsuit, the STEM K-12 Pipeline Program is committed to providing students with rigorous and culturally relevant STEM and career exploration experiences that prepare them to make informed decisions about their post-secondary pathways, connect them with resources that will help them success and complete post-secondary courses, and be prepared to enter a competitive workforce. The requested funding will support salaries for STEM Specialists to implement the STEM/Career Exploration program and factors in fringe. Remaining funding is for travel and support for the program.</p>	100.0	100.0	0.0
18	<p>Preparing Native Teachers for Tomorrow (Tribal Education): This project is designed to increase the number of American Indian students majoring in teacher preparation programs. Further, the project is designed to support, retain and graduate a higher percentage of American Indian students majoring in teacher preparation in order to provide a well prepared teacher education pipeline for New Mexico. The initial budget is designed to add necessary staff, support curricular redesign and recruit the first cohort of participants. NMSU is contributing \$3,000 in year one and \$40,000 in year two to directly support American Indian students with laptops and vouchers. Operating expenses will allow for travel to recruit Native American students and prepare recruitment material as well as support office supplies for employees. NMSU will also provide office space for the two employees.</p>	200.0	200.0	0.0
19	<p>Anne Age Eight Institute: The Anna Age Eight Institute (AAEI) was funded by the state legislature in 2019, and was established for the data-driven prevention of childhood trauma and maltreatment by ensuring that 100% of residents have access to 10 vital surviving and thriving services. The institute's far-reaching goal is ensuring that our children, students, and families are safe and thriving. To achieve this AAEI is using a data-driven process focused on building the capacity of local government, non-governmental agencies, and the business sector to provide the ten vital surviving and thriving services that community members need to strengthen health, safety, and resilience (the five survival services are: medical care, behavioral health care, food, housing, and transportation).</p>	2,077.0	2,500.0	423.0
20	<p>Center of Excellence in Sustainable Food and Agricultural Systems (CESFAS): The Center, established in 2019 by New Mexico's governor and legislature, is a critical component in New Mexico's ability to build and sustain a viable food and agricultural system to grow the state's economy and feed the population without comprising resources for future generations. Increasing the state's value-added processing industry is a key goal of CESFAS, along with developing a sustainable food supply chain and reduction/elimination of food deserts occurring in the state. The budget partially supports one faculty position, roadmap team development and processes, and industry stakeholders' internships and transdisciplinary assistantships for graduate and undergraduate students. Roadmap teams consist of CESFAS-affiliated faculty from ACES, NMSU's Colleges of Engineering, Business, Health, Education, and Social Transformation, and Arts and Sciences. Roadmap teams and CESFAS leadership work directly with AES and CES to take critical issues faced by New Mexico agricultural producers and identify possible solutions or research focuses to directly support NM citizens. The funds also support increased and continued outreach for New Mexico producers.</p>	320.0	320.0	0.0
21	<p>Teacher Pipeline Initiative: The New Mexico Teacher Pipeline Initiative's main objective is to significantly reduce the number of teacher vacancies in high-needs areas throughout the state through targeted efforts in recruitment, preparation, and retention. The RPSP will focus on three program tracts, recruitment, preparation, and retention and the aims will be met by partnering with school districts and community organizations throughout southern New Mexico and West Texas. Funding will support faculty salaries, staff, graduate research assistants, professional salaries, and other expenses for operations tied to recruitment, preparation and retention.</p>	250.0	250.0	0.0

NEW MEXICO STATE UNIVERSITY SYSTEM
FY24 Non-I&G Recurring Program Requests Descriptions
 \$ in thousands

Priority	PROJECT/DESCRIPTION	FY 2023 Appropriation	FY 2024 Request	\$ Change
RESEARCH AND PUBLIC SERVICE PROJECTS - DONA ANA CAMPUS				
1	<p>NMSU-DACC Education Development Program Faculty and Retainment Project: The DACC Education Program Faculty Development and Retainment Project focuses on the following goals, thus addressing aspects of New Mexico's current educational needs: faculty retainment; faculty development; and development of pre-teacher candidates. A portion of the funding would be used to attract and retain highly qualified educators at DACC in order to maintain a high-quality Education Department that prepares highly sought after pre-teacher candidates. Additional funding would be for faculty development in response to the Yazzie-Martinez decision and would involve trainings, conferences and finding best practices that respond to the decision. Lastly, the funding would add 3 HyFlex mobile carts with laptops, webcams, tripods, etc. which will help prepare teachers for the online and virtual components of the education world.</p>	0.0	494.0	494.0
2	<p>NMSU-DACC Nurse Expansion: The mission of the nursing program is to provide educational preparation opportunities for a diverse group of students in response to community health care and nursing workforce needs. RPSP funding ensures faculty and students have the tools and resources such as appropriate levels of professional development, equipment, and supplies to support our instructional requirements. Over 60% of students enrolled at DACC meet the federal standards for classification as low income. The FY24 budget will allow for three new full-time faculty positions, one full-time pre-nursing advisor, and continued professional development opportunities for faculty and staff as well as support expansion efforts for the Espina Campus, the new Sunland Park Center, and simulation programs at DACC. The budget will help the program meet accreditation status for the new center by ACEN which is scheduled for fall 2023, and help progress the simulation program to meet continuing approval status with the NMBON. The budget will continue to help replace equipment, update software for equipment, purchase new software and equipment for Sunland Park Center.</p>	275.9	1,028.9	753.0
3	<p>NMSU-DACC Respiratory Therapy Program: This budget is solely for the implementation of Phase 1 of the proposed expansion project. The people of Dona Ana Country in Sunland Park are over 40 miles from the base Respiratory Care Program. By expanding the program to Sunland Park, we can increase the enrollment of graduates who stay in New Mexico for employment and contribute to New Mexico. Expanding requires hiring three faculty at the rank of Assistant, Associate, or Professor and benefits. Furthermore, for parity with the nursing program, the faculty would be compensated and incentivized for teaching in Sunland Park through a differential payment and signing bonus to commit to staying a minimum of two years with the program. Additionally, to recruit new faculty, we would provide relocation fees. The budget also includes support for faculty development so that they may keep up to date on the best practices in respiratory therapy care. Support for students is also critical, particularly when inflation and the cost of fuel have become cost-prohibitive for our students; we have included gas vouchers for our students to be able to commute to the various clinical locations in the state as well as in El Paso, Texas. In addition to faculty, teaching equipment is necessary and required by our accrediting body to have an equitable lab available to students in any satellite location. It should be noted that this would be a one-time cost and the maintenance and replacement costs associated with maintaining the lab up to standard will be requested through the Carl Perkins funding opportunities at the college.</p>	0.0	1,005.7	1,005.7
4	<p>NMSU-DACC Dental Hygiene Program: The program prepares students to practice entry-level dental hygiene in private dental offices, hospitals, and public health agencies. As part of their academic and clinical education, dental hygiene students are exposed to different areas of patient care techniques and management skills while working in the clinical environment and during experiential learning activities. The clinical practice is necessary to provide students with the skills necessary to take national and state board examinations, but it also allows the students to provide preventative dental hygiene services to the public in general. The dental hygiene clinical program requirements call for students to practice across a spectrum of patient categories, disease and difficulty levels. Because it is difficult for the clinic to maintain a pool of patients to meet all the requirements students need, students are left to recruit patients to meet those requirements, who in turn must pay for their services out of pocket. While services are offered at a reduced cost to the patients, it is often a barrier for patients who cannot afford them.</p>	379.0	379.0	0.0

NEW MEXICO STATE UNIVERSITY SYSTEM
FY24 Non-I&G Recurring Program Requests Descriptions
 \$ in thousands

Priority	PROJECT/DESCRIPTION	FY 2023 Appropriation	FY 2024 Request	\$ Change
RESEARCH AND PUBLIC SERVICE PROJECTS - GRANTS CAMPUS				
1	Student Veteran Service Center - The Student Veteran Resource Center (SVRC) provides a centrally located, easily accessible, and veteran-centered location on the NMSU Grants campus for students receiving VA Benefits to receive dedicated academic and student support, as well as other VA related services. The primary project objective is to increase head count enrollment for full-time and part-time enrollment for students receiving VA Benefits.	45.6	45.6	0.0
1	Tribal Initiatives - New Mexico State University Grants enrolled 411 Native American students during the 2021-2022 academic year representing about 35% of the student body. During this this time period, there were 28 Native American students pursuing either an Associate or Certificate degree in Education or Early Childhood. This enrollment accounts for 28% of the enrollment in the Education and Early Childhood programs. While these data appear promising, the critical issue rests in the completion and transfer rates for Native American students pursuing a Bachelor degree in teaching. These funds, available for the first time in FY 23, will be used to establish promising practices to support the recruitment, retention, and completion of Native American students who are pursuing an Associate or Certificate degree. Funds will support an outreach specialist, professional tutors, travel, supplies and fringe.	100.0	100.0	0.0
Grand Total		64,156.4	76,657.3	12,500.9

NEW MEXICO HIGHER EDUCATION DEPARTMENT			
Research & Public Service Project (RPSP) and other Funding Requests			
FY 2024			
Print, sign, and submit packet to NMHED per instructions by 9/15/22			
Institution:	New Mexico State University		
Primary Contact	Name and Title: Clayton Abbey, Director of State Government Relations		
	Phone: 505-239-8821		
	Email: cabbey@nmsu.edu		
Governing Board Signature:		Date:	
Institutional Rank (priority)	Program/Project Title	Request in FY 24	New Program (X)
	AGRICULTURAL ENTITIES		
1	Agricultural Experiment Station (AES)	\$ 18,227.0	
1	Cooperative Extension Service (CES)	\$ 15,665.6	
1	Department of Agriculture	\$ 15,708.5	
1	Athletics	\$ 8,201.7	
1	Educational Television	\$ 1,299.2	
	RESEARCH AND PUBLIC MAIN		
1	College Assistance Migrant Program	\$ 297.9	
2	Water Resources Research Institute	\$ 1,341.3	
3	Nurse Anesthesiology	\$ 627.1	X
4	Mental Health Nurse Practitioner	\$ 1,315.0	
5	Arrowhead Center for Business	\$ 555.1	
6	Autism Program	\$ 1,087.5	
7	Nurse Expansion	\$ 1,981.2	
8	Space Tech Commercialization	\$ 350.0	
9	Produced Water Consortium	\$ 500.0	
10	Sunspot Solar Observatory	\$ 400.0	
11	Alliance for Teaching & Learning Advancement	\$ 211.4	
12	Hypersonics	\$ 594.0	X
13	Manufacturing Sector Development Program	\$ 947.8	
14	STEM Alliance for Minority Participation	\$ 357.9	
15	Indian Resources Development	\$ 265.9	
16	Center for Research and Education with Equity in STEM (CREES)	\$ 300.0	X
17	STEM K-12 Pipeline	\$ 100.0	
18	Preparing Native Teachers for Tomorrow (Tribal Education)	\$ 200.0	
19	Anna Age 8 Institute	\$ 2,500.0	
20	Sustainable Ag Center of Excellence	\$ 320.0	
21	Teacher Pipeline Initiative	\$ 250.0	
	RESEARCH AND PUBLIC BRANCH		
	Dona Ana		
1	Dona Ana- Education Development Prgm Faculty and Retainment Proj.	\$ 494.0	X
2	Dona Ana- Nurse Expansion	\$ 1,028.9	
3	Dona Ana- Respiratory Therapy	\$ 1,005.7	X
4	Dona Ana- Dental Hygiene Program	\$ 379.0	
	Grants		
1	Grants- Veteran's Center	\$ 45.6	
1	Grants- Tribal Initiatives	\$ 100.0	
Total Funding Request		\$ 76,657.30	5

FY24 Non-I & G Budget Requests

New Mexico State University

Office of Government &
Community Relations



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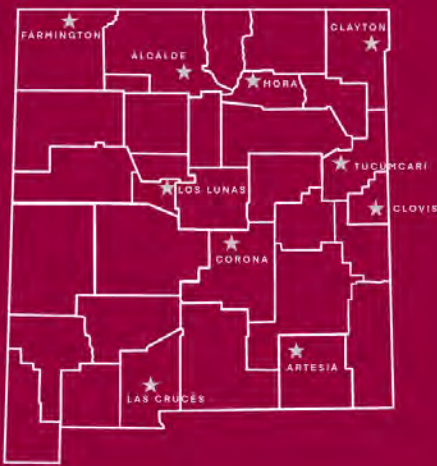
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Current Appropriation: \$17,462,000
FY 24 Request: \$18,227,000
Change: \$765,000

Mission: NMSU's Agricultural Experiment Station (AES) is the principal research unit of the College of Agricultural, Consumer, and Environmental Sciences. The AES system supports fundamental and applied science and technology research to benefit New Mexico's citizens in the economic, social, and cultural aspects of agriculture, natural resource management, and family issues. The AES system consists of scientists who work on NMSU's main campus and at off-campus Agricultural Science Centers (ASCs) around the state.



STATE-WIDE SCIENCE CENTERS



AES is requesting a budget increase to fund four faculty positions:

- **Forest Tree Ecophysiology Assc. Professor:** Housed at the J.T. Harrington Forestry Research Center at Mora, this position will focus on tree ecophysiology to help solve the challenges of identifying forest species and tree production systems suitable for drought and fire-prone forest ecosystems. This research position will operate from a systems perspective on the integral responses of woody plants to naturally occurring and modified environmental factors such as radiation, temperature, precipitation, and carbon dioxide.
- **Climate Smart Agriculture Assc. Professor:** Housed at the Farmington ASC, this position will develop a research program focused on climate-smart agriculture by increasing agricultural productivity and incomes, adapting and building resilience to climate change, and reducing or removing greenhouse gas emissions from agriculture. This position will interact with scientists and researchers at various ASCs around the state to develop and demonstrate Climate Smart Ag practices suitable for our water-limited environment and applicable to different sectors including crop production, rangeland, forestry, and urban horticulture.
- **Hydrology and Water Resources Assc. Professor:** Housed at the Artesia ASC, this position will focus on efficient irrigation practices and management of critical water resources. Using knowledge of water science and hydrology, this position will develop alternative water resources used for irrigation in New Mexico agriculture. Research will address drought-, heat-, and salt-tolerant crops that will thrive in arid and semi-arid environments, practices used to grow them and identify and evaluate alternative water resources.
- **Integrated Renewable Energy and Agricultural Natural Resources Assc. Professor:** Housed at the Corona Range and Livestock Research Center, this position will focus on integrating the broad field of clean renewable energy into a cohesive research program that would allow producers to better understand land/energy potential. This position will take a strategic approach to building the agricultural energy portfolio and capitalize on emerging initiatives, such as agrivoltaics and public-private partnerships on wind and solar energy. This scientist will interact with all ASCs and other university and state entities to seek opportunities in renewable energy research.

The research efforts in AES provide a major source of hands-on learning opportunities for undergraduate students while addressing the needs of the agricultural communities throughout the state. As water scarcity and the need for renewable natural resources have increased over the past decade, AES has been ahead of the curve in responding to this need.

ACES Pillars for Economic and Community Development

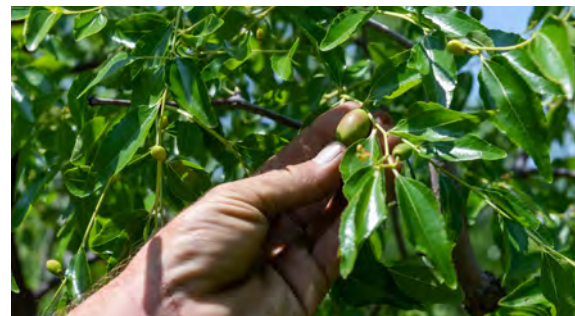


The College of Agricultural, Consumer, and Environmental Sciences is an engine for economic and community development in New Mexico, improving the lives of New Mexicans through academic, research, and Extension programs.



Research Impacts

- NMSU's AES forest and fire research program provided managers and stakeholders with a demonstration area that was supported with over 10 years of data showing how thinning and burning treatments build forest resilience to insects, disease, and wildfire.
- Recently, NM's cattle and calves accounted for 40.5% of all livestock total cash receipts of \$2.45 billion – a significant source of income for the state and its ranchers. Drought can impact ranchers' net return. But the impacts were not clearly quantified. Ranch net return data was combined with a new drought monitoring tool to quantify drought impacts on ranch income. NMSU AES findings indicated that the net return of a ranch can increase (or decrease) by \$62.29, \$60.51, and \$64.07 per head if drought increases (or decreases) by one unit in all, large, and medium ranch sizes, respectively.
- Knowing the current weather can make or break our careful planning. The NMSU AES current weather monitoring network provides real-time data for the state. Each station measures air temperature, winds, humidity, solar radiation, and precipitation every 5-minutes. Data from the ZiaMet network is being used by farmers for crop irrigation and planting dates. Ranchers regularly use weather data for estimating the intensity of drought. This data is also used by the National Weather Service for improving weather forecasts during critical times such as fires, floods, winter storms, high winds, and dust storms.



Sustainability Initiatives



Creation of New Mexico Reforestation Center (NMRC)

John T. Harrington Forestry Research Center at Mora has the largest forest nursery and seed bank in the southwestern US with a growing capacity of 300,000 seedlings per year using over 35 different native tree species. Additionally, the research program at the research center is one of only five programs in the United States dedicated to investigating the entire "reforestation pipeline" (from seed to nursery to tree planting), especially as it relates to post-fire reforestation.



Corona Energy Initiatives—Wind Turbines and Commercial-Scale 2mw Solar Array with Battery Storage

39 wind turbines are in full operation at NMSU's Corona Range and Livestock Research Center (CRLRC) as part of Pattern Energy's Western Spirit Transmission area project. Additionally, we are investigating opportunities for a public/private partnership to develop a solar array that benefits central NM renewable energy needs within proximity to the wind farm.

Ongoing Research

- Agricultural water use efficiency
- Carbon Management
- Climate Change
- Cattle genetics to improve grazing
- Improve forage quality/ range management
- Endangered/ sensitive species management
- Food safety and nutrition
- Improved crop selection
- Product development and value-added agricultural products
- Reforestation
- Soil-borne disease prevention
- Sustainable natural resources
- Water quality and treatment

AES scientists develop research programs that respond to key needs identified by advisory committees and local stakeholders. Agricultural Science Centers, located strategically throughout the state, provide research results that sustain and support New Mexico's diverse environmental farms, ranches, forests, and communities.

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**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Agricultural Experiment Station

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$18,227,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$17,462,000

Type of Project (X for Type)			
Research <input checked="" type="checkbox"/>	Public Service <input type="checkbox"/>	Academic <input type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	133
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2. Project Description / Executive Summary:

The Agricultural Experiment Station (AES) is the principal research unit of ACES. The AES system consists of scientists who work on facilities at the NMSU main campus in eight academic/research departments and at 12 agricultural science and research centers throughout the state. The AES system supports fundamental and applied science and technology research to benefit New Mexico’s citizens in the economic, social, and cultural aspects of agriculture, natural resource management, and family issues. The AES is a Constitutional/Statutory program in NM Constitution Article XII, Section 11: State educational institutions. AES was defined and created by the federal Hatch Act (1887) to research problems and find solutions to improve the lives and livelihoods of NM citizens. AES scientists develop research programs that address key needs identified by advisory committees and local stakeholders. Each Agricultural Science Center (ASC) responds to specific research needs under New Mexico’s varied geographical and environmental conditions. These research efforts sustain and support New Mexico’s diverse environment, farms, ranches, forests, and rural and urban communities.

Expansion Justification:
AES is requesting an increase of \$765,000 recurring funds. This increase would cover four faculty positions to increase research efforts across the AES system. These faculty positions would supporting the following efforts:

2. Project Description / Executive Summary:

- Forest Tree Ecophysiology Assc. Professor:** Housed at the J.T. Harrington Forestry Research Center at Mora, this position will focus on tree ecophysiology to help solve the challenges of identifying forest species and tree production systems suitable for drought and fire-prone forest ecosystems. This research position will operate from a systems perspective on the integral responses of woody plants to naturally occurring and modified environmental factors such as radiation, temperature, precipitation, and carbon dioxide.
- Climate Smart Agriculture Assc. Professor:** Housed at the Farmington ASC, this position will develop a research program focused on climate-smart agriculture by increasing agricultural productivity and incomes, adapting and building resilience to climate change, and reducing or removing greenhouse gas emissions from agriculture. This position will interact with scientists and researchers at various ASCs around the state to develop and demonstrate Climate Smart Ag practices suitable for our water-limited environment and applicable to different sectors including crop production, rangeland, forestry, and urban horticulture.
- Hydrology and Water Resources Assc. Professor:** Housed at the Artesia ASC, this position will focus on efficient irrigation practices and management of critical water resources. Using knowledge of water science and hydrology, this position will develop alternative water resources used for irrigation in New Mexico agriculture. Research will address drought-, heat-, and salt-tolerant crops that will thrive in arid and semi-arid environments, practices used to grow them and identify and evaluate alternative water resources.
- Integrated Renewable Energy and Agricultural Natural Resources Assc. Professor:** Housed at the Corona Range and Livestock Research Center, this position will focus on integrating the broad field of clean renewable energy into a cohesive research program that would allow producers to better understand land/energy potential. This position will take a strategic approach to building the agricultural energy portfolio and capitalize on emerging initiatives, such as agrivoltaics and public-private partnerships on wind and solar energy. This scientist will interact with all ASCs and other university and state entities to seek opportunities in renewable energy research.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

State appropriations constitutes approximately 40% of the overall AES budget. The state's investment in AES is matched more than 1:1 through federal appropriations, grants and contracts, and sales. The AES budget is diverse and nearly 70% of the total budget is used for faculty and staff salaries on the main campus or at one of the 12 Agricultural Science Centers. All funding for basic operations for ASCs comes from the state budget. These funds also assist in supporting graduate and undergraduate students that are training to enter the workforce and become the next generation of agricultural researchers.

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

The Agricultural Experiment Station (AES) system supports fundamental and applied science and technology research to benefit New Mexico's citizens in the economic, social, and cultural aspects of agriculture, natural resource management, and of family issues.

As the core component of New Mexico's land-grant institution, New Mexico State University (NMSU), the College of Agricultural, Consumer, and Environmental Sciences contributes to the well-being of New Mexico's citizens and economic

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

vitality of the state. The AES maintains connections with agriculture, home, economics, rural and urban industry leaders, members of state and federal agencies, and the general public through state, county, departmental, and commodity advisory committees that help guide research and extension programs. AES is committed to conduct fundamental, applied, and mission-oriented research and to disseminate the results to the public.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

AES research efforts are driven by the mission of New Mexico State University's College of Agricultural, Consumer, and Environmental Sciences (ACES) to improve the lives of New Mexicans, the nation, and the world through research, teaching, and extension. Research programs focus on four identified critical issues within the state that have a global impact—these have been identified as ACES Pillars that guide research focus: 1) Food and Fiber Production and Marketing, including value-added products; 2) Water Use and Conservation; 3) Family Development and Health of New Mexicans; 4) Environmental Stewardship, including the sustainable management of natural resources. In addition to these critical issues, AES targets emerging areas of research in response to the needs of stakeholders as new agricultural challenges arise.

Current research projects related to Food and Fiber Production and Marketing and value-added products:

- Addressing the production, protection, and marketing of plant and animal products involving ways to improve the health and well-being of humans and animals
- Soil-borne disease prevention in agricultural crops
- Management of cattle behavior and genetic selection to improve grazing outcomes
- Water and nitrogen management in crops
- Improved forage quality and range-management strategies in semi-arid climates

Current research projects related to Water Use and Conservation:

- Establishing the Water and Community Collaboration Lab (WCC-Lab) to address the complex issues of water supply and usage with feasible strategies for restorative and sustainable water management
- Water Economics and Policy which includes demographics and water demand, irrigation economics and water policy, natural resources and environmental policy, regional economic modeling, and sustainable economic development
- Water quality and treatment: Desalination, organic waste management, water quality hydrology, energy-positive water treatment/ remediation technology, water borne-diseases and community health, and produced water treatment
- Agricultural Water Use Efficiency: Revegetation with produced/waste-water, acequia irrigation systems, runoff and erosion, micro-irrigation and water management, plant physiology, and water stress and water-efficient crops

Current research projects related Family Development and Health of New Mexicans

- AES researchers focus on human behavior, child and adolescent development, human nutrition and food science, and family resource management, all of which impact human health. AES research has a focus on human nutrition and wellness aimed at keeping people from getting sick and identifying preventive medicine programs, related to biomedical research work.
- Food Safety and best practices for safe food handling
- Product development and value-added products for New Mexico producers
- As a collaborative partner with New Mexico Cooperative Extension Service (CES), AES has a focus on human behavior, child and adolescent development, human nutrition and food science, and family resource management, all of which impact human health. AES research has a focus on human nutrition and wellness aimed at keeping people from getting sick and identifying preventive medicine programs, related to biomedical research initiatives.

Current research projects related to Environmental Stewardship, including sustainable management of natural resources

- Carbon management and soil health in arid and semi-arid environments
- Reforestation
- Endangered and sensitive species habitat management
- Renewable energy in agriculture, including wind and solar energy

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

In addition to the on-going research throughout the year, AES has the following ongoing initiatives. Each of these initiatives ties into the goal of creating an industry of sustainable agriculture in New Mexico.

Forestry Research Efforts at J.T. Harrington Research Center at Mora: The JTH Forestry Research Center in Mora is the largest producer of forest nursery seedlings in the southwest, with a capacity for up to 300,000 seedlings per year. With a devastating fire season impacting New Mexico, this center was threatened by the Calf Canyon/Hermits Peak fire (the largest wildfire in New Mexico's history). AES leadership and Research Center staff, in collaboration with EMNRD, were able to temporarily relocate 90,000 seedlings and the entire seed bank. The center has since moved the seed bank and all seedlings back to the Mora research facility and is proceeding with forestry research. The research at this center is critical to reforestation efforts in New Mexico and across the Southwest.

Renewable Energy and Sustainable Agriculture: In January 2022, 39 wind turbines were moved into full operation at the Corona Range and Livestock Research Center (CRLRC) as part of Pattern Energy's Western Spirit Transmission area project, which consists of 377 turbines (total of 1,050 megawatts). This is an important step forward in public/private partnerships to develop a solar array that benefits central NM renewable energy needs. These efforts complement the outreach programming in renewable energy at the Southwest Center for Rangeland Sustainability.

ZiaMet Mesonet Expansion: In FY23, the approved expansion of the ZiaMet weather station network across New Mexico will continue (state and federal funds). With this expansion, there will be a total of 215 weather stations across the state that will provide real-time data. Data from these stations is used by farmers for crop irrigation, crop planting, and determining optimal conditions for pesticide applications. The data will also help support gaps in National Weather Service data, which often leave out parts of rural New Mexico.

Carbon (C) Management and Soil Health in Arid and Semi-Arid Environments: This initiative is engaging farmers, ranchers, and minority and Native American communities on carbon management and soil health research, outreach, and extension activities. The impacts include improving knowledge of carbon sequestration and soil health in arid and semi-arid regions, enhancing climate resilience in the Southwest, and developing climate change mitigation practices applicable to 40% of the globe (arid and semi-arid regions of the world). The Clovis ASC serves as the hub for carbon management and soil health activities for the AES, while the Los Lunas, Mora, and Corona Research Centers are also involved in the initial stages of this project.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

AES is a constitutional and statutory program supporting the agricultural and community needs of New Mexicans. The mission and breadth of personnel and facilities make a state-wide impact a natural result of research programs. The research efforts of AES provide hands-on learning opportunities for undergraduate and graduate students while focusing on the needs of agricultural producers throughout the state. Additionally, AES conducts research addressing real-world problems designed to increase economic and community development. As water scarcity and the need for renewable natural resources have increased over the past decade, AES has been ahead of the curve researching to respond to this need.

An overall summary of the AES impact for 2021 based on a review of research impact statements can be summarized as "Operating on the premises of innovative, sustainable agri-environmental involvement while incorporating risk and crisis mitigation strategies amidst the COVID-19 pandemic."

The 2021 AES impact review took impact statements from each AES research and summarized them into the categories of the ACES critical issues (pillars) that are used to guide research. The following is a breakdown of where the impacts are found:

- 50.5% Food and Fiber Production and Marketing (including value-added products)
- 11% Water Use and Conservation
- 5.5% Family Development and Health of New Mexicans
- 11.5% Environmental Stewardship
- 5% Foundational Education and Training
- 16.5% Emerging research growth opportunities

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

AES researchers have been successful in leveraging state funding to help secure grants and contract awards from federal, state, and private sources. Federal appropriations for FY21 were \$2,506,909 and AES researchers secured \$8,992,010 in grants and contract funding. In addition, AES receives donation and in-kind contributions that facilitate research but are not considered part of the overall budget. For multiple years, AES scientists has for every state dollar have leveraged over \$1 in grant funding.

9. Accomplishment/ Highlights (bullet form)

- The U.S. foreign-born population is nearly 45 million. Today, immigration accounts for more than one-third of the U.S. population growth. The U.S. has been described as a “melting pot” or a “salad bowl” that represents various ever-changing cultures, including “foodways” or habits. Increased diversity and changes in foodways provide new opportunities for agricultural stakeholders. Research related to spicy pepper consumption, including New Mexico’s iconic chile pepper industry, is providing insights into consumer preferences, demand, and behavior. Better understanding this demand will allow the industry to capitalize on changes and grow the state’s \$52 million industry.
Jay Lillywhite (Agricultural Economics and Ag Business Department)
- Significant brackish groundwater (BGW) reserves in the southwestern U.S. can lessen agriculture’s dependence on the declining freshwater supplies. Salinity increases beneficial secondary metabolites in traditional crops; thus, we are evaluating BGW irrigation on the growth and secondary metabolism of three native halophytes, *Lepidium alyssoides*, *Atriplex canescens*, and *A. lentiformis*. Thus far, salinity up to 8 dS/m has not increased total phenolics in these species, with results at higher salinity pending. The results of the 2-year project will aid greenhouse and nursery growers seeking salt-tolerant crops, provide a value-added use of brine concentrate, and strengthen water conservation efforts.
Geno Picchioni (Plant and Environmental Sciences Department)
- There is little data on how agricultural producers were affected by the pandemic. ASC Alcalde researchers collaborated with public health researchers to conduct a cross-section survey of certified organic operators/producers, assessing COVID-19 prevalence and preventative behaviors. The infection rate among producers was 6.4%. Women reported more use of prevention methods. Farms of ≥ 50 certified organic acres reported less use of prevention methods. Study results can inform public health interventions and policies as well as general Extension programming for farmer audiences. To our knowledge, this is the first study reporting on effects of COVID on certified organic producers.
Steve Guldán (Alcalde Agricultural Science Center/ Plant and Environmental Sciences Department)
- Contemporary food systems are prone to a wide range of failures. Even before COVID-19 exposed their fragility, we faced myriad challenges. These challenges can be managed by engineering resilient food networks. To do so, the Appreciative Inquiry and Community Capitals Summit will convene stakeholders to (1) create a shared vision of resilient food systems; (2) seed the formation of new food networks; and (3) rally participants to action. In collaboration with support from USDA and NSF, we have established national partners and will host the joint conference with ACES and the College of Engineering in June 2022.
Shannon Norris (Agriculture Extension and Education Department)
- Soil is foundational to the sustainability of New Mexican societies. Managing soil for social and natural ecosystems requires knowledge of baseline soil properties and conditions. We have pioneered methods to produce relevant soil information rapidly and accurately in the field using a

9. Accomplishment/ Highlights (bullet form)

geographic information systems approach. This research is foundational for federal and state land managers, agricultural producers, private ranchers, and foresters by providing the information necessary to assess site-specific land management decisions such as grazing intensity, brush management, or livestock rates.

Colby Brungard (Plant and Environmental Sciences Department)

- In 2019, New Mexico’s cattle and calves accounted for 40.5% of all livestock total cash receipts of \$2.45 billion—a significant source of income for the state and its ranchers. Drought can impact ranchers’ net return. But the impacts were not clearly quantified. Ranch net return data were combined with a new drought monitoring tool to quantify drought impacts on ranch income. Our findings indicated that the net return of a ranch can increase (or decrease) by \$62.29, \$60.51, and \$64.07 per head if drought increases (or decreases) by one unit in all, large, and medium ranch sizes, respectively.

Hatim Geli (Animal and Range Sciences Department)

Medical Projects

10. How many graduates stay in practice in New Mexico

Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	Agricultural Experiment Station
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)

Research <input checked="" type="checkbox"/>	Public Service <input type="checkbox"/>	Teaching <input type="checkbox"/>
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2. Explain below how the program aligns with the mission. Answer is limited to the box below.

The Agricultural Experiment Station (AES) is the principal research unit of ACES. The AES system consists of scientists on the main campus in Las Cruces and at 12 Agricultural Science Centers (ASCs) located strategically throughout New Mexico. AES researchers collaborate with other research units at NMSU, other universities, state and federal agencies, and industry to conduct research that addresses local, regional and global issues. AES contributes to NMSU LEADS 2025:

Goal 1: AES provides hands-on research opportunities for graduate and undergraduate students to help create workforce-ready graduates and develop the next generation of scientists.

Goal 2: AES will continue to seek and secure external funding in key areas, AES faculty publish peer-reviewed journals, provide training for post-docs, serve on grant review panels and provide service to scientific organizations. These efforts along with recognized research will assist NMSU in achieving Carnegie Research R1 status.

Goal 3: AES faculty will work in conjunction with the NMSU Cooperative Extension Service to disseminate research findings to stakeholders through outreach and extension programs and activities. AES works closely with stakeholder advisory groups to connect with industry partners on relevant issues.

Goal 4: AES is a system of faculty and staff across departments and colleges, on and off-campus. AES faculty work in transdisciplinary teams and are involved in multistate and international research projects.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

The AES system supports fundamental and applied science and technology research to benefit New Mexico’s citizens in the economic, social, and cultural aspects of agriculture, natural resource management, and family issues. AES scientists develop research programs that address key needs identified by advisory boards and local stakeholders. Each Agricultural Science Center responds to specific research needs under New Mexico’s varied geographical and environmental conditions. These research efforts sustain and support New Mexico’s diverse environment, farms, ranches, forests, and rural and urban communities.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or tap	Click or tap	Click or tap	Click or tap	Click or tap
Federal G&C Expenditures	\$12,686,758	\$14,715,046	\$15,365,730	\$64,843,673	\$111,373,898
Private G&C Awards	Click or tap	Click or tap	Click or tap	Click or tap	Click or tap
Private G&C Expenditures	\$1,466,917	\$1,812,067	\$1,840,073	\$7,980,226	\$15,572,227

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input checked="" type="checkbox"/> 5. Elevate graduate education <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Agricultural Experiment Station (AES) Contact Name: Leslie Edgar Contact Email: ledgar@nmsu.edu	FY24 Request <div style="border: 2px solid black; padding: 2px; display: inline-block; background-color: yellow;"> \$18,227,000 </div>
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NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: AES will develop and enhance experiential learning, service learning and research experiences that engage students and contribute to the development of essential skills

	Measure Results				Measure Targets						Comments <i>(Briefly state your case)</i>
RPSP Measures:	FY19 Actuals	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1 Provide experiential research learning opportunities for students	317	301	300	300	300	300	300	300	300	300	AES provides undergraduate and graduate student learning opportunities with hands-on training for employment.

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: AES continues to broaden research and creativity activity by responding to local and global challenges. AES develops sustainable research programs in energy, food, agriculture, and water to serve as drivers for economic development throughout New Mexico.

	Measure Results				Measure Targets						Comments <i>(Briefly state your case)</i>
RPSP Measures:	FY19 Actuals	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1 Proposals (value of submitted proposals)	61,217,815	57,866,957	44,537,928	45,000,000	50,000,000	55,000,000	58,000,000	73,000,000	60,000,000	50,000,000	AES continues to seek external funding and is successful in matching the state's investment in AES 1:1.
2 Researchers (FTE)	175	195	190	190	200	205	210	200	200	190	This reflects research faculty and staff within AES. Some vacant positions went unfilled for more than 2 years and those positions are now eliminated.
3 Research Funding (\$ awarded)	16,750,654	22,406,737	8,992,010	10,000,000	16,000,000	16,000,000	17,000,000		15,000,000	15,000,000	AES faculty actively seek external funds to assist in responding to agricultural stakeholder challenges in NM.
4 Publications (AES pubs and journal articles)	263	284	269	230	110	175	180	190	190	200	226 academic journals published; 43 professional journals published

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Agricultural Experiment Station (AES) Contact Name: Leslie Edgar Contact Email: ledgar@nmsu.edu	FY24 Request <div style="border: 1px solid black; background-color: yellow; padding: 2px; display: inline-block;">\$18,227,000</div>
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NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: AES will promote NMSU ACES research strengths to current and prospective private sector partners. AES will leverage outreach activity to increase agricultural knowledge of stakeholders throughout New Mexico.

Objective 3.4: Develop an integrated process for private sector engagement, Enhance culture of private sector engagement, Develop a marketing campaign to promote NMSU as a resource for ground-breaking research, development of emerging technologies, and qualified students from diverse backgrounds.; 3.5 Leverage CES and other system wide programs to expand economic development and outreach.	Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:	FY19 Actuals	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1 Commercial Engagement	0	0	0	2	4	3	3	3	3	3	With changes occurring at the level of how land is managed at each ASC, this increases opportunity for commercial engagement and research expansion.
2 Community Engagement (ASC field days)	6	9	12	5	10	10	10	10	12	12	Each of the 12 ASCs offered a field day in 2021, in addition, other more individualized events are hosted at ASCs throughout the year (those are not included in this number).
3 Community Engagement (Advisory Board meetings)	11	7	9	10	10	14	14	14	14	10	9 advisory board meetings were held at each of the ASCs that have active advisory committees.

NMSU LEADS 2025 Goal: 4 - Build a Robust University System

RPSP Goal: AES will build a strategic alignment with the NMSU Foundation to raise, manage, and steward private resources in support of AES, including the off-campus agricultural science centers. AES will also continue to cultivate the faculty and staff experience at NMSU by supporting faculty and staff through professional development and programs that support holistic well-being.

RPSP Objective 4.2: Cultivate faculty and staff experience through fair-market value and support for professional development programs. 4.5: Build endowments to support long-term research needs of the AES system. Integrate alumni engagement across AES system.	Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures	FY19 Actuals	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1 Gift Revenue (Private gifts, grants & contracts) for Research	622,177	709,809	724,717	700,000	NA*	650,000	650,000	630,000	725,000	725,000	This amount does not include in-kind contributions (equipment, feed, medicine, seed, chemicals).

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

Institution: New Mexico State University

RPSP Project: Agricultural Experiment Station

Total: **\$ 18,227,000.00**

Budget versus Actual

Revenue and Transfers	Budget FY 23	Change	Request FY 24	Comments
Beginning Fund Balance	\$ 3,470,864.00	\$ (696,455.00)	\$ 2,774,409.00	
Appropriations				
Federal	\$ 2,200,000.00	\$ -	\$ 2,200,000.00	
State plus Tobacco Settlement Fund	\$ 17,082,000.00	\$ 1,145,000.00	\$ 18,227,000.00	SB1 incl 380K as part of FY23 Beg Bal and was budgeted in FY22. The total recurring base, including SB1 is 17,462,000, so the FY24 increase is \$765,000. The EMNRD pass thru of 80K was not included.
Local		\$ -	\$ -	
Total Appropriations	\$ 19,282,000.00	\$ 1,145,000.00	\$ 20,427,000.00	
Grants and Contracts				
Federal	\$ 14,515,050.00	\$ -	\$ 14,515,050.00	
State	\$ 125,000.00	\$ -	\$ 125,000.00	
Local		\$ -		
Total Grants and Contracts	\$ 14,640,050.00	\$ -	\$ 14,640,050.00	
Private Gifts, Grants and Contracts	\$ 2,200,000.00	\$ -	\$ 2,200,000.00	
Land & Permanent Fund or Local Property Taxes		\$ -		
Tuition and Fees		\$ -		
Endowment		\$ -		
Sales and Services	\$ 2,900,000.00	\$ -	\$ 2,900,000.00	
Other Sources - Detail in Comments		\$ -		
Total Revenues	\$ 39,022,050.00	\$ 1,145,000.00	\$ 40,167,050.00	

Transfers (to) from	Budget FY 23	Change	Request FY 24	Comments
Instruction and General	\$ 1,746,083.00	\$ -	\$ 1,746,083.00	
Student Social and Cultural		\$ -		
Research		\$ -		
Public Service	\$ 212,172.00	\$ -	\$ 212,172.00	
Internal Service		\$ -		
Student Aid		\$ -		
Auxiliary Enterprises		\$ -		
Athletics		\$ -		
Independent Operations	\$ 415,688.00	\$ -	\$ 415,688.00	
Capital Outlay	\$ (1,000,000.00)	\$ -	\$ (1,000,000.00)	
Renewal and Replacement		\$ -		
Total Transfers	\$ 1,373,943.00	\$ -	\$ 1,373,943.00	

Expenses

	FY23 FTE		Change FTE	\$	FY24 FTE		Comments
Faculty Salaries	84.13	\$ 7,286,950.00	4.00	\$ 556,363.00	88.13	\$ 7,843,313.00	adding 4 faculty fte
Professional Salaries	95.95	\$ 6,030,535.00	0.00	\$ -	95.94	\$ 6,030,535.00	
Other Staff Salaries	82.91	\$ 2,830,870.00	0.00	\$ -	82.91	\$ 2,830,870.00	
Student Salaries (GA/TA)	87.13	\$ 3,016,050.00	0.00	\$ -	87.13	\$ 3,016,050.00	
Other Salaries	2.79	\$ 95,000.00	0.00	\$ -	2.78	\$ 95,000.00	
Total All Salaries	352.91	\$ 19,259,405.00	4.00	\$ 556,363.00	356.89	\$ 19,815,768.00	
Fringe Benefits		\$ 5,915,433.00		\$ 208,637.00		\$ 6,124,070.00	
Travel		\$ 850,000.00		\$ -		\$ 850,000.00	
Utilities		\$ 271,000.00		\$ -		\$ 271,000.00	
Institutional Support Charges		\$ 777,000.00		\$ -		\$ 777,000.00	
Plant Operation and Maintenance Charges		\$ 19,610.00		\$ -		\$ 19,610.00	
Supplies and Expenses		\$ 14,000,000.00		\$ -		\$ 14,000,000.00	
Equipment				\$ -			
Other Expenditures				\$ 380,000.00		\$ 380,000.00	Weather Station Recurring added to FY22
Total Expenditures	352.91	\$ 41,092,448.00	4.00	\$ 1,145,000.00	356.89	\$ 42,237,448.00	
Ending Fund Balance		\$ 2,774,409.00		\$ (696,455.00)		\$ 2,077,954.00	

Cooperative Extension Service

FY 23 ACTUAL: \$15,095,600
FY 24 REQUEST: \$15,665,400
CHANGE: \$570,000



The Cooperative Extension Service is requesting an increase of \$570,000 to fund a Water Conservation Specialist, a 4-H STEAM Specialist, an Agricultural Policy Specialist, and an Energy Specialist. The Water Conservation Specialist will educate homeowners and agriculture producers on water conservation. The 4-H STEAM Specialist will provide experimental learning opportunities for youth across the state. The Agricultural Policy Specialist will interpret federal, state and county statutes and policy regarding water management, the environment and estate planning. The Energy Specialist will work statewide on alternative energy uses for home and farm and demonstrate application of new technologies.

SELECTED PROGRAM RESULTS, ACCOMPLISHMENTS AND IMPACTS

FOOD AND FIBER PRODUCTION AND MARKETING

Focusing on several key areas that support the growth and improvement of plant and animal agricultural products in New Mexico, CES faculty and staff foster technological innovation to enhance competitiveness and security of New Mexico agriculture, and increase value-added in the state. Extension educators work with farmers and ranchers to help improve livestock, safety, production and profitability.

- There are over 8,500 self-identified Native American producers in New Mexico with a total of 100 producers from the Southern and Northern Pueblos. NMSU CES Pueblo Extension in collaboration with community leaders provided education and technical assistance in the areas of range management, soil health, and beef genetic selection to 155 producers. As a result, Pueblo leadership supports efforts to increase their tribal food sovereignty, promote positive stewardship of the land, teach their youth about their cultures and language, and to educate their members to return to their communities to lead and strengthen their Han-Nu (Keres word for "the people").
- The New Mexico beef industry contributes 900 million dollars to the gross state product annually. Drought is a significant risk to this economically important industry. Optimizing genetics and animal efficiency can help minimize losses due to drought. The Tucumcari Bull Test has doubled its capacity in efficiency testing bulls since 2015, reaching over 1000 producers from 5 states. The average value of bulls sold through the Tucumcari Bull Test has increased by \$500.00 per animal, improving the profitability of New Mexico purebred cattle producers. The genetic selection seminars coupled with The Tucumcari Bull Test has improved the profitability of New Mexico purebred cattle producers.
- Aquaponics is a sustainable food production system that provides fresh locally grown produce and fish, creating access to nutritious food and providing greater food security, an issue in many areas of New Mexico that experience food deserts. In response to a growing demand for information and training about aquaponics, NMSU Cooperative Extension Office and Santa Fe Community College's Controlled Environment Agriculture Program developed a four-part online seminar concentrated on the types of systems, fish culture, plant culture, pest management, water quality, and food safety. A total of 110 program participants attended the webinars, 99% agreed the information presented in the series increased their knowledge of aquaponics, 86% plan to build or improve their aquaponics system. Aquaculture permits issued in New Mexico (an indirect indicator of growing interest in aquaponics) increased by 100% from 2020 to 2021.

FAMILY AND HEALTH OF NEW MEXICANS

The family is the fundamental institution of society. CES develops educational programs in mental health wellness, human nutrition, food science, and family resource management. Extension programs on human nutrition and wellness are aimed at keeping people from becoming ill and are likely considered "preventive medicine" programs.

- It is estimated that over 12% of adults in New Mexico have diagnosed diabetes, 53,000 have undiagnosed diabetes, and 36% have prediabetes. Diabetes and prediabetes cost an estimated \$2 billion in NM each year. Individuals and families affected by diabetes regularly struggle with diet modifications that would help manage health. Access to nutrition and diabetes professionals is limited, particularly among those without health insurance and those living in rural NM. Kitchen Creations, a diabetes cooking school, includes up to 12 hours of group nutrition and cooking education led by Registered Dietitian Nutritionists, Diabetes Care and Education Specialists, and Extension Agents. The Kitchen Creation program attracted 235 adults in 19 cooking schools, with potential cost savings of over \$282,000. Overall, 99% of participants reported understanding the strategies to plan and prepare healthy meals.

MISSION

The mission of NMSU's Cooperative Extension Service (CES) is to deliver practical, research-based knowledge and programs that improve New Mexicans' quality of life. A part of NMSU's College of Agricultural, Consumer and Environmental Sciences, CES is a unique federal, state, and county partnership.

AT A GLANCE

By the numbers

- CES has staff in all **33** counties and many tribal areas in New Mexico.
- CES reaches more than **500,000** members of our communities.
- CES partners with more than **10,000** volunteers to deliver statewide programming.
- CES collaborates with over **1000** organizations, state and federal agencies, and other universities.

Programming Focus

- Agriculture
- Child and Family Development
- Economic and Community Development
- Environmental Stewardship
- Human Nutrition



BE BOLD. Shape the Future.
College of Agricultural, Consumer
and Environmental Sciences
Cooperative Extension Service

SELECTED PROGRAM RESULTS, ACCOMPLISHMENTS AND IMPACTS

- Many New Mexico schools and institutionalized residences have limited access to nutritious, high quality, fresh produce. To address part of this issue, the New Mexico State Legislature has funded the NM Farm to School and Farm to Institution program, reimbursing schools, and institutions for purchasing New Mexico grown fresh fruits and vegetables. In addition, farmers were required to attend food safety training and conduct risk assessments. NMSU CES developed a three-pronged approach to assisting local farmers. A total of 125 farmers completed produce and food safety training. Approximately 90 producers and food hubs submitted food safety plans. In 2019-2020, 64 producers and food hubs sold to schools and institutions totaling \$1.2 million in sales. Of those sales, \$450,000 was reimbursed to schools. This program has been recognized by Whole Foods, various CO-OP Markets, and grocery stores who are purchasing NM grown produce from farmers who participated in food safety training and develop plans for market.

ENVIRONMENTAL STEWARDSHIP

Rural and urban human activities affect land, water, and air. CES is committed to furthering our understanding, using science-based knowledge, of human impacts on the environment and supporting environmentally-sound agricultural and natural resource practices.

- Every year, devastating wildfires burn across the United States. At the same time, a growing number of New Mexicans are living where wildfires are a real risk. Understanding fires will continue to happen, NMSU CES assists the community in protecting homes and neighborhoods while keeping families safe. The "Learning to Live with Fire" program attracted 134 homeowners, volunteer fire fighters, home association members, and employees from county, state, and federal government agencies. Ten months after the program, participants responding to the follow up survey reported (89%) developing immediate evacuation plans. In addition, 94% of participants safeguarded their property from wildfire. The "Learning to Live with Fire" program has encouraged community members to thin dead, low hand branches, add water cubes to property, participate in fire wise forest clearing, and developing a guide to accomplish goals to protect their families and property.

WATER CONSERVATION

Water is the most limiting resource for New Mexico. All aspects of water use affect agricultural efficiency, profitability, and human health. Water management will become more critical as water demands for urbanization and industrialization increase.

- In a recent study published in "Nature Climate Change," climate scientists found the last two decades in the Southwest were the driest period in at least 1,200 years. As a result of the prolonged drought in New Mexico, the environment, economic stability, or health of many New Mexicans has been negatively impacted. NMSU CES partnered with the New Mexico Bureau of Geology & Mineral Resources to provide a six-week online community education program focused on best practices with a goal of increasing knowledge and use of water conserving techniques. Offering collaborative solutions to 178 New Mexicans, trainings on current research and issues in New Mexicans were reported to be relevant (96%). Moreover, 85% of participants reported they would change their practice to save water. This collaborative partnership promotes water conservation education and water efficiency solutions to families, individuals from industry, and the commercial sector.

YOUTH DEVELOPMENT

The New Mexico 4-H Youth Development program has provided young people opportunities to develop leadership, citizenship, and life skills so they can give back to their communities in meaningful ways. Extension educators enhance curricula on interdisciplinary aspects of STEM and STEM-based skills, create seamless pathways from PK-12 to higher education, increase engagement of underrepresented populations in STEM education and increase the number of STEM skilled individuals entering the workforce.

- Childhood obesity has a significant impact on health care costs, quality of life, and may also result in the inability to produce a well-educated and prepared workforce. Poor nutrition and limited physical activity are risk factors for chronic diseases and play a role in a student's ability to learn, thereby affecting scholastic success. To address this critical issue, NMSU CES agents and local teachers promoted Healthy Habits, an eight-hour educational program emphasizing nutrition, physical activity, and mental health awareness. Reaching 583 youth in four local schools, to achieve program sustainability and reach underserved youth, CES agents trained teen leaders to serve as Health Ambassadors. After participating in the Healthy Habits program, youth participants reported knowing how to keep a cooking area clean to stop the spread of germs (81%), reported they could use knives safely (87%), and 74% could follow a recipe. Regarding drinking water and exercising, 80% reported being aware of water intake and exercise per day.
- The 4-H STEAM Innovator program is a virtual learning series for youth interested in Science, Technology, Engineering, Art, and Math (STEAM) with a passion for leading and teaching. The mission is to provide youth driven STEAM education programs to all New Mexico youth. The objectives include promoting understanding of and making personal connections to STEAM education, keeping participation accessible for youth, and bridging the gap between opportunity and education. A total of five workshops were delivered to 280 youth. Youth indicated participation in the innovator program provides an environment for them to communicate information to a larger audience, lead a group of youth to complete a project, work effectively with people they do not know, better serve their club, and improve their knowledge about STEAM and about a variety of STEAM activities. Participants have also indicated they enjoy connecting with other youth across the state and experiencing a shared interest in STEAM education. The 4-H STEAM Innovators program enriched STEAM education through inquiry-based and experiential learning, improved understanding of STEAM interest by youth statewide with a multiplier effect and cost savings by facilitating virtual training sessions.



**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Cooperative Extension Service

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$15,665,600

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$15,095,600

Type of Project (X for Type)			
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	Over 100
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2. Project Description / Executive Summary:

Cooperative Extension Service (CES) is a unique federal, state, and county partnership that was enabled by the Smith-Lever Act of 1914 and constitutionally mandated in New Mexico in 1915. CES annually disseminates research-based information to assist agriculture producers large and small to make decisions increasing sustainability, improve soil health, environmental protection, improve food systems and livestock herd health and improved profitability; assist families to make choices about time, money, child rearing, nutrition and health including diabetes and mental health; to provide youth opportunities to learn skills, gain knowledge, make contributions to their communities and address current youth issues; and help to grow and empower communities, develop entrepreneurs, build and promote leaders, and enhance human and social capital.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Budget enhancement will provide funding for 4 critical positions:
 Water conservation specialist - to educate homeowners and agriculture producers on methods and technology to conserve water.
 4-H STEAM specialist - to develop curriculum and provide hands on experiential learning opportunities for youth in the sciences, technology, engineering, and math fields.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Agricultural policy specialist - to interpret federal, state and county statutes, regulation and policy regarding water, land management, the environment and estate planning.

Extension Energy Specialist - to work statewide on alternative energy uses for home and farm and demonstrate applications of new technology and its uses.

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

Cooperative Extension Service provides programs statewide. The over-reaching mission is to provide the people of New Mexico with practical, research-based knowledge and programs to improve their quality of life in the areas of family and consumer science, agriculture, 4-H youth development and community development. CES has 240 faculty and staff members in all 33 counties and many tribal areas in New Mexico.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Disseminate research-based information to assist agricultural producers make decisions that increase sustainability, improve soil, environmental and herd health, and improve profitability; assist families with making choices about time, money, child rearing, nutrition and health; provide youth opportunities to learn skills, gain knowledge, make contributions to their communities, and address current youth issues; help grow and empower communities, develop entrepreneurs, build and promote leaders, and enhance human and social capital.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

As a land-grant university, programs delivered to the citizens of New Mexico by the Cooperative Extension Service maintain New Mexico State University's presence throughout the State and, on a continual basis, fulfills the mission of the University to meet the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education and public service. Needs of New Mexicans have changed over the past 100 years, but CES continues to listen to the citizens of New Mexico and provides up-to-date information throughout the state—both in rural and urban communities. Sustainable agriculture, healthy families, empowered youth and community development are forefront in programs delivered. Cooperative Extension Service offices address more than 35,000 calls and over 33,000 walk-in requests yearly. Statewide, personal contacts in the last fiscal year reached 378,104 with social media touching 21,997,000. Our faculty collaborates with over 1,000 organizations; provides training to volunteers who give back over \$18M of in-kind contributions. CES effectively changed program delivery to a virtual format in response to Covid-19.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

CES has promoted COVID-19 vaccinations through relevant messaging and innovative models for community action. The priority audience is rural and other hard-to-reach audiences. The NMSU Dairy Producer Essential Workers Health Project was awarded \$24,178 to promote vaccinations. Partnering working NM dairy producers to host mobile vaccine clinics on their farms, the program is scheduled to reach 2,700 residents. CES worked with the Governor's food, farm and hunger initiative and works across NM to improve food systems and food insecurity.

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

Additional funding sources include County funding, Federal funding, and Grants and Contracts.

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

9. Accomplishment/ Highlights (bullet form)

Food and Fiber Production and Marketing

Supporting Southern and Northern Pueblos in New Mexico

There are over 8,500 self-identified Native American producers in New Mexico with a total of 100 producers from the Southern and Northern Pueblos. NMSU CES Pueblo Extension, in collaboration with community leaders, provided education and technical assistance in the areas of range management, soil health, and beef genetic selection to 155 producers. As a result, Pueblo leadership supports efforts to increase their tribal food sovereignty, promote positive stewardship of the land, teach their youth about their cultures and language, and to educate their members to return to their communities to lead and strengthen their Han-Nu (Keres word for "the people").

New Mexico Dairy Workforce Development and Training

Herd size of New Mexico dairies is more than ten times the U.S. average. With limited educational opportunities, effective training of current and future employees is imperative. The program seeks to raise safety awareness and improve job performance. Safety awareness training will be provided to about one-third of the NM dairy workforce.

Approximately 3,500 employees have directly been trained in dairy safety and animal handling. Training is provided in a preferred language available (English, Spanish, or K'iche). Training effectiveness is a key evaluation metric. NMSU's dairy workforce development program is now considered a leading example, with program details being utilized on some of the largest dairy operations in the U.S. Idaho Dairymen's Association (IDA) adopted the program with significant processor and co-op support. Due to processor and customer demands, National Milk Producers Federation (NMPF) created a Workforce Development Task Force (2017), which developed a Dairy Safety Reference Manual in English and Spanish.

Genetic Improvement in the NM Cow Herd

The New Mexico beef industry contributes 900 million dollars to the gross state product annually. Drought is a significant risk to this economically important industry. Optimizing genetics and animal efficiency can help minimize losses due to drought. The Tucumcari Bull test has doubled its capacity in efficiency testing bulls since 2015, reaching over 1,000 producers from 5 states. The average value of bulls sold through the Tucumcari Bull Test has increased by \$500 per animal, improving the profitability of New Mexico purebred cattle producers. The genetic selection seminars coupled with The Tucumcari Bull Test has improved the profitability of New Mexico purebred cattle producers.

NM Bull Survey

New Mexico beef production contributes over 16,000 jobs, \$1.68 billion in output, and \$448 million in labor. Nationally, Bovine respiratory disease remains the largest challenge facing the beef industry with costs exceeding several billion dollars annually. Anecdotal evidence through communication with cattle buyers suggests NM calves are more prone to cases of bovine respiratory disease. However, it remains unknown why some calves are predisposed to bovine respiratory disease. Moreover, despite billions of dollars spent on research, improved vaccines, and improved utilization of vaccines, Bovine respiratory disease rates continue to increase. Using blood samples from feedlot calves, NMSU Extension in collaboration with NMSU Animal Science identified serum

9. Accomplishment/ Highlights (bullet form)

components that identified calves that were predisposed to severe or fatal cases of bovine respiratory disease. The novel blood test could be a method to identify calves that are predisposed to severe cases of respiratory to manage those calves more intensively. In addition, the test may provide a means to identify animals in the herd that are predisposed to severe cases of respiratory disease allowing ranchers to cull them from the herd potentially saving billions in economic losses to bovine respiratory disease.

Aquaponics: Efficient and sustainable use of aquatic resources

Aquaponics is a sustainable food production system that provides fresh locally grown produce and fish, creating access to nutritious food and providing greater food security, an issue in many areas of New Mexico that experience food deserts. In response to a growing demand for information and training about aquaponics, NMSU Cooperative Extension Office and Santa Fe Community College's Controlled Environment Agriculture Program developed a four-part online seminar concentrated on the types of systems, fish culture, plant culture, pest management, water quality, and food safety. A total of 110 program participants attended the webinars, 99% agreed the information presented in the series increased their knowledge of aquaponics, 86% plan to build or improve their aquaponics system. Aquaculture permits issued in New Mexico (an indirect indicator of growing interest in aquaponics) increased by 100% from 2020 to 2021.

Undercover Tomatoes Managing Stress, Pests, and Disease

Beet curly top virus (BCTV) is a familiar problem affecting multiple crops in New Mexico and other semiarid regions of the world. BCTV has been known to affect more than 300 plant species from 44 different families. Heat, water, and disease stressors are among the biggest hurdles for commercial and backyard tomato growers in the southwestern US.

Shade cloth may help growers overcome hurdles by either protecting plants from the tiny, jumping insect vector that spreads BCTV (tiny, as in a skinny grain of rice) or reducing sun and heat stress on the plants and thereby reducing water requirements. This program aims to increase knowledge and agricultural literacy of sustainable growing practices, including the development of IPM (Integrated Pest Management) strategies for BCTV control.

In 2021, over 20 volunteers helped grow 153 tomato plants, totaling more than 350 hours (about 2 weeks) of volunteer service and over \$4,100 in equivalent wages. Volunteers harvested a total of 5,444 pounds of tomatoes. Volunteers shared fresh tomatoes with families, neighbors, and donated to local food banks. Volunteers reported they enjoyed the outdoor work and learning about the NMSU Agricultural Science Center system, research methods, beneficial & pest insects, and common tomato diseases. Tomato-related problems are among the highest commonly fielded questions from the public. Results from this study on strategies for supplying shade and avoiding death-by-disease may increase the productivity and sustainability of this wildly popular crop. These programs can be used to engage the public, share sustainable methods, and improve agricultural literacy in the urban sector.

Ready, Set, Grow!

In response to the public demand for gardening classes, especially for at-home food production, NMSU CES Agents and the Urban Horticulture Specialist created the "Ready, Set, GROW!" The online gardening series provides recorded gardening videos along with live virtual classes. The series facilitated 27 classes, increasing class attendance by 2,430%, from an average of 20 to 506 program participants. Of the 418 survey respondents, 99.5%

9. Accomplishment/ Highlights (bullet form)

would recommend the series and 90% of participants reported they would change their current or implement a recommended gardening practice based on information learned from a class.

Developing Alternative Crops for New Mexico

Agricultural production in New Mexico is facing diverse challenges. Some of these challenges are crop production and cost-of-operation related. The increasing cost of inputs has been accompanied by a non-matching increase in product prices, leaving farmers to make tough decisions on whether to stay in farming or quit. Additionally, crop production has faced recurrent droughts and reduced availability of irrigation water in recent years. Farmers are seeking solutions that can keep them engaged in profitable farming in New Mexico.

The NMSU Cooperative Extension Specialists have identified guar and guayule as prospective alternative crops that can enhance the income of farmers in New Mexico. Guar is an annual legume with seeds that can be processed into guar gum. Guar gum is an industrial product that is in high demand, especially by the oil and gas industries. Guayule is a perennial crop belonging to the sunflower family, that can yield natural rubber. Both crops are adapted to southwestern arid regions and are water efficient. These crops can serve as feedstock for processing plants that produce guar gum or natural rubber.

Best management practices arising from multiple years of trials with guar and guayule are being shared with producers in the state. Demonstration trials at various locations in New Mexico have been used to explain important production practices to farmers. Growing guar and guayule as industrial crops in New Mexico can diversify the income of farmers and provide much-needed support towards economic and cropping systems sustainability.

Family Development and Health of New Mexicans

"ICAN - Ideas for Cooking and Nutrition "

Thirty-eight percent of Many New Mexicans (38%) live at or below 185% of the federal poverty level. Over 72% of New Mexican students are eligible for free/reduced-price lunches, compared to the national average of 49.5%. And 17.16% of New Mexico households claim Supplemental Nutrition Assistance Program (SNAP) benefits. Poverty is a key driver of health, and it is vital to have programs that serve SNAP-eligible families. Helping families prevent chronic disease through the reduction of obesity reduces healthcare costs and improves quality of life. Thirty-six percent of youth in New Mexico's SNAP-eligible families are overweight or obese. Among SNAP-eligible adults, 69.3% are overweight or obese.

In 2021, ICAN education expanded into virtual settings across the state, reaching over 10,000 New Mexicans with live virtual cooking and nutrition classes, food gardening classes, and other educational activities. Adult graduates of ICAN series education claim several benefits. In 2021, 97% improved one or more diet quality indicators, 92% improved one or more food resource management practices such as cooking dinner at home, and 70% improved their food safety. With ICAN's expansion into virtual engagement, 140 cooking and food gardening videos were produced for platforms like YouTube and Facebook, with ICAN's Facebook posts reaching over 475,000 users. Significant strides were also made in community partnerships, with ICAN offering educational flyers to food pantries and other community sites, reaching over 214,000 clients with recipes and healthy lifestyle tips.

ICAN's mission is to help New Mexicans reach better health outcomes and enjoy a higher quality of life by providing evidence-based nutrition education that inspires healthy food and lifestyle choices. ICAN seeks to make those choices possible for SNAP-eligible families by creating a health-friendly environment. For clients, ICAN offers practical, money-saving skills and advice. For SNAP-eligible communities, ICAN facilitates the development of

9. Accomplishment/ Highlights (bullet form)

healthy public spaces. But this work helps everyone in New Mexico—through the reduction of healthcare costs stemming from obesity, through the strengthening of the labor force, and through the creation of communities that work for the people.

Kitchen Creations

It is estimated that over 12% of adults in New Mexico have diagnosed diabetes, 53,000 have undiagnosed diabetes, and 36% have prediabetes. Diabetes and prediabetes cost an estimated \$2 billion in NM each year. Individuals and families affected by diabetes regularly struggle with diet modifications that would help manage health. Access to nutrition and diabetes professionals is limited, particularly among those without health insurance and those living in rural NM. Kitchen Creations, a diabetes cooking school, includes up to 12 hours of group nutrition and cooking education led by Registered Dietitian Nutritionists, Diabetes Care and Education Specialists, and Extension Agents. The Kitchen Creation program attracted 235 adults in 19 cooking schools, with potential cost savings of over \$282,000. Overall, 99% of participants reported understanding the strategies to plan and prepare healthy meals.

Chronic Disease Self-Management Education Programs (CDSMEP)

About 80% of older adults have at least one chronic disease, and 68% have at least two. Many adults with conditions such as arthritis, asthma, diabetes, lung disease, heart disease, stroke, osteoporosis, and others, struggle to find ways to manage their condition. Adults with chronic conditions are the primary users of healthcare in the United States and account for two-thirds of total healthcare spending. Healthcare related cost savings are evidenced through decreased hospitalizations, emergency room visits, and lengths of hospital stays. In New Mexico, 30% of adults aged 40 years and older, and 40% of adults aged 65 years and older, have been diagnosed with two or more chronic diseases.

CES and the NM Department of Health Diabetes Prevention and Control partnered to deliver the Chronic Disease Self- Management Education Program (CDSMEP) to increase participation in, access to, reach and effectiveness of evidence- based programs in our communities (offered in English and Spanish). With \$90,000 in funding, face-to-face workshops were offered in Dona Ana and Otero Counties. Approximately 76 individuals participated in and graduated from the program.

Nationally, the CDSMEP has shown a \$714 per person savings in emergency room visits and hospital utilization. This equates to \$364 per person net savings after considering estimated program costs of \$350 per participant. CDSMEP has been improving lives in New Mexico since 2011, graduating approximately 1,200 participants for a potential economic impact of \$856,800 in reduced health care costs.

Know Diabetes by Heart

Cardiovascular disease remains to be a leading cause of death for people living with type 2 diabetes. The American Heart Association and the American Diabetes Association (ADA), along with industry leaders, have proudly launched the groundbreaking collaborative initiative Know Diabetes by Heart™ to reduce cardiovascular deaths, heart attacks and strokes in people living with type 2 diabetes.

Using KDBH curriculum, NMSU CES incorporated the lessons with current CES programming Kitchen Creations (KC) and On the Road to Living Well with Diabetes (OTR). Both programs seek to help individuals manage their diabetes. The combined initiative seeks to comprehensively combat the national public health impact of type 2 diabetes. Three hundred community members participated in the program. Of the 300, 92 participants made a commitment to make one change toward managing their diabetes and reducing their risk of cardiovascular

9. Accomplishment/ Highlights (bullet form)

disease. The program also connected 174 additional participants to ADA's "Living with Type 2 Diabetes" program which offers additional resources and help with managing diabetes and reducing the risk for cardiovascular disease.

New Mexico State University Cooperative Extension Service received funding from the American Diabetes Association and American Heart Association as part of an initiative to decrease heart disease and strokes among people with type 2 diabetes.

Stress and Resilience in a COVID World

As a result of the COVID-19 pandemic, individuals and families have experienced significant amounts of stress which can negatively affect social, emotional, and physical health and wellness. A team of Extension agents and specialists developed an online seminar series trilogy to increase knowledge and use of stress management and resilience strategies. A total of 779 individuals registered for the webinars which were recorded and posted on the ACES (Agricultural, Consumer and Environmental Sciences) COVID-19 response website with resource material. Evaluations showed 92% expressed increased confidence in managing stress and building resilience. This project demonstrates Extension's ability to deliver information in innovative ways to address emergent issues.

Behavioral Health and Wellness Programming

Behavioral health challenges are critical issues in New Mexico with suicide rates 59% higher than the U.S. and suicide being the second leading cause of death for NM residents, age 10-44 years of age (NM DOH, 2015). By February 2021, six faculty were trained as Youth Mental Health First Aid instructors and 23 CES faculty, staff and community partners were trained as QPR instructors.

Both YMHFA and QPR are evidence-based programs. The YMHFA program teaches educators, family members or other caring adults how to help an adolescent who is experiencing a mental health challenge or is in crisis to get the help they need. Additionally, QPR focuses on teaching three simple steps anyone can learn to help save a life from suicide. Over 62 participants have gained knowledge and skills through attending these programs. Selected evaluation data included: 88% thought the program content was outstanding or above average; 94% thought the overall course was outstanding or above average; 100% thought the instructors demonstrated a thorough knowledge of subject matter; and 91% thought the course provided practical applications.

Mental health challenges and suicide are pressing issues in New Mexico for both youth and adults. The NMSU CES has a presence in every NM county and has a long history of being a trusted resource for communities on a variety of issues related to health and wellness. While behavioral health is a new topic area, CES is well- positioned to help address these issues. This initiative demonstrates CES's ability to build capacity through multidisciplinary efforts to address emergent issues through delivery of evidence-based programs.

The 8 Success Habits Everyone Should Implement

In response to emerging concerns for the financial and emotional well-being of families in Chaves, Roosevelt, and Lea Counties, and across the state of New Mexico, NMSU CES identified "The 8 Success Habits Everyone Should Implement" as a workshop that could help individuals and families navigate the COVID-19 outbreak from a financial, emotional, and individual growth standpoint

Mindfulness, gratitude, goal setting, and principles of positive self-improvement were used to help participants reflect on their current and future situation. Using a multi-site approach, the program has reached 124 participants throughout New Mexico

9. Accomplishment/ Highlights (bullet form)

With a total of 124 participants attending classes, the following outcomes were achieved:

- 100% learned specific strategies and tools to help them live a life of success
- 97% were either likely or very likely to apply concepts learned
- 93% felt motivated or inspired to make a positive change in their life

Participants in New Mexico State University's self-improvement and life success program, "The 8 Success Habits Everyone Should Implement," increased in knowledge, attitudes, and skills regarding how to help them live a life of financial, emotional, and individual growth. Mindfulness, gratitude, goal setting, and principles of positive self-improvement leads to feeling less stressed and more in control of one's own life, especially amid a global pandemic and financial hardship.

Environmental Stewardship

Rangeland Ecology, Monitoring, and Management Planning

There is an increasing need for land stewards to be trained in and collect quantitative, objective, scientifically based information to make proactive management decisions. Presentations and demonstrations are used to deliver scientific information in support of Beef Quality Assurance and Pesticide Applicators Trainings as well as Youth, Tribal, and independent events for all New Mexicans. NMSU CES distributed 54 "getting started" monitoring kits. Program participants (76%) indicated intentions to begin monitoring while others (21%) requested further one-on-one assistance.

NMSU CES provides training to New Mexican rangeland professionals and producers to assess rangeland conditions, understand ecological function, interpret monitoring data, and develop management plans to maintain or improve rangelands for future use quickly and effectively.

Learning to Live with Fire

Every year, devastating wildfires burn across the United States. At the same time, a growing number of New Mexicans are living where wildfires are a real risk. Understanding fires will continue to happen, NMSU CES assists the community in protecting homes and neighborhoods while keeping families safe. The "Learning to Live with Fire" program attracted 134 homeowners, volunteer fire fighters, home association members, and employees from county, state, and federal government agencies. Ten months after the program, participants responding to the follow up survey reported developing immediate evacuation plans (89%). In addition, 94% of participants safeguarded their property from wildfire.

The "Learning to Live with Fire" program has encouraged community members to thin dead, low hand branches, add water cubes to property, participate in fire wise forest clearing, and developing a guide to accomplish goals to protect their families and property.

Water Conservation: Home, Yard, Farm & Ranch

In a recent study published in "Nature Climate Change," climate scientists found the last two decades in the Southwest were the driest period in at least 1,200 years. As a result of the prolonged drought in New Mexico, the environment, economic stability, or health of many New Mexicans has been negatively impacted. NMSU CES partnered with the New Mexico Bureau of Geology & Mineral Resources to provide a six-week online community education program focused on best practices with a goal of increasing knowledge and use of water conserving techniques. Offering collaborative solutions to 178 New Mexicans, trainings on current research and issues in New

9. Accomplishment/ Highlights (bullet form)

Mexicans were reported to be relevant (96%). Moreover, 85% of participants reported they would change their practice to save water. This collaborative partnership promotes water conservation education and water efficiency solutions to families, individuals from industry, and the commercial sector.

Youth Development

Educating Youth in Agriculture in New Mexico

The average age of a New Mexico livestock producer is 60.5 (USDA NASS, 2017). Given this reality, youth education and involvement in agriculture is needed to sustain and grow the industry. NMSU CES hosts a series of engagement opportunities for youth in New Mexico:

- **New Mexico Youth Ranch Management Camp:** a five-day camp emphasizing all aspects of ranching.
- **New Mexico Youth Quality Assurance:** an educational training focused on exhibiting livestock, health management, nutrition, and showmanship.
- **New Mexico Youth Beef Project:** program aids youth in raising steer from weaning to finishing while being introduced to different strategies and approaches to supply chain management in the beef industry.
- **Ag Tech Camp:** a three-day camp highlighting the use of technology in agriculture with the goal of improving yield, efficiency, and profitability.

Since 2010, over 400 New Mexican youth have participated in the series. Three New Mexico Ranch Management Camp participants are now veterinarians or studying to be a large animal veterinarian. In addition, 60% of participants decided to attend NMSU and enroll in agriculture related degree programs. Of those who graduated, 90% have remained in the agriculture industry.

Youth Develop Career Skills for Agriculture

While employers in the field of agriculture value technical skills necessary for the job, they are also looking for graduates who are prepared with soft skills. The NMSU CES reinforces skill development by engaging youth in judging competitions and bowl tournaments. The program attracted 96 Horse Bowl Tournament participants, testing their knowledge of animal husbandry, veterinary science, and equine training principles. The TexMex Horse Judging Clinic trained 23 youth participants.

Horse Bowl participants were surveyed, 88 youth responded. Results indicated 98% increased their knowledge of horses, 92% reported using time management skills to prepare and participate in the contest, and 83% used technology to participate in the program. All TexMex Horse Judging Clinic youth reported improved confidence in their judging skills and while being more likely to participate in future judging competitions. It is important that today's youth have experiential learning environments where they can develop important business skills prior to entering the workforce. Programs like these are essential for developing the future generation of agricultural entrepreneurs in New Mexico.

4-H Youth Lead the Way: STEAM Innovators

The 4-H STEAM Innovator program is a virtual learning series for youth interested in Science, Technology, Engineering, Art, and Math (STEAM) with a passion for leading and teaching. Six youth were selected and have led the way. The mission is to provide youth driven STEAM education programs to all New Mexico youth. The objectives include promoting understanding of and making personal connections to STEAM education, keeping participation accessible for youth, and bridging the gap between opportunity and education.

9. Accomplishment/ Highlights (bullet form)

A total of five workshops were delivered to 280 youth. Youth indicated participation in the innovator program provides an environment for them to communicate information to a larger audience, lead a group of youth to complete a project, work effectively with people they do not know, better serve their club, and improve their knowledge about STEAM and about a variety of STEAM activities. Participants have also indicated they enjoy connecting with other youth across the state and experiencing a shared interest in STEAM education.

The 4-H STEAM Innovators program enriched STEAM education through inquiry-based and experiential learning, improved understanding of STEAM interest by youth statewide with a multiplier effect and cost savings by facilitating virtual training sessions.

Healthy Habits

Childhood obesity has a significant impact on health care costs, quality of life, and may also result in the inability to produce a well-educated and prepared workforce. Poor nutrition and limited physical activity are risk factors for chronic diseases and play a role in a student's ability to learn, thereby affecting scholastic success. To address this critical issue, NMSU CES agents and local teachers promoted Healthy Habits, an eight-hour educational program emphasizing nutrition, physical activity, and mental health awareness. Reaching 583 youth in four local schools, to achieve program sustainability and reach underserved youth, CES agents trained teen leaders to serve as Health Ambassadors. After participating in the Healthy Habits program, youth participants reported knowing how to keep a cooking area clean to stop the spread of germs (81%), reported they could use knives safely (87%), and 74% could follow a recipe. Regarding drinking water and exercising, 80% reported being aware of water intake and exercise per day.

NM Farm to School

Many New Mexico schools and institutionalized residences have limited access to nutritious, high quality, fresh produce. To address part of this issue, the New Mexico State Legislature has funded the NM Farm to School and Farm to Institution program, reimbursing schools, and institutions for purchasing New Mexico grown fresh fruits and vegetables. In addition, farmers were required to attend food safety training and conduct risk assessments.

NMSU CES developed a three-pronged approach to assisting local farmers. A total of 125 farmers completed produce and food safety training. Approximately 90 producers and food hubs submitted food safety plans. In 2019-2020, 64 producers and food hubs sold to schools and institutions totaling \$1.2 million in sales. Of those sales, \$450,000 was reimbursed to schools. This program has been recognized by Whole Foods, various CO-OP Markets, and grocery stores who are purchasing NM grown produce from farmers who participated in food safety training and develop plans for market.

Medical Projects

10. How many graduates stay in practice in New Mexico

Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Cooperative Experiment Station
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

Cooperative Extension Service (CES) in the College of Agriculture, Consumer and Environmental Sciences (ACES) maintains New Mexico State University's presence throughout the State and on a continual basis, fulfills the mission of the University to meet the educational needs of New Mexico's diverse population through extension education and public service. CES addresses needs in all NM counties by listening to its clientele and providing up-to-date information.

The CES translates science for practical applications; engages with the public by providing reliable information leading to positive action; and transforms individuals, families, communities, and businesses in both rural and urban areas. CES has faculty members in all 33 counties and many tribal areas in New Mexico. More than one-third of New Mexico's residents benefit annually from CES educational programs that extend the knowledge of the land-grant university system. Extension's wide-ranging programs include economic and community development, human nutrition, agriculture, environmental stewardship, family/child development, health and wellness including diabetes and mental health.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

The CES is the non-formal teaching arm of New Mexico State University and often the face of NMSU out in the state. The CES reaches, on average, one third of New Mexicans annually with faculty housed in offices in all 33 counties. CES provides the people of New Mexico with practical, research-based knowledge and programs to improve their quality of life. The CES teaches agriculture producers large and small to make decisions increasing sustainability, improve soil, environmental protection, improve food systems and livestock herd health and improved profitability; assist families to make choices about time, money, child rearing, nutrition and health including diabetes and mental health; to provide youth opportunities to learn skills, gain knowledge, make contributions to their communities and address current youth issues; and help to grow and empower communities, develop entrepreneurs, build and promote leaders, and enhance human and social capital.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	10,090,660	14,848,822	7,975,504	Click or	Click or
Federal G&C Expenditures	10,090,660	14,848,822	7,975,504	Click or	Click or
Private G&C Awards	2,573,054	2,555,987	2,559,226	Click or	Click or
Private G&C Expenditures	2,573,054	2,555,987	2,559,226	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<p><input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment</p> <p><input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment</p> <p><input checked="" type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences</p> <p><input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement</p> <p><input type="checkbox"/> 5. Elevate graduate education</p> <p><input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<p><input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education</p> <p><input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity</p> <p><input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges</p> <p><input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<p><input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development</p> <p><input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility</p> <p><input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education</p> <p><input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement</p> <p><input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<p><input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff</p> <p><input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate</p> <p><input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization</p>

FY

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: CES Contact Name: Jon Boren Contact Email: Jon Boren	FY24 Request \$15,665,600
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NMSU LEADS 2025 Goal:	1 - Enhance Student Success and Social Mobility
RPSP Goal:	Using outreach and internships to increase student enrollment and retention

RPSP Objective 1: Enrollment and Recruitment		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Provide development opportunities and preparation for college and career readiness for NM youth.	36,408	17,141	5,792	8,000	60,000	60,000	45,000	45,000	40,000	30,000	Covid related school closure and limited ability to conduct face to face programs severely limited our ability to work with youth.
RPSP Objective 2: Diverse workforce		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Maintain a diverse faculty and staff to address educational needs of NM citizens.	248	251	285	250	300	250	250	250	200	200	Faculty and staff numbers stable

NMSU LEADS 2025 Goal:	2 - Elevate Research and Creativity
RPSP Goal:	Leverage Extension to increase applied research

RPSP Objective 1: Scholarship		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Educate and inform clientele through publications and media distributions.	59 publications 24 million media	42 publications 21 million media	45 publications plus media	45 publications plus media	60 publications plus media	60 publications plus media	60 publications plus media	60 publications plus media	50 publications plus media	50 publications plus media	45 refereed journal articles, 547 Extension publications, 11,440,615 social media contacts
2	Submit funding proposals to secure additional dollars	19,424,413	14,848,822	17,873,700	15,000,000	10,500,000	10,500,000	10,500,000	10,500,000	10,500,000	10,500,000	State dollars leveraged to increase funding

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: CES Contact Name: Jon Boren Contact Email: Jon Boren	FY24 Request \$15,665,600
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NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach
RPSP Goal: Provide research-based information to improve lives of New Mexicans

Objective 1: State-wide Engagement and presence		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Disseminate research-based information and community development activities to the citizens of NM.	490,375	378,104	498,891	449,071	500,000	500,000	500,000	500,000	400,000,000	400,000	Numbers will exceed target

NMSU LEADS 2025 Goal: 4 - Build a Robust University System
RPSP Goal: To identify and secure new revenue sources

RPSP Objective 1: Alternative funding		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Secure other funding by leveraging State Dollars	12,663,715	12,183,261	10,534,730	10,800,000	12,500,000	12,500,000	12,500,000	12,500,000	11,000,000	11,000,000	State dollars leveraged to secure other funding
2	Submit funding proposals to secure additional dollars	19,424,413	14,848,822	17,873,700	15,000,000	10,500,000	10,500,000	10,500,000	10,500,000	10,500,000	10,500,000	

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget verses Actual	Budget	Change	Request	Comments			
Revenue and Transfers	FY 23		FY 24				
Beginning Fund Balance	\$ 2,546,093.00	\$ 300,266.00	\$ 2,846,359.00				
Appropriations							
Federal	\$ 2,700,000.00	\$ -	\$ 2,700,000.00				
State plus Tobacco Settlement Fund	\$ 15,095,600.00	\$ 570,000.00	\$ 15,665,600.00	SB1 350K recurring included in FY23. Total recurring base should be 15,095,600.			
Local	\$ 2,500,000.00	\$ -	\$ 2,500,000.00				
Total Appropriations	\$ 20,295,600.00	\$ 570,000.00	\$ 20,865,600.00				
Grants and Contracts							
Federal	\$ 4,098,525.00	\$ -	\$ 4,098,525.00				
State	\$ 780,000.00	\$ -	\$ 780,000.00				
Local	\$ 250,000.00	\$ -	\$ 250,000.00				
Total Grants and Contracts	\$ 5,128,525.00	\$ -	\$ 5,128,525.00				
Private Gifts, Grants and Contracts	\$ 275,000.00	\$ -	\$ 275,000.00				
Land & Permanent Fund or Local Property Taxes							
Tuition and Fees							
Endowment							
Sales and Services	\$ 50,000.00	\$ -	\$ 50,000.00				
Other Sources - Detail in Comments	\$ 750,000.00	\$ -	\$ 750,000.00				
Total Revenues	\$ 26,499,125.00	\$ 570,000.00	\$ 27,069,125.00				
Transfers (to) from							
Instruction and General	\$ 1,327,263.00	\$ -	\$ 1,327,263.00				
Student Social and Cultural	\$ (200,321.00)	\$ -	\$ (200,321.00)				
Research	\$ (212,172.00)	\$ -	\$ (212,172.00)				
Public Service							
Internal Service							
Student Aid							
Auxiliary Enterprises							
Athletics							
Independent Operations	\$ 2,500.00	\$ -	\$ 2,500.00				
Capital Outlay	\$ (50,000.00)	\$ -	\$ (50,000.00)				
Renewal and Replacement							
Total Transfers	\$ 867,270.00	\$ -	\$ 867,270.00				
Expenses							
	FY23	Change	FY24				
	FTE	FTE	FTE				
Faculty Salaries	100.50	\$ 8,704,775.00	(100.50)	\$ 378,180.00	FY24	\$ 9,082,955.00	adding 4 fte to address expertise void
Professional Salaries	44.27	\$ 2,783,109.00	(44.27)	\$ -	\$ 2,783,109.00		
Other Staff Salaries	95.21	\$ 3,250,833.00	(95.21)	\$ -	\$ 3,250,833.00		
Student Salaries (GA/TA)	30.08	\$ 895,000.00	(30.08)	\$ -	\$ 895,000.00		
Other Salaries	2.05	\$ 70,000.00	(2.05)	\$ -	\$ 70,000.00		
Total All Salaries	272.11	\$ 15,703,717.00	-272.11	\$ 378,180.00	0.00	\$ 16,081,897.00	
Fringe Benefits		\$ 5,424,612.00		\$ 141,820.00		\$ 5,566,432.00	Fringes on addtl 4 ftes
Travel		\$ 575,000.00		\$ -		\$ 575,000.00	
Utilities		\$ 26,000.00		\$ -		\$ 26,000.00	
Institutional Support Charges		\$ 661,800.00		\$ -		\$ 661,800.00	
Plant Operation and Maintenance Charges				\$ -			
Supplies and Expenses		\$ 4,600,000.00		\$ -		\$ 4,600,000.00	
Equipment		\$ 75,000.00		\$ -		\$ 75,000.00	
Other Expenditures				\$ -			
Total Expenditures	272.11	\$ 27,066,129.00	-272.11	\$ 520,000.00	0.00	\$ 27,586,129.00	
Ending Fund Balance		\$ 2,846,359.00		\$ 350,266.00		\$ 3,196,625.00	



New Mexico Department of Agriculture is a constitutional agency organized under the Board of Regents of New Mexico State University.

FY23 Recurring Appropriation:	\$13,850,700
FY24 Base Appropriation: *Includes \$632,800 in additional recurring funding	\$14,233,500
FY24 Expansion Request Recurring:	\$1,075,000
FY24 Expansion Request Non-Recurring:	\$400,000
FY24 Total Request with Expansion:	\$15,708,500
FY24 Capitol Request: Phase 4 NMDA Building	\$10,900,000

FY23 PRIORITY AREAS

COMPENSATION MANAGEMENT (\$300,000)

To administer a strategic approach to retention management and address compression created between team members, despite differences in skills, experience, performance, seniority, or tenure created starting salaries for new employees that are in close proximity to long standing employees. Funding will also address key promotions in an effort to create retention and longevity.

VETERINARY DIAGNOSTIC SERVICES (\$400,000)

Since 1979, the primary function of VDS has been to provide efficient and accurate diagnosis of diseases in New Mexico livestock, companion animals, exotics, and wildlife. The average yearly number of submissions has increased by 27% in the past 10 years. Most of the diagnostic submissions continue to be from veterinarians within New Mexico and diagnostic partnerships with NMSU Cooperative Extension Service, New Mexico Livestock Board (NMLB), New Mexico Department of Game and Fish (NMGF), NMDOH, New Mexico Racing Commission (NMRC), USDA, the Federal Bureau of Investigation (FBI), Albuquerque BioPark, Navajo Nation, Bernalillo County Animal Control, Albuquerque Animal Welfare Department, and several other animal welfare departments throughout the state. As a result, a result of growth, VDS is in the need of additional operational funds and staff to created continuity of operations with in testing areas and addressing the additional workload.



STANDARDS AND CONSUMER SERVICES (\$775,000)

NMDA is responsible for the annual inspecting and testing of all commercial petroleum measuring devices used in the state, as well as ensuring product quality for gasoline, diesel, kerosene, brake fluid, antifreeze, and lubricating oil. Routine activities under the Weights and Measures Law include inspection of commercial weighing and measuring devices, packaged commodities for correct net content and labeling, verification of pricing accuracy of retailers utilizing Universal Product Code scanners and conducted country-of-origin labeling (COOL) inspections. In addition, livestock scales and farm milk tanks are inspected upon request. NMDA continues to see significant growth in the number of devices requiring annual inspection with a recent analysis indicating the need for additional staffing and operational costs of \$375,000 to satisfy the statutory requirements along with one-time equipment expenses of \$400,000.

CAPITOL REQUEST (\$10,900,000)

Phase 4. The replacement of NMDA building (#330) with approximately 15,200 SF, which is not yet funded. Design and construction for the replacement of NMDA building which is close to 50 years old, with a FCI of 41.8%, which equals POOR condition. Design, abate and demolition of building.



**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	New Mexico Department of Agriculture

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$15,708,500

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$13,850,700

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Independent operation classification per NMSU.

Constitutional entity created under Article XV Section 1 [Department of agriculture].
 There shall be a department of agriculture which shall be under the control of the board of regents of the college of agriculture and mechanic arts; and the legislature shall provide lands and funds necessary for experimental farming and demonstrating by said department.

1. Number of years the project has received General Fund support (Disregard if new program):	62
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2. Project Description / Executive Summary:

Director's office: Provides overall leadership and establishes policy for NMDA and serves as liaison between ag producers and gov't entities.

Veterinary Diagnostic Svs: Performs diagnostic analyses of animals on a referral basis to determine the cause of death/identify diseases; works with other state & federal agencies for disease surveillance and agroterrorism/emergency response.

Ag & Environmental Svs: Pesticide Mgt, administers pesticide-use laws. Entomology & Nursery Ind, oversees pest detection surveys, regulates quarantines, & sale of live plants & cut flowers;

Agriculture Production services: houses Feed, Seed, & Fertilizer, (regulates distribution of feed, seed, & fertilizer) Dairy (Provides dairy farm, processing facilities & milk sampler/hauler inspections & permitting), produce safety, and Ag Biosecurity (Interacts with ag industry & law enforcement to design & direct programs that safeguard & secure industry & food supply.).

Marketing and Development: Domestic/international market expansion/development for NM commodities; specialty crop program, produce program.

Standards and Consumer Svs: licensing/inspection of weight and measuring devices; packaged commodities, eggs/dairy products; oversees metrology/petroleum standards labs.

Ag Programs and Resources; Technical assistance to SWCDs and the ag industry; provides info affecting

2. Project Description / Executive Summary:
policy decisions.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

FY23 One time Appropriation	\$5,280,000
FY23 Recurring Funding	\$13,850,700
FY22 Recurring Funding	\$ 216,000
FY23 Total Appropriation	\$19,346,700
FY24 Total Recurring Expansion Request:	\$ 1,075,000
FY24 Total Non-Recurring Request:	\$ 400,000
FY24 General Fund Recurring Request:	\$14,233,500
FY24 TOTAL REQUEST:	\$15,708,500

Funds allow NMSU and NMDA to fulfill statutory mandates and missions.
The FY23 recurring funding includes new recurring funding in the amount of 466,000 for the acequia Community Ditch Fund Act, Marketing Campaign, Youth Agricultural Development Programs. FY24 recurring funding includes an additional \$166,800 for administrative support for the Food and Hunger initiative programs support. Recurring funds also include a 6.30336% COMP plus 30% benefits of \$440,300.

4. Program Mission (include population served, other demographic info):
NMDA is a constitutionally established state agency governed by the Board of Regents of New Mexico State University with a primary purpose of supporting agriculture and the agricultural industry in the state of New Mexico as well as providing regulatory oversight to protect New Mexico citizens in standards and consumer services, pesticides, licensing, etc.

- 5. Key Project Objectives (Overview only – relates to separate performance measure form)**
- Marketplace and Economic Development:
- Assist industry with domestic and international trade and marketing for New Mexico commodities and value-added products in current and emerging markets.
 - Coordinate programs for agricultural production, promotion, processing, marketing, and distribution through public and private partnerships including legislative efforts.
 - Provide the agricultural industry with information on emerging technologies and opportunities.
 - Support all agricultural and value-added industries through programs and initiatives.
 - Provide leadership in shaping rural economic development policies and programs.
- Food Protection:
- Identify and provide resources for food protection, which includes food safety, food defense, and food security.
 - Develop proactive public relations campaigns to increase knowledge about the farm-to-fork continuum and its need to be protected.
 - Engage top state officials in food protection policy.
 - Identify opportunities and solutions to food protection issues in partnership with domestic and international public and private sector entities.
- Regulatory Compliance:
- Support a uniform, fair market place through the consistent application of laws and compliance programs.
 - Communicate and collaborate with stakeholders and interested parties regarding regulations and compliance issues affecting agriculture.
 - Provide consumer and industry protection through timely development and consistent administration

5. Key Project Objectives (Overview only – relates to separate performance measure form)

of programs.

- Support all agricultural and value-added industries through programs and initiatives.
- Provide leadership in shaping rural economic development policies and programs.

Natural Resources:

- Participate and collaborate with public and private entities in natural resource policy and planning processes to promote the beneficial use and protection of natural resources.
- Provide leadership in support of research to promote the long-term viability of agriculture and the state’s natural resources.
- Provide consumer and industry protection through timely development and consistent administration of programs.
- Support agriculture through programs, policies, and public information regarding management and protection of natural resources.
- Promote natural resource management under the principles of multiple use and sustained yields across ownership boundaries.
- Support agricultural interests in natural resources and alternative energy development.
- Act as a conduit for the exchange of information about renewable energy resources and agriculture.
- Support best available science-based analyses of alternative energy resources and potential indirect effects to agriculture.
- Continued management of the Healthy Soils Program allocating funding to a variety of ground projects across the state to include research and trainings through collaborative agreements with NMSU Cooperative Extension Services.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Major Accomplishments:

The New Mexico Department of Agriculture (NMDA) launched several major initiatives reaching producers, consumers, and buyers including: a new advertising campaign with a message of resilience and diversity serving as the first launching point for the newly refreshed NM—Taste the Tradition® and –Grown with Tradition® logos called “Our Spirit Remains” encompassing six TV commercials (one award- winning) and a robust digital and social media marketing campaign; a second launching point called the \$5 Challenge Campaign, including a contest for retailers and consumers that was promoted through in-store demos, one-day website takeovers, media interviews, and social media ads (exceeding the goal of 2.4 million overall impressions); a green chile social media influencer campaign and a digital culinary campaign centered around pecans reaching strategically targeted audiences across the U.S. and beyond; three new livestock-focused trade missions, three new virtual activities, and a New Mexico Pavilion at the SIAL American and National Restaurant Association tradeshow reaching international buyers; and the Chile Labor Incentive Program (CLIP) created in efforts to support both the New Mexico chile farmers and processors by incentivize the hiring and retention of the seasonal workforce.

The Healthy Soil Act was passed in 2019. Annually, the Healthy Soil Program funds on-the-ground projects to help land managers implement soil health projects. This grant funding allows farmers and ranchers to try innovative practices. The program supports research that supports and demonstrates science-based practices in support of the program.

Obstacles:

Bi-annual evaluation of the implementation of the Biodiesel mandate. Industry’s contined attempts to remedy this have been unsuccessful.

<p>6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.</p>
<p>Employment and program restrictions due to COVID19 .</p>
<p>Lack of opportunity for growth (i.e., limited expansion in laboratory space and personnel).</p>

<p>7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)</p>
<p>NMDA works on or in cooperation with other state agencies to address the following Governor initiatives:</p> <ol style="list-style-type: none"> 1. Value-Added Agriculture: *NMDA has worked with the New Mexico Chile Association to develop the New Mexico Certified Chile Program. Chile grown within the state is identified with a trademarked logo. *Legislation creating the New Mexico Chile Advertising Act was signed in 2011 and strengthened with legislation in 2013, making it unlawful to advertise green chile as a product of New Mexico if the product was not grown in the state. NMDA was appropriated \$200,000 during the 2018 legislative session to carry out the enforcement provisions of the chile advertising act. 2. The NMDA Marketing and Development Division is dedicated to promoting and heightening consumer awareness of New Mexico agriculture commodities and the farmers and ranchers who produce them. This is accomplished through implementation of domestic and international trade shows, conferences, technical seminars, fairs, culinary events, in store demonstrations, advertising campaigns. Also, the division oversees publication of the Agricultural Statistics Bulletin, Fruits and Vegetable Inspection Program, the Taste the Tradition/Grown with Tradition/Get Your Fix Programs, Specialty Crop Block Grant Program and the Livestock Market News for the State of New Mexico.

<p>8. Does the project receive awards, private donations or Federal grants? Have you sought out funding from other sources?</p>
<p>NMDA receives federal grants and continues to seek out funding from other sources. Currently NMDA is working on programs funded by:</p> <ol style="list-style-type: none"> 1. United States Department of Agriculture/Wildlife Services 2. United States Department of Agriculture/Agricultural Marketing Service 3. United States Department of Agriculture/Animal and Plant Health Inspection Service 4. United States Department of Interior/Fish and Wildlife Service 5. United States Department of Health and Human Services/Food and Drug Administration 6. United States Environmental Protection Agency 7. State of New Mexico/Department of Homeland Security and Emergency Management

<p>9. Accomplishment/ Highlights (bullet form)</p>
<p>****See Performance Matrix.</p>

Medical Projects	
10. How many graduates stay in practice in New Mexico	Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	New Mexico Department of Agriculture
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)

Research

Public Service

Teaching

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

NMDA aligns with NMSU LEADS 2025 particularly under goal three, amplify extension and outreach.

NMDA works for the benefit of the state’s citizens and supports the viability of agriculture and affiliated industries.

- **NMDA supports New Mexico farmers, ranchers, and other agribusinesses through a variety of marketing, promotional, and sales activities.**
- **NMDA promotes regulatory compliance through cooperative relationships with industries, agencies, and the public to ensure consumer protection and a uniform market place for agriculture.**
- **NMDA monitors, investigates, analyzes, and disseminates information to influence policy decisions affecting the viability of agriculture and the sustainability of New Mexico’s natural resources.**

NMDA ensures a safe and secure food supply through education and outreach practices and by helping consumers and producers with strong and practical biosecurity practices.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

NMDA supports ag and the ag industry in the state of NM, provides regulatory oversight to protect New Mexico citizens in standards and consumer services, pesticides, licensing, etc. Director’s office: Provides overall leadership and establishes policy for NMDA and serves as a liaison between ag producers and gov’t entities. Veterinary Diagnostic Services: Performs diagnostic analyses of animals on a referral basis to determine the cause of death/identify diseases; works with other state & federal agencies for disease surveillance and agroterrorism/emergency response. Ag & Environmental Services: Pesticide mgt, administers pesticide-use laws. Entomology & Nursery: Oversees pest detection surveys, regulates quarantines, & sale of live plants & cut flowers. Ag Production Services: Houses feed, Seed, & Fertilizer, regulates distribution of such. Dairy: Provides dairy farm processing facilities & milk sampler/hauler inspections & permitting. Produce safety and Ag Biosecurity (safeguard & secure industry & food supply). Marketing & Development: Domestic/international market expansion/development for NM commodities; specialty crop program.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	N/A	N/A	N/A	N/A	N/A
Federal G&C Expenditures	N/A	N/A	N/A	N/A	N/A
Private G&C Awards	N/A	N/A	N/A	N/A	N/A
Private G&C Expenditures	N/A	N/A	N/A	N/A	N/A

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<input type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input type="checkbox"/> 5. Elevate graduate education <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach
<input type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities
<input type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization

Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report

RPSP Title: New Mexico Department of Agriculture Contact Name: Tammy Bracamonte Contact Email: tbracamonte@nmda.nmsu.edu	FY24 Request \$15,708,500
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NMSU LEADS 2025 3 - Amplify Extension and Outreach

RPSP Goal:		Measure results				Measure targets						Comments (Briefly state your case)
RPSP Objective 1: Promote New Mexico agricultural commodities on the state, national, and global markets		FY19 Actuals	FY20 Actuals	FY21 Estimate	FY21 Actual	FY18	FY19	FY20	FY21	FY22	FY23	
<p>1</p> <p>Expand NMDA's "Grown with Tradition" program which highlights value-added agriculture while celebrating our environmental assets. Increase participation in tradeshows and other events while utilizing the food trailer to promote New Mexico Grown Foods throughout the state.</p>	<p>Provided tradeshow assistance to 46 companies to participate in various domestic and international shows. Utilized the trailer for 7 events to promote New Mexico products at 7 community and industry events.</p>	<p>Provided tradeshow assistance to 45 companies to participate in various domestic & international tradeshows. Utilized the trailer event to promote New Mexico products at 2 community industry events.</p>	<p>All tradeshows were cancelled or transitioned to virtual due to COVID19. All food sampling/food trailer events were cancelled in FY21 due to COVID19. 131 educational in store retail demonstrations occurred; 14 new on-line cooking demonstration videos were produced and launched; new elevateNMag.com website was launched; One new Virtual Merchantile event; One new Social Media Influencer Campaign.</p>	<p>In-person events were still limited in the first half of the FY due to COVID-19 uncertainties. Launched new "My Spirit Remains" ad campaign consisting of 6 TV commercials and numerous digital ads. Over 20 new on-line cooking demonstrations were produced and launched and 2 Social Media Influencer Campaigns were successfully conducted. Provided funding assistance to 21 companies for participation in lead-generating events and 9 for new advertising efforts or labels. Utilized the trailer for 3 large community and industry events to promote New Mexico agriculture and products (Ag Day, Hometown, FFA BBQ). Organized and implemented a NM-Taste the Tradition/Grown with Tradition pavilion at 2 large tradeshows with both domestic and international buyers (SIAL America and National Restaurant Association/American Food Fair). Eighty-eight hours of in-store demonstrations occurred.</p>	<p>Continue to provide cost share assistance to New Mexico Companies to participate in tradeshows and expand their markets outside of New Mexico; work with food distributors to showcase New Mexico food products at retail outlets using the food trailer to sample / promote.</p>	<p>Continue to provide cost share assistance to New Mexico Companies to participate in tradeshows and expand their markets outside of New Mexico; work with food distributors to showcase New Mexico food products at retail outlets using the food trailer to sample / promote.</p>	<p>Continue to provide cost share assistance to New Mexico Companies to participate in tradeshows and expand their markets outside of New Mexico; work with food distributors to showcase New Mexico food products at retail outlets using the food trailer to sample / promote.</p>	<p>Continue to provide cost share assistance to New Mexico Companies to participate in tradeshows and expand their markets outside of New Mexico; work with food distributors to showcase New Mexico food products at retail outlets using the food trailer to sample / promote.</p>	<p>Continue to provide cost share assistance to New Mexico agribusinesses to advertise /participate in tradeshows in efforts to expand their markets and market share; work with wholesalers, retailers, and distributors to showcase / promote New Mexico grown and made products to potential buyers, and connect consumers with suppliers through various marketing campaigns, food demos, and sampling.</p>	<p>Continue to provide cost share assistance to 25 New Mexico agribusinesses to advertise and participate in various lead-generating events to expand markets and market share; work with wholesalers, retailers, and distributors to showcase and promote New Mexico grown and made products to potential buyers, and connect consumers with suppliers through various marketing campaigns, food demos, virtual events, and sampling.</p>	<p>Continue to provide cost share assistance to 25 New Mexico agribusinesses to advertise and participate in various lead-generating events to expand markets and market share; work with wholesalers, retailers, and distributors to showcase and promote New Mexico grown and made products to potential buyers, and connect consumers with suppliers through various marketing campaigns, food demos, virtual programs/events, and sampling.</p>	
<p>2</p> <p>Economic Development: Assist industry with domestic and international trade and marketing for New Mexico commodities and value-added products in current and emerging markets: Develop and implement two or more new trade activities. Marketing and Development Division</p>	<p>Four new international activities occurred thru the United States Livestock Genetics Export Program; Four new activities occurred through the Western United States Agricultural Trade Assoc.; Three new activity through US Pecan; and, Two new domestic /international activities through the federal Specialty Crop Block Grant Program.</p>	<p>Two new virtual international trade activities completed through the US Livestock Genetics Export Program; Three new international trade activities through the Western US Agricultural Trade Association; One NMDA International Activity; One new domestic/international activity through federal Specialty Crop Block Grant Program.</p>	<p>One new virtual international trade activity through US Livestock Genetics Export Program; One new virtual international activity thru Western US Agricultural Trade Association; One new NMDA International Product Showcase; Two new NMDA virtual Agriculture Export Webinars.</p>	<p>Three new international trade activities occurred through US Livestock Genetics Export Program; Three virtual international activities through Western US Agricultural Trade Association; One new NMDA international activity (Sial America Trade Show and Global Inbound Mission)</p>	<p>International: Two new trade activities. Domestic: Two new marketing activities.</p>	<p>International: Two new trade activities. Domestic: One new marketing activity</p>	<p>International: Two new trade activities. Domestic: One new marketing activity</p>	<p>International: Two new trade activities. Domestic: One new marketing activity</p>	<p>International: Two new trade activities. Domestic: One new marketing activity.</p>	<p>International: Two new trade activities. Domestic: One new marketing activity. (depending on COVID 19 restrictions)</p>	<p>International: Four new trade activities. Domestic: One new marketing activity. (depending on COVID 19 restrictions)</p>	

Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report

<p>RPSP Title: New Mexico Department of Agriculture Contact Name: Tammy Bracamonte Contact Email: tbracamonte@nmda.nmsu.edu</p>	<p>FY24 Request \$15,708,500</p>
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RPSP Objective 2: Ensure New Mexico food and safety and product and industry regulation compliance		Measure results				Measure targets							Comments (Briefly state your case)	
		FY19 Actuals	FY20 Actuals	FY21 Estimate	FY21 Actual	FY18	FY19	FY20	FY21	FY22	FY23	FY24		
1	Global Activities: Achieve an increased global presence by 2020. NMDA Agricultural Biosecurity	Biosecurity director position was vacant for much of the fiscal year. Position has been filled and director has been busy getting up to speed.	Responded to food safety and security issues in coordination with NM Dept. of Homeland Security during the pandemic.	With coordination with other state agencies and ag stakeholders, work on developing a large scale carcass disposal plan for New Mexico.	Statewide carcass disposal plan is in it's final stages of review.	Draft curriculum and pilot in one select area of the European Union.	Continuing work with our partners at UTK, the DOS and NCBRT, we shall target training deliverable in other nations that help push out zone of security away from our borders and help ensure that food products transported into the United States are safe. Two such classes will be created and delivered. Additionally, an exercise on the Mexico and United States border will be in the planning stages as a state-level exercise.	Using some of the curriculum that has been developed, we will engage our partners in Mexico on Food Protection to include food safety, food defense, and food security.	Using some of the curriculum that has been developed, we will continue engage our partners in Mexico on animal health, Food Protection to include food safety, food defense, and food security.	Using some of the curriculum that has been developed, we will continue engage our partners in Mexico on animal health, Food Protection to include food safety, food defense, and food security.	Continue to engage the ag industry stakeholders in NM and bordering states on animal health issues and food safety, security, and defense issues.	Continue to engage the ag industry stakeholders in NM and bordering states on animal health issues and food safety, security, and defense issues.		
2	Inspection of year-round dairy farms. Dairy Division.	Inspections are on target for the year.	Inspections are on target for the year.	Inspect all dairy farms a minimum of twice per year.	Inspections are on target for the year.	Inspect all dairy farms a minimum of twice per year.	Inspect all dairy farms a minimum of twice per year.	Inspect all dairy farms a minimum of twice per year.	Inspect all dairy farms a minimum of twice per year.	Inspect all dairy farms a minimum of twice per year.	Inspect all dairy farms a minimum of twice per year.	Inspect all dairy farms a minimum of twice per year.	Inspect all dairy farms a minimum of twice per year.	
3	Inspection of year-round dairy plants. Dairy Division.	Inspections are on target for the year.	Inspections are on target for the year.	Inspect all dairy plants that operate year-round a minimum of four times per year.	Inspections are on target for the year.	Inspect all dairy plants that operate year-round a minimum of four times per year.	Inspect all dairy plants that operate year-round a minimum of four times per year.	Inspect all dairy plants that operate year-round a minimum of four times per year.	Inspect all dairy plants that operate year-round a minimum of four times per year.	Inspect all dairy plants that operate year-round a minimum of four times per year.	Inspect all dairy plants that operate year-round a minimum of four times per year.	Inspect all dairy plants that operate year-round a minimum of four times per year.	Inspect all dairy plants that operate year-round a minimum of four times per year.	
4	Inspection of semiannual dairy plants. Dairy Division.	Inspections are on target for the year.	Inspections are on target for the year.	Inspect all dairy plants that operate semi-annually a minimum of twice per year.	Inspections are on target for the year.	Inspect all dairy plants that operate semiannually a minimum of twice per year.	Inspect all dairy plants that operate semiannually a minimum of twice per year.	Inspect all dairy plants that operate semiannually a minimum of twice per year.	Inspect all dairy plants that operate semiannually a minimum of twice per year.	Inspect all dairy plants that operate semiannually a minimum of twice per year.	Inspect all dairy plants that operate semi-annually a minimum of twice per year.	Inspect all dairy plants that operate semi-annually a minimum of twice per year.	Inspect all dairy plants that operate semi-annually a minimum of twice per year.	
5	Inspection of the regulated industry to ensure compliance for pesticide products and use; plant phytosanitary requirements and licensing; and feed, seed and fertilizer product labeling and registration. Agricultural and Environmental Services Economic Development and Community Engagement: Inspection of the regulated industry to ensure compliance for pesticide products and use; plant phytosanitary requirements and licensing; and feed, seed and fertilizer product labeling and registration. Agricultural and Environmental Services Division	The AES division completed 1100 statutory-based inspections related to the nursery and pesticide industries. Additional services provided include AES division- 828 field activities related to trapping for new plant pests of economic and export concerns and addressing consumer complaints related to pesticide use. Field staff activities supported issuance of 900 documents supporting exports of NM agricultural raw products.	The AES division conducted 1845 statutory-based inspections related to pesticide industries, nursery industries, agricultural commodities and hemp industries. Additional services provided by the ENI section included 606 field activities related to trapping of new plant pests of economic and export concerns. ENI field staff activities supported issuance of 790 documents supporting raw agricultural commodity exports.	To date, the AES Division has conducted 1294 statutory-based inspections related to pesticide industries, nursery industries, agricultural commodities and hemp industries. Additional services provided by the ENI section include 700 field activities related to trapping of new plant pests of economic and export concerns. ENI field staff activities supported issuance of 720 documents supporting raw agricultural commodity exports.	During the reporting year, 507 pesticide related inspections, and 595 plant-pest nursery or hemp THC compliance inspections performed. Additionally, 930 field-related invasive pest trapping and surveying activities conducted. 415 documents were processed, at the public's request, in support of national and international requirements for the movement of raw agricultural commodities.	2,100 regulatory inspections.	3,200 regulatory inspections.	Continue to provide inspections related to ensuring proper use of pesticides by licensed applicators; review of pesticide products for use in the state; inspections of the plant-nursery industry to ensure compliance with state statutes; support of commodity exports through plant pest-related inspections; and continue surveys for early detection of invasive plant pests. Continue inspections and samples in support of feed, seed, and fertilizer regulations.	Continue to provide inspections to ensure proper use of pesticides by licensed applicators; review of pesticide products for use in the state; inspections of the plant-nursery industry to ensure compliance with state statutes; support of commodity exports through plant pest-related inspections; continue surveys for early detection of invasive plant pests. Continue to inspect distributors of feed, seed and fertilizer products for distribution; ensure compliance with state regulations.	Continue to provide inspections related to ensuring proper use of pesticides by licensed applicators; review of pesticide products for use in the state; inspections of the plant-nursery industry to ensure compliance with state statutes; support of commodity exports through plant pest-related inspections; and continue surveys for early detection of invasive plant pests. Continue inspection of hemp producers to ensure compliance with state statutes.	Continue to provide inspections to ensure proper use of pesticides by licensed applicators, complete the review of pesticide products for use in the state according to state and federal pesticide registration statutes; ensure compliance with plant/nursery industry state statutes; compliance with state and federal hemp statutes; support of commodity exports through plant pest-related inspections; and continue surveys for early detection of invasive plant pests.	Continue to provide inspections to ensure proper use of pesticides by licensed applicators, complete the review of pesticide products for use in the state according to state and federal pesticide registration statutes; ensure compliance with plant/nursery industry state statutes; compliance with state and federal hemp statutes; support of commodity exports through plant pest-related inspections; and continue surveys for early detection of invasive plant pests.		

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
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Contact Name: Tammy Bracamonte	\$15,708,500
Contact Email: tbracamonte@nmda.nmsu.edu	

6	Sample and analyze regulatory samples of pesticide, feed, seed, and fertilizer. Agricultural and Environmental Services Division	The AES division has processed 1007 samples in support of plant protection, agricultural exports and in addressing consumer complaints related to pesticides.	Processed 460 samples in support of pesticide inspections and investigations. The Feed, Seed & Fertilizer Section collected 262 feed samples and 42 seed samples.	Processed 298 samples in support of pesticide inspections and investigations, plant protection and agricultural exports. Collect 500 Feed, 70 Seed and 100 Fertilizer samples.	19 environmental and pesticide samples collected for analysis and 487 plant samples collected for presence of and identification of insect/pathogens.	900 samples and analyses.	1,000 samples and analyses	Estimate regulatory samples include 550 related to pesticide and nursery purposes; 700 related to feed, seed, and fertilizer. An additional 2,000 related to seed service samples.	Estimate 800 samples related to pesticides and nursery purposes. Estimate 500 feed samples, 100 fertilizer samples and 70 seed samples.	Estimated regulatory samples include 500 samples related to regulatory nursery purposes.	Continue to collect and process regulatory samples related to the pesticide section and ENI section needs. Estimate 500 feed samples, 100 fertilizer samples and 70 seed samples.	Continue to collect and process regulatory samples related to the compliance verification to state and federal pesticide laws and to state and federal plant pest laws.	
7	Analysis of petroleum samples - NMDA Petroleum Standards Laboratory. Standards and Consumer Services Division	15,310	10,459	7,583	7,585	Perform 12,500 analyses	Perform 12,500 analyses	Perform 12,500 analyses	Perform 12,500 analyses	Perform 12,500 analyses	Perform 12,500 analyses	Perform 12,500 analyses	lower numbers due to inspector vacancies and training of new staff (retirement of 5 SCS inspectors in 2021)
8	Perform calibrations on artifacts received into the NMDA Metrology Laboratory. Standards and Consumer Services	6,625	7,252	7,429	7,429	10,000 calibrations	10,000 calibrations	10,000 calibrations	10,000 calibrations	10,000 calibrations	10,000 calibrations	10,000 calibrations	lower numbers due to inspector vacancies and training of new staff (retirement of 5 SCS inspectors in 2021)
9	Perform weighing and measuring device (Petroleum) inspections. Standards and Consumer Services Division	23,200	19,775	18,783	18,783	22,700 meter inspections	30,539 meter inspections	28,000 meter inspections	28,000meter inspections	28,000 meter inspections	28,000 meter inspections	28,000 meter inspections	lower numbers due to inspector vacancies and training of new staff (retirement of 5 SCS inspectors in 2021)
10	Perform weighing and measuring device (Scales) inspections. Standards and Consumer Services Division	6,555	4,798	5,563	5,719	4,900 scale inspections	6,900 scale inspections	7,000 scale inspections	7,000 scale inspections	7,000 scale inspections	7,000 scale inspections	7,000 scale inspections	lower numbers due to inspector vacancies and training of new staff (retirement of 5 SCS inspectors in 2021)

RPSP Objective 3: Community and Engagement and Support		Measure results				Measure targets						Comments (Briefly state your case)	
		FY19 Actuals	FY20 Actuals	FY21 Estimate	FY21 Actual	FY18	FY19	FY20	FY21	FY22	FY23		FY24
1	Provide assistance to the 47 Soil and Water Conservation Districts (SWCDs) in accordance with statutory requirements. Agricultural Programs and Resources Division	Attended over 80% of local SWCD meetings. Fully allocated appropriated funds to SWCDs. Over five trainings were delivered to SWCDs.	Attended over 80% 47 SWCD meetings via zoom, phone, or other electronic platform due to COVID-19 meeting restrictions. Trainings were delivered remotely. All funding was allocated to SWCDs in accordance with statutory requirements.	Attended 80 percent of local SWCD meetings. All meetings were conducted to date remotely via zoom, telephone or other electronic means. Allocated 100 percent of available general funds to SWCDs in accordance with statutory requirements. Provided over five trainings via zoom or other electronic means in FY21.	Achieved measures as presented. Attended 80 percent of local SWCD meetings. All meetings were conducted to date remotely via zoom, telephone or other electronic means. Allocated 100 percent of available general funds to SWCDs in accordance with statutory requirements. Provided over five trainings via zoom or other electronic means in FY21.	Attend 80 percent of local SWCD meetings. Allocate 100 percent of available general funds to SWCDs on an annual basis in accordance with statutory requirements. Provide three trainings to SWCDs per year.	Attend 80 percent of local SWCD meetings. Allocate 100 percent of available general funds to SWCDs on an annual basis in accordance with statutory requirements. Provide at least five trainings to SWCDs per year.	Attend 80 percent of local SWCD meetings. Allocate 100 percent of available general funds to SWCDs on an annual basis in accordance with statutory requirements. Provide at least five trainings to SWCDs per year.	Attend 80 percent of local SWCD meetings. Allocate 100 percent of available general funds to SWCDs on an annual basis in accordance with statutory requirements. Provide at least five trainings to SWCDs per year.	Attend 80 percent of local SWCD meetings. Allocate 100 percent of available general funds to SWCDs on an annual basis in accordance with statutory requirements. Provide at least five trainings to SWCDs per year.	Attend 80 percent of local SWCD meetings across the state. Meetings may be attended in person or via electronic remote means based on continued COVID-19 issues. Five trainings will be conducted, person, or electronically/remotely in accordance with a variety of factors. Allocate all SWCD funding in accordance with statutory requirements. Conduct at least two SWCC meetings annually.	Attend 80 percent of 47 SWCD meetings across the state. Meetings may be attended in person or via electronic remote means based on continued COVID-19 issues. Five trainings will be conducted, person, or electronically/remotely in accordance with a variety of factors. Allocate all SWCD funding in accordance with statutory requirements. Conduct at least two SWCC meetings annually. Fully distribute the additional \$3 million appropriation by Jun 30, 2025.	

**Research and Public Service Projects (RPSP)
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2022-23 Report**

RPSP Title: New Mexico Department of Agriculture Contact Name: Tammy Bracamonte Contact Email: tbracamonte@nmda.nmsu.edu											FY24 Request \$15,708,500
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2	<p>Acequia and Community Ditch Fund (ACDF) for entities to protect community water rights. Agricultural Programs and Resources Division</p>	<p>Convened two ACDF meetings and fully allocated all available funds to eligible ACDF recipients.</p>	<p>Convened two ACDF meetings to allocate all funds available to eligible ACDF recipients.</p>	<p>Convene the ACDF committee for at least one meeting per year. Annually allocate 100 percent of available funds to eligible ACDF recipients.</p>	<p>Achieved measures as presented. Convened two ACDF meetings to allocate all funds available to eligible ACDF recipients.</p>	<p>Convene the ACDF committee for at least one meeting per year. Annually allocate 100 percent of available funds to eligible ACDF recipients.</p>	<p>Convene the ACDF committee for at least one meeting per year. Annually allocate 100 percent of available funds to eligible ACDF recipients.</p>	<p>Convene the ACDF committee for at least one meeting per year. Annually allocate 100 percent of available funds to eligible ACDF recipients.</p>	<p>Convene the ACDF committee for two meetings per year. Annually allocate 100 percent of available funds to eligible ACDF recipients.</p>	<p>Convene the ACDF committee for two meetings per year. Annually allocate 100 percent of available funds to eligible ACDF recipients.</p>	<p>Convene the ACDF committee for two meetings per year. Allocated 100 percent of available funds to eligible ACDF recipients in accordance with statutory requirements.</p>	<p>Convene the ACDF committee for two meetings per year. Allocated 100 percent of available funds to eligible ACDF recipients in accordance with statutory requirements.</p>
3	<p>Develop and implement a healthy soils program and the NM Ag workforce development program.</p>	<p>Healthy Soil Program was implemented and all available funding was distributed. On the ground projects research projects and trainings, and outreach were conducted.</p>	<p>Healthy Soil Program was implemented in FY21. All funds were allocated to a variety of on the ground projects across the state. Research and trainings were provided through collaborative agreements with NMSU CES. In FY21 four listening sessions were provided to eligible entity communities. Grant training was also provided. A new application process was developed and implemented using new software.</p>	<p>Implemented the Healthy Soil Program. All funds were allocated to on-the-ground projects. 26 research projects were funded and completed. Training was completed.</p>			<p>Stand up healthy soils program and workforce development programs during end of FY19 and through FY20. Metrics are being developed.</p>	<p>Establish and achieve program goals for the healthy soil program in accordance with available budget. Report outcomes for the HSP from FY20 and review achievements to improve program outcomes.</p>	<p>Establish and achieve program goals for the healthy soil program in accordance with available budget. Report outcomes for the HSP from FY20 and review achievements to improve program outcomes.</p>	<p>Healthy Soil Program implementation was improved for FY21. All funds were allocated to a variety of on the ground projects across the state. Research and trainings were provided through collaborative agreements with NMSU CES. In FY21 four listening sessions were provided to eligible entity communities. Grant training was also provided. A new application process was developed and implemented using new software. In FY23 program will require additional funds to begin to establish data collection and/or other metrics to understand impacts of program. Staff or contracted assistance will be required to achieve next level results.</p>	<p>Develop and provide training to interested stakeholders for application to the HSP grant program. Engage with Eligible Entities to build capacity for the HSP program. Fully distribute all funds including the additional FY23 funding. Provide reporting in accordance with DFA/Governor's office for the funding inclusive of the \$1,086,000 made available in HB 2 for FY23. Continue to support research efforts for healthy soil, workshops for stakeholders, and outreach efforts.</p>	

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NMSU LEADS 2025 2 - Elevate Research and Creativity

RPSP Goal:												
RPSP Objective 1: Improve research capability	Measure results				Measure targets							Comments (Briefly state your case)
RPSP Measures:	FY19 Actuals	FY20 Actuals	FY21 Estimate	FY21 Actual	FY18	FY19	FY20	FY21	FY22	FY23	FY24	
1 Maintain and expand accreditation: Veterinary Diagnostics Services Division	Maintain NAHLN membership and associated accreditations. Maintain ISO/IEC 17025:2005 accreditation. Investigate possibility of additional testing based on client/industry needs.	Maintained NAHLN membership with tier two accreditation. Quality Management System updated to ISO/IEC 17025:2017 standard. VDS diagnostics reviewed and adjusted according to need versus expense.	Maintain NAHLN membership with tier two accreditation. Maintain ISO 17025 accreditation. Review diagnostics offered by VDS. Adjust according to client/industry needs.	Maintained tier two laboratory status in NAHLN. Maintained ISO 17025 accreditation. Adjusted some testing based on client and industry needs. Purchased laboratory equipment to bring more testing in house to decrease turn-around-times for clients.	Maintain NAHLN membership. Attain ISO 17025 accreditation or AAVLD accreditation. Investigate possibility of additional testing based on client/industry needs. Discuss option of modifying plague and tularemia diagnostics.	Maintain NAHLN membership and associated accreditations.	Maintain NAHLN membership and associated accreditations. Update Quality Management System to meet requirements of the ISO/IEC 17025:2017 standard. Investigate possibility of additional testing based on client/industry needs.	Maintain NAHLN membership at the current level. Maintain ISO 17025 accreditation. Investigate possibility of additional testing based on client/industry needs. Increase caseload.	Maintain NAHLN membership and ISO/IEC 17025:2017 accreditations. Investigate possibility of additional testing based on client/industry needs.	Maintain NAHLN membership and tier two accreditation. Maintain ISO 17025 accreditation. Review diagnostics offered by VDS. Adjust according to client/industry needs.	Maintain NAHLN tier two laboratory status. Maintain ISO 17025 accreditation. Review diagnostic testing performed to adjust testing to meet client/industry needs. Explore adding more staff to offer more testing and reduce turn-around-time for testing for clients.	

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: New Mexico Department of Agriculture Total: \$ **15,708,500.00**

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 3,614,140.00	\$ (2,712,818.00)	\$ 901,322.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 13,850,700.00	\$ 1,857,800.00	\$ 15,708,500.00	The total recurring base for NMDA is \$14,233,500. A total of \$216,000 from SB1 was budgeted in FY22 and is part of the beginning balance. Total recurring base should be 14,233,500 which includes \$166,800 for the hunger initiative that is transferred from DFA and recurring.
Local		\$ -		
Total Appropriations	\$ 13,850,700.00	\$ 1,857,800.00	\$ 15,708,500.00	
Grants and Contracts				
Federal	\$ 4,014,300.00	\$ 485,700.00	\$ 4,500,000.00	
State	\$ 9,100.00	\$ 5,900.00	\$ 15,000.00	
Local		\$ -		
Total Grants and Contracts	\$ 4,023,400.00	\$ 491,600.00	\$ 4,515,000.00	
Private Gifts, Grants and Contracts	\$ 130,000.00	\$ -	\$ 130,000.00	
Land & Permanent Fund or Local Property Taxes		\$ -		
Tuition and Fees		\$ -		
Endowment		\$ -		
Sales and Services		\$ -		
Other Sources - Detail in Comments	\$ 6,215,610.00	\$ -	\$ 6,215,610.00	
Total Revenues	\$ 24,219,710.00	\$ 2,349,400.00	\$ 26,569,110.00	
Transfers (to) from				
Instruction and General		\$ -		
Student Social and Cultural		\$ -		
Research	\$ (415,688.00)	\$ (100,000.00)	\$ (515,688.00)	
Public Service	\$ (2,500.00)	\$ (2,500.00)	\$ (5,000.00)	
Internal Service		\$ -		
Student Aid		\$ -		
Auxiliary Enterprises		\$ -		
Athletics		\$ -		
Independent Operations		\$ -		
Capital Outlay		\$ -		
Renewal and Replacement		\$ -		
Total Transfers	\$ (418,188.00)	\$ (102,500.00)	\$ (520,688.00)	
Expenses				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries	0.99 \$ 85,000.00	(0.01) \$ -	0.98 \$ 85,000.00	
Professional Salaries	111.04 \$ 6,979,363.00	3.51 \$ 220,637.00	114.55 \$ 7,200,000.00	
Other Staff Salaries	20.78 \$ 709,744.00	0.01 \$ 256.00	20.79 \$ 710,000.00	
Student Salaries (GA/TA)	6.78 \$ 173,396.00	(2.20) \$ 11,604.00	4.58 \$ 185,000.00	
Other Salaries	0.43 \$ 14,692.00	0.01 \$ 308.00	0.44 \$ 15,000.00	
Total All Salaries	140.02 \$ 7,962,195.00	1.33 \$ 232,805.00	141.35 \$ 8,195,000.00	
Fringe Benefits	\$ 2,915,289.00	\$ (183,414.00)	\$ 2,731,875.00	
Travel	\$ 607,563.00	\$ 42,437.00	\$ 650,000.00	
Utilities	\$ 121,920.00	\$ 13,080.00	\$ 135,000.00	
Institutional Support Charges	\$ 872,900.00	\$ 17,100.00	\$ 890,000.00	
Plant Operation and Maintenance Charges	\$ 12,670.00	\$ 330.00	\$ 13,000.00	
Supplies and Expenses	\$ 13,621,178.00	\$ 178,822.00	\$ 13,800,000.00	
Equipment	\$ 400,625.00	\$ 99,375.00	\$ 500,000.00	
Other Expenditures		\$ -		
Total Expenditures	140.02 \$ 26,514,340.00	1.33 \$ 400,535.00	141.35 \$ 26,914,875.00	
Ending Fund Balance	\$ 901,322.00	\$ (866,453.00)	\$ 34,869.00	



Intercollegiate Athletics

2023

BE BOLD. Shape the Future.™ – New Mexico State University

Intercollegiate Athletics

FY23	Actual:	\$6,001,700
FY24	Request:	\$8,201,700
\$ Change:		\$2,200,000

NMSU Athletics inspires student athletes to build **strong communities** and strives to be known for its integrity and commitment to its **student's academic and athletic success.**

The student population of approximately **400 student-athletes** contributes to the economy at a personal level by fulfilling their financial obligation as students and community members.

As team members, student-athletes are provided a platform to grow as leaders, team players, and responsible and successful community members.

The contributions made by intercollegiate athletics include educating, mentoring, and the training of **future leaders** and providing on-the-job training to allow workforce ready skills acquired by the student - athlete.

NMSU sponsors 16 sports including 6 men's: football, basketball, baseball, golf, tennis, and cross country, and 10 women's sports: basketball, volleyball, softball,

soccer, tennis, golf, cross country, indoor track, outdoor track and swimming and diving. The 16 sports is the minimum number that is required by the NCAA to maintain Division I Football Bowl Subdivision status. The contributions made by intercollegiate athletics participation, demonstrates successful students with workforce skills acquired through their role as a student-athlete, student employee or graduate assistant. By providing hands-on and on the field experience, students are workforce ready when they leave NMSU, providing capable employees within the state and throughout the nation. The student-athlete population, contributes to the economy at a personal level by fulfilling their financial obligation as students and community members. Positive economic impact is also recognized at the state level through various team and individual activities.



Student Athletes

- All of our 16 NMSU Men's and Women's Athletic Sport Teams cumulative grade point averages combined over the last 17 years, 34 consecutive semesters, have achieved the accomplishment of being combined at or above a **3.00 GPA**
- For the past 17 years, 34 consecutive semesters, Scholarship-Athlete representation (3.00 semester and cumulative GPA or higher) was higher than 50% of the student -athlete population
- Men's basketball, women's tennis, baseball and women's golf all won **WAC Championships.**
- Men's basketball, women's tennis, baseball and women's golf competed at the **NCAA Championships. Men's basketball won a game in the NCAA Tournament for the first time since 1993.**

Athletics Objectives for Success

NMSU aims to continue to improve academically and competitively and give back through serving the community. Key project objectives include:

- Achieve NCAA Academic Progress Rate (APR) of 930 or higher for all NMSU Teams
- Enhance diversity among athletic staff and student-athletes
- Achieve recognition for all NMSU teams
- Win the WAC Commissioner's Cup to build loyalty and affinity by providing competitive teams
- Engage former student-athletes and alumni by holding various events around the state

Recent activities include:

- 143 NMSU student-athletes earned academic All-WAC
- Three Aggie teams posted perfect single-year APR scores
- 78 student-athletes graduated during the 2021-2022 commencement ceremonies
- NMSU Academic Support Programs and Services Center (ASPSC) continues to be committed to providing quality educational services that achieve academic, personal and career success for all student-athletes

Athletics in Today's Financial Setting

NMSU Athletics continues to manage its financial situation. In doing so, the department has maintained its commitment to provide operating funds to its 16 sponsored sports. Increased costs, along with our geographic location have continued to place a strain on coaches and staff and have been consistent major challenges in managing costs. Part of recruiting and commitment to our student-athletes is the level of competition we provide them. The additional funding will be utilized to offset increasing travel cost, provide safer travel, provide cost of attendance, improve student-athlete nutrition, hiring a nutritionist, focus on mental health, hire full-time athletic trainers and invest in athletic training facilities.



**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Athletics

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$8,201,700

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$6,001,700

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	Click or tap here to enter text.
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2. Project Description / Executive Summary:

New Mexico State University (NMSU), as a leading institute of higher learning provides an enhanced college experience by maintaining Division One FBS status of its athletic program. As the front porch to the land grant institution for the state of New Mexico, NMSU Athletics provides a well-rounded and quality educational opportunity for students of diverse backgrounds and athletic ability. The Division One status also offers its faculty, staff, alumni, and the community a unique opportunity to be a part of a Division One athletics program at a premier institution. NMSU Intercollegiate Athletics strives to be a premier Football Bowl Subdivision (Division 1 A) athletics program. As team members, student-athletes are provided a platform to grow as leaders, team players, and responsible and successful community members. Being a part of Division One FBS athletics provides vast opportunities and enhances the overall quality of the collegiate experience.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

NMSU Athletics continues to manage its financial situation. In doing so, the department has maintained its commitment to provide operating funds to its 16 sponsored sports. However, the cost of doing business has increased and these higher costs

3. Budget Narrative (Overview only – Relates to separate Budget Form)

are being passed on from our vendors, resulting in fewer resources for our teams. Travel, student housing and meals, athletic supplies and equipment, medical services and insurance, have continued to be the areas of greater need. NMSU teams must travel via airplane to most competition sites whereas other universities' athletics programs are within driving distance to competitions. These increased costs, along with our geographic location have continued to place a strain on our coaches and staff and have been consistent major challenges in managing costs. Part of recruiting and commitment to our student-athletes is the level of competition we provide them. Maintaining appropriate funding is necessary to allow the programs the opportunity to continue to meet obligations and provide a positive, safe and well-rounded experience for the students participating as athletes.

Should any level of funding be further reduced from the current level, NMSU athletic programs face multiple negative impacts including: member institutions classified as FBS to fund their athletic programs at minimum adherence to the Division One philosophy, financial aid, scheduling of athletic contests and sports sponsorship. We continue to make strides in positioning ourselves for the future and towards meeting gender equity and Title IX requirements. NMSU Athletics will continue to improve academically and competitively and give back through serving the community. We remain committed to contributing to the "discovery" potential of each and every student-athlete.

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

NMSU Athletics inspires student-athletes to build strong communities and strives to be known for its integrity and commitment to its student's academic and athletic success. NMSU sponsors 16 sports including 6 men's: football, basketball, baseball, golf, tennis, and cross country, and 10 women's sports: basketball, volleyball, softball, soccer, tennis, golf, cross country, indoor track, outdoor track, and swimming and diving. The student-athlete population of approximately 400 student-athletes contributes to the economy at a personal level by fulfilling their financial obligation as students and community members. Positive economic impact is also recognized at the state level through various team and individual activities.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Achieve NCAA Academic Progress Rate (APR) of 930 or higher for all NMSU Teams.

Enhance diversity among athletic staff and student-athletes.

Promote community service by NMSU student-athletes.

Achieve recognition for all NMSU teams.

Published rankings in the WAC Commissioner's Cup to build loyalty and affinity by providing competitive teams.

Engage former student-athletes and alumni by holding various events around the state.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.**ACCOMPLISHMENTS:**

- Joining Conference USA in all sports and increasing revenue via conference distribution
- Hiring of new football head coach Jerry Kill

OBSTACLES:

- Not being able to provide cost of attendance
- Revenue and budget reductions due to Covid
- Increased travel costs in Conference USA (\$725k)
- Ongoing discussions at the national level about additional permissive legislation

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

The contributions made by intercollegiate athletics include educating, mentoring, and the training of future leaders and providing on the job training to allow workforce ready skills acquired by the student-athlete, student employee and graduate assistant.

NMSU Academic Support Programs and Services Center (ASPSC) is committed to providing quality educational services that achieve academic, personal, and career success for all student-athletes. The ASPSC offers a full range of support and referral services to assist student-athletes in their holistic growth and development. These efforts contribute to meeting the

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

workforce demands of the state, providing an opportunity for the future of these students. The contributions made by intercollegiate athletics participation, demonstrates successful students with workforce skills acquired through their role as a student-athlete, student employee or graduate assistant. By providing hands on and on the field experience, these students are workforce ready when they leave NMSU, providing capable employees within the state and throughout the nation. NMSU Athletics provides an outreach within the state and nationally through Aggie Sports Network and Aggie Vision. Aggie Vision is responsible for providing television editing and broadcasting services to the university, including athletic events. NMSU Athletics Program annually visits communities across the state.

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

NMSU Athletics receives private donations. Additional revenues utilized include student fees as well as self generated revenues such as sales, services, and NCAA provided funding.

9. Accomplishment/ Highlights (bullet form)

ACADEMICS:

- All of our 16 NMSU Men's and Women's Athletic Sport Teams cumulative grade point averages combined for the last 17 years, 34 consecutive semesters, have achieved the accomplishment of being at or above a 3.00 GPA
- For the past 17 years, 34 consecutive semesters, Scholarship-Athlete representation (3.00 semester and cumulative GPA or higher) was higher than 50% of the student -athlete population

ATHLETIC ACHIEVEMENTS:

- Volleyball, men’s basketball, women’s tennis, women’s golf and baseball all won WAC Championships.
- Men’s basketball, women’s tennis, women’s golf and baseball all competed at the NCAA Championships. Men’s basketball won a game in the NCAA Tournament for the first time since 1993.

Medical Projects	
10. How many graduates stay in practice in New Mexico	Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Athletics
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
<p>New Mexico State University (NMSU), as a leading institute of higher learning provides an enhanced college experience by maintaining Division One FBS status of its athletic program. As the front porch to the land grant institution for the state of New Mexico, NMSU athletics provides a well-rounded and quality educational opportunity for students of diverse backgrounds and athletic ability. The Division One status also offers its faculty, staff, alumni, and the community a unique opportunity to be a part of a Division One athletics program at a premier institution. NMSU athletics strives to be a premier Football Bowl Subdivision (Division 1A) athletics program. As team members, student-athletes are provided a platform to grow as leaders, team players, and responsible and successful community members. Being a part of Division One FBS athletics provides vast opportunities and enhances the overall quality of the collegiate experience. NMSU athletics recruits a diverse group of incoming student-athletes that are academically prepared and qualified. These student-athletes meet NCAA academic benchmarks and graduate at a higher percentage than the overall student body. Student-athletes also engage the local community and traditionally complete over 6,000 hours of community service in the Las Cruces community. Each year NMSU athletics reaches alumni in the city of Las Cruces, around the state and around the country at various sporting events and community engagement initiatives. These events allow NMSU athletics to raise private resources and provide stewardship to donors across the country.</p>

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

NMSU Athletics inspires student-athletes to build strong communities and strives to be known for its integrity and commitment to its student's academic and athletic success. NMSU sponsors 16 sports including 6 men's: football, basketball, baseball, golf, tennis, and cross country, and 10 women's sports: basketball, volleyball, softball, soccer, tennis, golf, cross country, indoor track, outdoor track, and swimming and diving. The student-athlete population of approximately 400 student-athletes contributes to the economy at a personal level by fulfilling their financial obligation as students and community members. Positive economic impact is also recognized at the state level through various team and individual activities.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input checked="" type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input type="checkbox"/> 5. Elevate graduate education <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement <input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: NMSU Athletics
Contact Name: Braun Cartwright
Contact Email: braunc@nmsu.edu

FY24 Request
\$8,201,700

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Academics and Graduation

RPSP Objective 1: Academic Success		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Continue to provide athletic aid to students that are academically prepared	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
2	Achieve NCAA Academic Progress Rate (APR) of 930 or higher for all NMSU teams (Percentage of Teams)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
3	Achieve NCAA Academic Recognition for Top 10% APR (# of Teams)	1	2	NA	NA	2	2	2	2	2	2	Due to COVID the NCAA did not award Top 10%

RPSP Objective 2: Graduation		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Achieve a 55% four-class average graduation rate - 6yr	57%	59%	59%	59%	55%	55%	55%	55%	55%	55%	

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Diversity and Internationalization

RPSP Objective 1: Diversity		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Enhance diversity amongst Athletics staff	44%	36%	40%	37%	35%	35%	35%	35%	35%	35%	
2	Enhance diversity amount student-athletes	67%	64%	67%	70%	50%	50%	50%	64%	64%	64%	

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: NMSU Athletics
Contact Name: Braun Cartwright
Contact Email: braunc@nmsu.edu

FY24 Request

\$8,201,700

RPSP Objective 2: Internationalization	Measure Results				Measure Targets						Comments (Briefly state your case)
	FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1 Enhance diversity among student-athletes	13%	12%	13%	9%	6%	6%	6%	6%	6%	6%	

NMSU LEADS 2025 Goal:

3 - Amplify Extension and Outreach

RPSP Goal: **Community and Alumni Outreach**

RPSP Objective 1: Local Community Outreach	Measure Results				Measure Targets						Comments (Briefly state your case)
	FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1 Community Service by student-athletes (hours)	6300	NA	NA	NA	6,000	6,000	6,000	6,000	6,000		Community service was not performed due to COVID

RPSP Objective 2: Alumni Outreach	Measure Results				Measure Targets						Comments (Briefly state your case)
	FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
2 Engage alumni by holding events around the state (# of Alumni)	120	0	0	325	200	200	200	200	200	325	

NMSU LEADS 2025 Goal:

4 - Build a Robust University System

RPSP Goal: **Athletic Performance**

RPSP Objective 1: Team and Department Success	Measure Results				Measure Targets						Comments (Briefly state your case)
	FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1 Athletic teams finish in the top third in the conference (Number of Teams)	11	3	8	7	10	10	10	10	10	10	
2 Win the WAC Commissioners Cup (Rank)	2	3	2	4	1	1	1	1	1	1	

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget verses Actual	Budget	Change	Request	Comments
Revenue and Transfers	FY 23		FY 24	
Beginning Fund Balance	\$(3,179,660.00)	\$624,473.00	\$(2,555,187.00)	
Appropriations				
Federal		\$-		
State plus Tobacco Settlement Fund	\$5,951,700.00	\$2,250,000.00	\$8,201,700.00	\$50,000 from SB1 was classified from non recurring to recurring and budgeted in FY22 and appears in the beginning fund balance. The total recurring base should be \$6,001,700 and a total increase of \$2.20 million for a total request of \$8,201,700
Local		\$-		
Total Appropriations	\$5,951,700.00	\$2,250,000.00	\$8,201,700.00	
Grants and Contracts				
Federal	\$18,100.00	\$-	\$18,100.00	
State	\$54,100.00	\$-	\$54,100.00	
Local		\$-		
Total Grants and Contracts	\$72,200.00	\$-	\$72,200.00	
Private Gifts, Grants and Contracts	\$1,476,419.00	\$50,000.00	\$1,526,419.00	
Land & Permanent Fund or Local Property Taxes		\$-		
Tuition and Fees	\$3,467,555.00	\$-	\$3,467,555.00	
Endowment		\$-		
Sales and Services	\$1,698,036.00	\$55,409.00	\$1,753,445.00	Ticket Sales, Concessions
Other Sources - Detail in Comments	\$6,467,376.00	\$705,434.00	\$7,172,810.00	Game Guarantees, NCAA/CUSA, Multimedia Rights
Total Revenues	\$19,133,286.00	\$3,060,843.00	\$22,194,129.00	
Transfers (to) from				
Instruction and General	\$3,490,663.00	\$-	\$3,490,663.00	
Student Social and Cultural	\$(34,800.00)	\$-	\$(34,800.00)	
Research	\$400,000.00	\$-	\$400,000.00	
Public Service		\$-		
Internal Service		\$-		
Student Aid		\$-		
Auxiliary Enterprises		\$-		
Athletics		\$-		
Independent Operations		\$-		
Capital Outlay		\$-		
Community Colleges	\$5,000.00	\$-	\$5,000.00	
Total Transfers	\$3,860,863.00	\$-	\$3,860,863.00	
Expenses				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries		0.00	0.00	
Professional Salaries	107.44	4.02	111.46	5 FT Ath Trainers/1 FT Nutrition Positions
Other Staff Salaries	7.55	0.01	7.56	
Student Salaries (GA/TA)	7.60	(1.92)	5.68	
Other Salaries	0.98	(0.00)	0.98	
Total All Salaries	123.57	2.11	125.68	
Fringe Benefits	\$2,613,803.00	\$97,292.00	\$2,711,095.00	5 FT Ath Trainers/1 FT Nutrition Positions
Travel	\$2,624,000.00	\$738,120.00	\$3,362,120.00	\$725k for increased travel in CUSA (FL,TN,KY,VA,AL,LA)
Utilities	\$143,000.00	\$-	\$143,000.00	
Institutional Support Charges	\$729,800.00	\$266,546.00	\$996,346.00	
Plant Operation and Maintenance Charges	\$79,449.00	\$-	\$79,449.00	
Supplies and Expenses	\$8,880,478.00	\$866,083.00	\$9,746,561.00	\$425k for nutrition, maintenance&repair of equipment, purchase or new equipment
Equipment	\$25,000.00	\$-	\$25,000.00	
Other Expenditures		\$-		
Total Expenditures	123.57	2.11	125.68	
Ending Fund Balance	\$(2,555,187.00)	\$1,464,567.00	\$(1,090,620.00)	

Educational Television, KRWG



2021

BE BOLD. Shape the Future.

FY 23 Actual:	\$1,174,200
FY 24 Request:	\$1,299,200
Change:	\$125,000

About KRWG TV

KRWG TV is the largest pre-k educator in the region. In addition to our curriculum-based educational programming, we provide news, cultural programming, relevant public affairs information, entertainment, and much more for the citizen's of New Mexico. For many, this vital public service is their only source for news and information.

We partner with NMSU to provide students with real-world experience that leads directly to employment upon graduation. KRWG also plays an important role in meeting NMSU's promise as a land grant institution.

COVID-19 Response

In response to the COVID-19 crisis, KRWG collaborated with Albuquerque Public Schools, KNME TV and KENW TV to air K-5 educational programming statewide.

To support the health and safety of New Mexico citizens in our region, we created online resources that became central hubs for any COVID-19-related information.

Public Safety & Educational Datacasting

KRWG, KNME & KENW are partnering with NMPED in a pilot program to deliver educational materials, to students with no or inadequate internet connectivity at home. The electronic educational materials are delivered via an encrypted over-the-air signal directly to students with no impact to our viewers.

Using the same technology, all three stations are partnering with NM DHSEM to provide Public Safety Datacasting statewide. This project will have a significant impact in the most rural parts of the state, delivering vital emergency information such as live video, photos, bulletins, etc., to various agencies throughout the state.

Once fully implemented, the Public Safety Datacasting project will expand our services into the Boot Heel, providing the area with vital services for the first time.

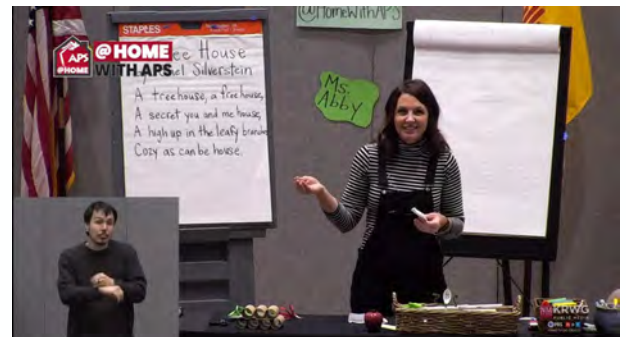
KRWG
PUBLIC MEDIA

PBS npr

Our Mission

We strive to educate and engage community development by providing relevant news, a forum for open discussion, a celebration of the arts while preserving and conveying human and natural history.

K-12 @Home Educational Support





Coverage Area



Early Childhood Education Impact

KRWG airs high-quality, curriculum-based early childhood educational programs an average of 10 hours a day on our main channel and 24 hours a day, 365 days a year on our PBS Kids sub-channel. This makes KRWG Public Media the largest Pre-K educator in the region.

KRWG TV covers a region roughly the size of West Virginia. We broadcast from the campus of New Mexico State University.

Every year, KRWG TV provides over 10,600 hours of children's educational programming.

Our signal extends west to Grant County, north to Sierra County, and east to Otero County.

NMSU Impact

KRWG provides hands-on professional experience for university students resulting in post-graduation employment. KRWG student employees have gone on to work for local TV affiliates in El Paso, Albuquerque and even ESPN & NBC News. Experience gained at KRWG directly translates into careers for many students.

As the population and use of media evolve, KRWG has made a commitment to continue to provide relevant services that will meet the needs of all of Southwestern New Mexico.

Regional Impact

KRWG provides 24-hour service of award-winning children's programming, public affairs shows, cultural offerings and over 150 hours of local productions to serve the needs of viewers in our region.

KRWG TV - Providing educational outreach to Southwestern New Mexico for 49 years!

Statewide Impact

In collaboration with KNME (Albuquerque) and KENW (Portales), we provide the only statewide television services. During a statewide emergency, public media is the only source to reach 98% of the state via radio, TV, web, Facebook, and Twitter.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Educational Television

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$1,299,200

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$1,174,200

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	49
---	----

2. Project Description / Executive Summary:

KRWG-TV provides educational television services to southern New Mexico. Our coverage area is equivalent to the size of West Virginia, roughly 25,000 square miles, most of it rural. KRWG plays a vital role in meeting NMSU's promise as a land grant institution. In addition, we offer a distinctly unique service to the region from New Mexico State University. This is accomplished by extending the main transmitter in Las Cruces to translators in Deming, Silver City, Hillsboro, T or C, Caballo Peak, Hatch, and Alamogordo.

KRWG's facilities are utilized by multiple NMSU educational departments like Journalism and the Creative Media Institute as laboratory and classroom space. KRWG engineering staff provides maintenance and repair services for the facilities that these other NMSU departments utilize. These departments incur no costs for these support services.

In response to the pandemic, KRWG re-tooled our entire operation to provide the region with at-home learning support for k-12 students. While slightly modified, these efforts are still ongoing. Feedback from viewers was universally positive.

To serve our region, KRWG continues to place emphasis on the latest news and health information related to COVID-19. The importance of reliable, accurate information can't be overstated. For many in our region, we are their primary source of information. In addition to health information, KRWG TV also provides information related to the economy, directly impacting

2. Project Description / Executive Summary:

everyone in our viewing area. We also provide fact-based, non-sensational political forums during a time when civil discourse is in short supply.

Expansion Justification:

While we fully support K-5 with our national programming, we currently don't have the resources to make a direct local impact. The expansion request will allow us to forge meaningful partnerships with various schools and community agencies to provide educational resources in support of positive educational outcomes for those children most at-risk children. The expansion request will allow us to provide a staff member that will be responsible for training educators to give them the tools that will enable them to leverage the vast resources that PBS makes available and use them for the benefit of students, families, and our community.

We will also leverage the expansion funds to increase our outreach to the communities we serve via our website and social media on Facebook, Twitter, Instagram, and other developing platforms. Social media engagement is crucial in strengthening our connections to the citizens we serve. However, our current structure requires responsibilities to be distributed throughout the organization. This results in sometimes fragmented and less than ideal interactions. The expansion request will allow us to ensure consistent, relevant information via social media by providing a staff member whose sole focus will be social media engagement. As social media becomes a more significant part of everyone's daily life, our strategic goal is to expand our footprint and, as we do over the airwaves, become a primary and trusted source for news, entertainment, and even crucial safety information.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

KRWG TV is funded through multiple sources:

- Corporation for Public Broadcasting Grants
- State of New Mexico
- Business Underwriting
- Member Support
- Other Grants

Each source of funding is a critical piece that allows us to fulfill our mission to serve the communities in our viewing area.

As detailed in Section 8, any increase in Non-Federal Financial Support (NFFS) will result in additional grant monies as part of the Corporation for Public Broadcasting's funding formula.

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

Our Mission Statement, "...to educate and engage community development by providing relevant news, a forum for open discussion, a celebration of the arts while preserving and conveying human and natural history..."

To fulfill our mission, we provide free over-the-air educational, cultural, and news programming to our largely rural viewing area. Our signal reaches roughly 250,000 citizens in southern New Mexico. In addition, through PBS and locally produced programs, we provide learning opportunities for all generations. Examples include early childhood offerings, lifelong learning offerings, and collaborative integration with NMSU degree programs.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Our key project objectives are to maintain or grow our student contact hours, community outreach and fundraising activities to build paths to additional revenue.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

We provide free, over-the-air, educational, cultural, and news programming.

Through PBS and locally produced programs, we provide learning opportunities for all generations. Examples include early childhood offerings like Sesame Street, lifelong learning offerings like NOVA, and collaborative integration with NMSU degree programs like News22 and CMI. KRWG staff is also highly active in collaborating with community groups in the arts and education to extend educational opportunities beyond television.

Our services will respect one's intelligence and encourage civil discourse in our daily presentation of programs that inform, educate and entertain.

Because of the COVID-19 pandemic, we experienced significant challenges in how we fulfilled our mission of service to the region. However, we adapted our processes and continue to provide the citizens of New Mexico with timely, accurate news, health, and safety information to keep them informed during a time when this vital information can mean the difference between life and death.

These efforts are outlined in section 7 below.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

In alignment with our educational mission, we aired over 10,000 hours of k-5 standards-aligned programming on two of our channels. In addition, we aired grades 6-12 educational programming on our secondary channel for students learning from home. While most students have returned to the classroom, we continue to be a trusted source for standards-based educational content. This content is available year-round and can be used an evergreen resource during breaks and for those districts that have shifted to non-traditional calendars.

KRWG TV recognizes the importance of providing accurate, unbiased information during election cycles. To that end, KRWG TV is committed to producing candidate interviews and forums for our region's citizens. In support of the universal service mandate described in the Public Broadcasting Act of 1967, KRWG provides this vital coverage to everyone in our area, especially for our rural communities. In addition, for many, KRWG is their only source for candidate/election information. As a result, we play a crucial role in informing the electorate.

On the safety front, we provide countless hours of COVID-19-related programming as well as online resources that continue to be relevant and help keep our communities safe. The combination of local and national programming provided the citizens of New Mexico in our region with the latest information on tracking the deadly pandemic, how to stay safe, and advances in vaccines and treatments.

Our facilities offer broad opportunities for the academic and university community. Students who utilize the KRWG facilities can leverage the "real-world experience" they gained to move on to post-graduation employment. Students who worked at KRWG have moved on to work at KTSM, KVIA & KDBC in El Paso - KOAT & KOB in Albuquerque, even ESPN in Bristol, CT, and more.

The three Public Media stations in New Mexico, KNME in Albuquerque (UNM/APS) and KENW (ENMU), and KRWG (NMSU), provide the only statewide television services. NM Public Media is the only source to reach 98% of the state via broadcast television during a statewide emergency. Our combined service provided the citizens of the

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

entire state with critical statewide alerts and emergency information, support for at-home learning, and much more during the pandemic.

KRWG, KNME & KENW are partnering with NMPED in a pilot program to deliver educational materials to students with no or inadequate internet connectivity at home. The electronic educational materials are provided via an encrypted over-the-air signal directly to students without impacting our viewers.

Using the same technology, all three stations are partnering with NM DHSEM to provide Public Safety Datacasting statewide. This project will have a significant impact in the most rural parts of the state, delivering vital emergency information such as live video, photos, bulletins, etc., to various agencies throughout the state.

Once fully implemented, the Public Safety Datacasting project will expand our services into the Boot Heel, providing the area with vital services for the first time.

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

KRWG TV received approximately \$1,258,969 in external funding during FY22.

We received Community Service Grants totaling \$ 805,152 for FY22 from the Corporation for Public Broadcasting. The base grant amount is \$558,000. The remainder of the CSG funding is determined using the following funding formula: Grantee's FY 2020 Weighted NFFS X 0.1280476998 + Base Grant.

The Corporation for Public Broadcasting uses the formula above to calculate our annual grant amounts. There is a financial incentive to access non-federal funds. We receive approximately 12% in additional funding for every non-federal dollar we acquire. Therefore, reducing or expanding Non-Federal Financial Support (NFFS) will reduce or increase our overall CSG funding accordingly. NFFS includes all sources such as appropriations, membership, underwriting, indirect support from NMSU, etc. For FY22 our NFFS support resulted in approximately \$161,000 of additional grant monies awarded to our organization to support our mission.

2022 Community Service Grant	\$757,038
2022 Universal Service Support Grant	\$34,202
2022 Interconnection Grant	\$13,912

In addition to the grant funding, KRWG TV also receives support from members and underwriters and private gifts such as estate gifts. As of 5/31/22, combined members, underwriters, and various gift support for FY22 is \$282,969. At the time this form is being prepared, we have approximately three weeks left in FY 22. We expect a slight increase in the remaining weeks.

9. Accomplishment/ Highlights (bullet form)

Aired 10,610 hours of educational children's programming

In response to the COVID-19 crisis, we provide air K-12 educational programming as a learning resource for students, teachers and families in our region.

9. Accomplishment/ Highlights (bullet form)

Aired 1,400+ hours of grades K-12 educational programming on our secondary channel for students learning from home

Produced and aired 174 hours of local, relevant public affairs, news, and health programming for viewers in our region

Produced and aired exhaustive local and national COVID-19 related programming

Won 9 New Mexico Broadcasters Excellence In Broadcasting awards, including Best Statewide Election Coverage

Medical Projects

10. How many graduates stay in practice in New Mexico

Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Educational Television
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

Through PBS and locally produced programs, we provide learning opportunities for all generations. Examples include early childhood offerings like Sesame Street, lifelong learning offerings like NOVA, and collaborative integration with NMSU degree programs like News22 and CMI. KRWG staff is also extremely active in collaborating with community groups in the arts and education to extend educational opportunities beyond television.

Our mission, "KRWG Public Media endeavors to facilitate New Mexico State University's outreach by providing public radio and television services to southern New Mexico and West Texas. We strive to educate and engage community development by providing relevant news, a forum for open discussion, a celebration of the arts while preserving and conveying human and natural history." closely aligns with NMSU's land grant mission of "serving the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education, and public service."

In response to the COVID-19 crisis, KRWG collaborated with Albuquerque Public Schools, KNME, and KENW to air K-5 educational programming statewide. KRWG also aired grades 6-12 educational programming for secondary-level students learning from home.

Combined, the three NM PBS stations are the only broadcasters in NM capable of reaching the entire state and willing to dedicate the resources to this important project.

Our facilities offer broad opportunities for the academic and university community. Students that utilize the KRWG facilities are able to leverage the "real-world experience" that they gained to move on to post-graduation employment. While the global pandemic changed how we operate, it didn't affect our commitment to serving the region, NMSU, and our students. One of our most important touchpoints with students is providing them the opportunity to produce a local news program that results in post-graduation employment. We recognized the importance of "News 22" and as soon as safety protocols allowed us to return to traditional production methods we did so to ensure we provided students with vital real-world experience. Students that worked at KRWG have moved on to work at KTSM, KVIA & KDBC in El Paso - KOAT & KOB in Albuquerque, even ESPN in Bristol, CT and more.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.**

KRWG is the PBS station for southwest NM. Our coverage is roughly the size of West Virginia, about 25,000 square miles. We broadcast from the campus of New Mexico State University. In addition to coverage in Las Cruces, we provide service to Deming, Truth or Consequences, Lordsburg, Alamogordo, Anthony, Hurley, Silver City, and all points in between. Our MISSION - We strive to educate and engage community development by providing relevant news, a forum for open discussion, a celebration of the arts while preserving and conveying human and natural history. Our VISION - We will utilize our professional skills and developing technologies to inspire and encourage people of all ages, background,s and locations to become thoughtful productive members of a far-reaching, vibrant, and dynamic society. Our VALUES - Our services will respect one's intelligence and encourage civil discourse in our daily presentation of programs that inform, educate and entertain.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	\$712,986	\$1,021,547	\$1,245,028	\$4,423,921	\$8,302,805
Federal G&C Expenditures	\$712,986	\$1,021,547	\$1,245,028	\$4,423,921	\$8,302,805
Private G&C Awards	\$10,000	\$14,000	\$0	\$239,680	\$252,680
Private G&C Expenditures	\$10,000	\$14,000	\$0	\$239,680	\$252,680

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input type="checkbox"/> 5. Elevate graduate education <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach
<input type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: EDTV1-KRWG
Contact Name: Adrian Velarde
Contact Email: avelarde@nmsu.edu

FY24 Request

\$1,299,200

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: Feature programming to represent our region's culture and opportunities.

RPSP Objective 1: Present two events and 50 segments concerning diversity, highlighted Fronteras, and other community collaborations.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of Events	3	2	3	4	2	2	2	4	3	4	Goal exceeded due to lifting of COVID restrictions
2	Number of Segments	55	58	67	40	55	50	40	55	55	25	Lowered FY 24 target to focus on longer segments
3	Local Production Hours	223	179	174	175	220	175	175	175	180	190	From SABS 7.1 Report - Decreases due to COVID (New FY23)

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: Support student success and provide "real-world" experiential learning opportunities

RPSP Objective 1: Track the number of student contact hours created by our programs as reported on student time sheets, tutorials and mentoring and classroom hours.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Student Contact Hours	15,629	14,235	13,981	15,000	6,000	7,000	5,000	10,000	10,000	17,000	Goal exceeded due to lifting of COVID restrictions

NMSU LEADS 2025 Goal: 4 - Build a Robust University System

RPSP Goal: Effectively manage current revenue stream and build new paths to additional revenue.

RPSP Objective 1: Conduct a minimum of 6 fundraising activities this year.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	# of Pledge Drives	4	5	5	5	4	4	4	4	4	5	Goal met
2	# of Coffee visits & Other outreach, Rotary, etc.	7	6	6	6	6	8	4	8	8	6	Goal exceeded

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 192,586.00	\$ (14,150.00)	\$ 178,436.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 1,174,200.00	\$ 125,000.00	\$ 1,299,200.00	
Local		\$ -		
Total Appropriations	\$ 1,174,200.00	\$ 125,000.00	\$ 1,299,200.00	
Grants and Contracts				
Federal		\$ -		
State		\$ -		
Local		\$ -		
Total Grants and Contracts	\$ -	\$ -	\$ -	
Private Gifts, Grants and Contracts	\$ 1,000,000.00	\$ 105,152.00	\$ 1,105,152.00	
Land & Permanent Fund or Local Property Taxes		\$ -		
Tuition and Fees		\$ -		
Endowment		\$ -		
Sales and Services	\$ 7,000.00	\$ -	\$ 7,000.00	
Other Sources - Detail in Comments	\$ 8,000.00	\$ -	\$ 8,000.00	
Total Revenues	\$ 2,189,200.00	\$ 230,152.00	\$ 2,419,352.00	
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				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries		0.00	0.00	
Professional Salaries	7.95	2.50	10.45	
Other Staff Salaries	6.74	0.47	7.21	
Student Salaries (GA/TA)	2.04	(0.48)	1.56	
Other Salaries	0.03	0.00	0.03	
Total All Salaries	16.76	2.49	19.25	
Fringe Benefits				
Travel				
Utilities				
Institutional Support Charges				
Plant Operation and Maintenance Charges				
Supplies and Expenses				
Equipment				
Other Expenditures				
Total Expenditures	16.76	2.49	19.25	
Ending Fund Balance	\$ 178,436.00	\$ (154,229.00)	\$ 24,207.00	



Nurse Expansion

2023

FY23 Actual: \$ 946,200
 FY24 Request: \$1,981,200
 \$ Change: \$1,035,000

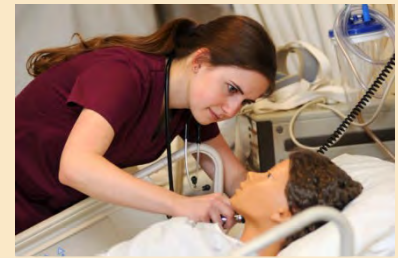
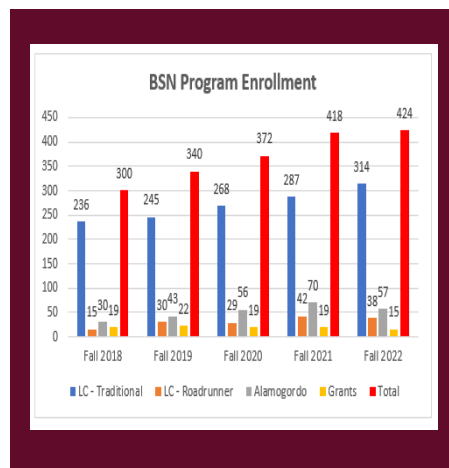
Overview

The **NMSU Nurse Expansion** initiative has increased the number of nursing graduates with a Bachelor of Science in Nursing (BSN) for clinical agencies in Southern New Mexico. This initiative supports the State of New Mexico’s nursing workforce needs, but also addresses the nationwide and regional nursing shortages identified in the American Journal of Medical Quality. Nurse Expansion funding supports the hiring of qualified nursing faculty, implementation and evaluation of the nursing curriculum, clinical simulation learning and access to educational tools to support student success.

Increasing Access to Nursing Education in Rural NM Communities

The NMSU School of Nursing has satellite BSN programs at Alamogordo and Grants, NM. The NMSU-Alamogordo program accepts 24 new BSN students each year and the NMSU-Grants program accepts 8 new BSN students each year. Students attend classes through distance education classrooms and complete their clinical training at local hospitals and community health agencies. The School of Nursing hires full time nursing faculty and support staff at both sites and collaborates with

community college advising to maintain the pipeline of qualified applicants for these programs. The community college campuses donate classroom and laboratory spaces, as well as resources and support for students and faculty.



Graduating Registered Nurses for New Mexico

- During the RPSF funding period (2005-2022), the School of Nursing has graduated over 2,250 nurses
- 424 students enrolled in the BSN program in Fall 2022
- BSN program retention rates are currently 88%
- 75% of those graduating from NMSU obtain their original RN license to practice nursing in New Mexico
- 74% of BSN students were from minority and under-represented backgrounds
- 43% of students are from rural counties in New Mexico
- Admission preference to the NMSU BSN program is given to NM residents

Additional Funding to Support Enrollment and Student Success

NMSU's FY24 RPSP Nurse Expansion funding request combines the \$946,200 requested in FY23 with an additional \$1,035,000 for a total of \$1,981,200. The increase in funding for FY24 is a direct result of the recurring budget items submitted to the Higher Education Department as part of the FY23 Nurse Expansion Request for Applications. The FY24 RPSP funding request will be used to support additional faculty, staff, tutors, and a new student success program called SON Cares. In addition, the funding will support several systems that will be used to manage our student population to assist with identification of those at-risk for not graduation or passing the NCLEX-RN exam, and systems to enhance our simulation/clinical activities for our nursing students.

Salaries in the request include:

- Three new nursing faculty (two in Las Cruces and one in Alamogordo) to reduce the number of faculty in overload status (teaching >12 credits).
- One new clinical coordinator to expand clinical sites options beyond urban area hospitals (i.e., nursing homes, rehab centers, clinics, birthing centers, etc.).
- A new Director of Simulation Education, a position strongly recommended by the NM Board of Nursing, responsible for standardizing NMSU's simulation policies, procedures, and clinical training scenarios across the BSN curriculum.
- A new Lab Coordinator to support our remodeled Nursing Skills and Simulation Center (est. completion date Fall 2024).
- Two new staff positions for our SON Cares Program (an academic advisor who will focus on recruitment, outreach and pre-nursing student advising and a SON Cares Program Coordinator to address the academic challenges and other social determinants that affect a student's ability to learn).
- Ten nursing faculty to teach 1 credit per semester to Expand our Pre-Nursing Freshman Seminar.
- Sixteen BSN tutors to provide academic support for students that are at-risk for not graduating.
- Market-based salary adjustments to support full-time BSN faculty.



Other funding will include:

- Professional development for faculty and staff in nursing and simulation education.
- Recruitment and marketing for our second-degree Road Runner program.
- Annual fees for the Nurse Skills & Simulation Center's enterprise management software called SimulationIQ and a virtual reality simulation program to enhance clinical training for our nursing students.
- Additional modules within ProjectConcert, our department's student management system, that will improve advising services, student tracking, clinical placement, and accreditation processes.
- Standardized testing fees for Health Education Systems Inc, (HESI), which is designed to provide nursing students with NCLEX-style test taking experiences throughout the program, identify students that require remediation, and to provide the faculty with feedback about the curriculum at each Level



SON Cares Program

The School of Nursing is initiating a comprehensive student success program called "SON Cares". This program will provide a three-prong approach to support pre-nursing and nursing students from all backgrounds, with a special focus on first generation college students and under-represented minorities in the nursing workforce.

1. Target pre-nursing students through a variety of outreach activities/events that promote a sense of community across this large cohort of students.
2. Establish a SON Care Center to address academic and non-academic needs. The students' connection to the center will start with a 50-question risk assessment survey that every nursing student takes upon entry into the program. Students will meet with a staff member from the Center to discuss issues ranging from food insecurity to English as a second language. Each student will then have an individual plan for success mapped out for them based on the results of the survey.
3. Target graduating nursing students who are preparing for the NCLEX-RN licensure exam through intensive exam preparation and mentorship. Students will receive a free six-month subscription to UWorld, a NCLEX prep course. Formal NCLEX preparation/coaching will occur in Level 4 & 5 classes and will emphasize successful studying techniques, test taking skills, and mindfulness for reduction of test anxiety. Students will also have the option to attend NCLEX preparation mentoring sessions that will be provided through the SON Cares Center. Students and graduates will have access to the Cares Center for any help they need to facilitate passing the NCLEX on their first attempt

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Nurse Expansion - NMSU

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$1,981,200

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$946,200

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	18
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2. Project Description / Executive Summary:

RPSP funding supports initiatives to meet a critical state-wide demand for baccalaureate-prepared nurses. The NMSU School of Nursing provides New Mexico hospitals and clinical agencies with highly trained new nursing graduates. With 75% of NMSU Bachelor of Science in Nursing (BSN) graduates staying in New Mexico in 2021, the NMSU BSN program is a critical part of the solution to the state’s critical nursing workforce needs. Graduating qualified nurses during a pandemic is especially important, as nurses are the vital link between the patient and the rest of the health care team. The NMSU Bachelor of Science in Nursing (BSN) program collaborates with its higher education partners across the state to deliver a common curriculum that allows nursing students to easily move from community college to university level courses. At NMSU the BSN degree consists of 3 semesters of nursing pre-requisite coursework, followed by 5 semesters of nursing courses with 780 hours of clinical training. In addition to the Las Cruces campus, NMSU delivers the BSN program to students at the NMSU-Alamogordo and NMSU-Grants campuses, meeting critical workforce needs in those communities.

2. Project Description / Executive Summary:

In addition to growing enrollment by 35% over the past three year, the NMSU School of Nursing is planning for future enrollment growth after its Nursing Skills & Simulation Center expansion and renovation is complete. BSN program enrollment is limited by 1) the number of qualified faculty, and 2) laboratory space available for clinical skills instruction and training. Nurse Expansion funds currently support nursing faculty salaries and professional development, professional staff salaries, student support services, as well as equipment and software to improve the quality and efficiency of delivering nursing education. The School of Nursing is requesting continued funding to 1) support enrollment growth (faculty and professional staff salaries), 2) support a nursing student success program to increase BSN student retention, graduation, and licensing exam pass rates, and 3) support a student management and simulation-related systems and that will promote efficient operations of the School of Nursing and support the expansion of our newly remodeled Skills and Simulation Center (expected date of completion December 2024).

3. Budget Narrative (Overview only – Relates to separate Budget Form)

NMSU's FY24 RPSP Nurse Expansion funding request combines the \$946,200 requested in FY23, plus an additional 1,035,000 for a total of \$1,981,200. The increase in funding for FY24 is a direct result of the recurring budget items submitted to the Higher Education Department (HED) as part of the FY23 Request for Applications (RFA). The funding for the RFA, pursuant to Laws 2022, Chapter 54 of the 55th Legislative Session, General Appropriations Act – HB2 Section 5, only allowed nursing schools to request funding for expenditures and activities in FY23.

FY24 funding will be used for:

- Faculty and professional staff salaries to support enrollment growth, clinical coordination, simulation education, and our new student success program called SON Cares;
- Market-based salary adjustments for full-time BSN Faculty;
- Sixteen (16) undergraduate nursing tutors for the BSN didactic courses;
- Ten nursing faculty to teach the Pre-Nursing Freshman Seminars that serve as the foundation for nursing student success;
- Professional development for faculty and staff in nursing and simulation education;
- Recruitment and marketing for our second-degree Road Runner program;
- Annual licensing fees for the Nurse Skills & Simulation Center's enterprise management software (SimulationIQ) and a virtual reality simulation program to enhance clinical training for our nursing students;
- Additional modules in ProjectConcert, the School of Nursing's student management system that will improve advising services, student tracking, clinical placement, clinical site monitoring, and accreditation processes;
- Standardized testing fees for Health Education Systems Inc, (HESI), which is designed to provide nursing students with NCLEX-style test taking experiences throughout the program, identify students that require remediation, and to provide the faculty with feedback about the curriculum at each Level.
- Miscellaneous expenses for the BSN program operations

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

Our mission at the School of Nursing is to promote health and improve the quality of life of the people of New Mexico through nursing education, research, practice, and public service, recognizing the state's multicultural heritage and dynamic border environment. A BSN degree from NMSU provides great opportunity for social mobility due to our near-100% graduate employment rates and the high earning potential of nurses (average New Mexico RN salary in 2021 was \$77,590/year).

The School of Nursing BSN program serves a diverse student body:

- 74% are from under-represented racial and ethnic minority populations
- 70% were designated as having 'financial need' (a federal financial aid designation that is reported through the Office of Financial Aid).
- 51% qualified for Pell Grants—The Federal Pell Grant is usually awarded to undergraduates who have a high degree of unmet financial need. Students whose families have a total income of up to \$50,000 may be eligible for the need-based funding, though most Pell grant money goes to students with a total family income below \$20,000/year.
- Approximately 68% work part time or full time while going to nursing school
- In Academic Year 2021-22, 87% of BSN students were from New Mexico and approximately 43% of those students are from rural counties.

The goal of this RPSP request is to continue efforts to increase the pipeline of baccalaureate-prepared RNs for the state of New Mexico. One key element of this program has been the implementation of the statewide New Mexico Nursing Education Consortium (NMNEC) BSN curriculum. NMSU nursing faculty participate in monthly NMNEC leadership and education committee meetings, attend then semi-annual educator conferences, and work with faculty from NMNEC schools on collaborative research/scholarship. In addition to being founding members and active leaders in NMNEC, the NMSU School of Nursing regularly collaborates with the nursing programs at Dona Ana Community College and Western New Mexico University.

A second critical component of NMSU's Nurse Expansion efforts are its BSN programs that are housed at two rural community college campuses – NMSU-Alamogordo and NMSU-Grants. Students at these campuses are taught by NMSU School of Nursing faculty, attend didactic courses with main campus students, and complete clinical rotations in their local hospitals and community health centers.

The Nurse Expansion program at NMSU supports the State's workforce needs and helps address the predicted US and regional nursing shortage as outlined in the U.S. Registered Nurse Workforce Report Card and Shortage Forecast: A Revisit published in the May/June 2018 issue of the American Journal of Medical Quality. The article states that "a shortage of registered nurses is projected to spread across the country between 2016 and 2030. In their state-by-state analysis, the authors forecast the RN shortage to be most intense in the South and the West." Meanwhile, the American Association of Colleges of Nursing 2021 Employment of New Nurse Graduates report states that 77% of employers state a preference to hire nurses with the BSN degree due to research demonstrating improved patient outcomes when a higher percentage of BSN-prepared nurses are employed.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Nurse Expansion Objectives for FY24

- Increase BSN program enrollment in a sustainable manner, while maintaining required faculty/student ratios
- Increasing graduation and NCLEX-RN exam pass rates through enhanced student preparation and mentoring.
- Identify additional innovative and high-quality clinical training experiences for BSN students.
- Offer a 1-credit pre-nursing Freshman seminar to orient all incoming pre-nursing students to the university, BSN major, and nursing profession (~300 students per year = 10 course sections).
- Provide faculty with professional development in advances in teaching and learning, the new national guidelines in BSN education (The Essentials: Core Competencies for Professional Nursing Education, AACN, 2021) and the new NextGen NCLEX-RN exam.
- Support faculty in obtaining the Certified Nurse Educator certification from the National League for Nursing.
- Enhance advising and student support mechanisms for all BSN and pre-nursing students.
- Strengthen partnerships with campus programs that support pre-nursing students from diverse and disadvantaged backgrounds such as the College Assistant Migrant Program (CAMP).
- Support a nursing student success program, SON Cares, to increase BSN student retention, graduation, licensing exam pass rates, and provide career guidance.
- Support the operations of the newly remodeled Nursing Skills and Simulation Center (expected date of completion Fall 2024), with additional staff, systems, and innovative simulation programs that enhance clinical training for BSN students.
- Seek additional program funding through federal agencies such as the Health Research and Services Administration (HRSA).

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Major Accomplishments (Academic Year 2021-22)

- Maintained BSN program enrollment in AY 21-22 (154 in Las Cruces, 22 in Alamogordo, and 8 in Grants admitted to the BSN program).
- Graduated 152 BSN students across three campuses in AY 21-22.
- Selected an architectural firm to assist with the re-design of the School of Nursing's Skills and Simulation Center. The design phase is underway; with an expected construction start date of 07/2023 and construction completion date of 12/2024.
- Improved outreach and advising offered to pre-nursing students at all three campuses.
- Implemented a standardized patient pilot program (i.e., using patient actors) with our Level 1 and Level 2 students to better prepare them for their nursing clinical and community rotations.
- Developed additional partnerships with local and regional healthcare organizations to increase the number of clinical training sites used by the BSN program.
- Revised our BSN graduate NCLEX testing plan to address NCLEX pass rates including more NCLEX style questions in quizzes and exams in all levels, added NCLEX prep work to Level 5 students' Concept

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Synthesis course, purchased a 3-month UWorld subscription for all graduates, and offering mentoring sessions post-graduation to students who want additional NCLEX testing support and strategies.

- Maintained high student satisfaction with the BSN program as evidenced by course evaluations, exit/alumni surveys, and clinical site surveys.

Challenges/Obstacles:

- Faculty shortages continue to require that existing faculty assume overload teaching which could lead to burn out.
- Coordinating the advising and tracking of over 600 pre-nursing students with the NMSU Center for Academic Advising and Student Success.
- Maintaining a coordinated effort to support student success (both retention and NCLEX pass rates post-graduation) considering the number of faculty and existing workload requirements.
- Addressing gaps from our New Mexico Board of Nursing BSN program visit in the areas of limited lab space, equipment; improvements in our simulation program; and the use of standardized testing and student remediation for program improvements and NCLEX preparation.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

The Nurse Expansion program at NMSU addresses Governor Lujan Grisham’s workforce priority to increase the number of registered nurses available to fill New Mexico’s critical vacancies. Since its inception in 2005, the Nurse Expansion program at NMSU has graduated over 2250 nurses. Currently, the program graduates approximately 150 new nurses each year. Over the past three years, between 75-80% of NMSU BSN graduates have sought initial licensing as an RN in New Mexico.

The School of Nursing is a founding member and active leader in the New Mexico Nursing Education Consortium (NMNEC) partnership, which has established a common nursing curriculum across the state so that colleges and universities can educate nurses at the BSN level. This initiative also allows colleges throughout the state to offer bachelor's degrees in nursing in their own communities - keeping more aspiring nurses in rural areas and ending the requirement that they move to an urban area to attain their higher education.

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

The College of Health, Education & Social Transformation obtained a \$400,000 donation from Blue Cross and Blue Shield of New Mexico in 2020 for nursing student scholarships and a 3-year Professor of Practice position for a nursing faculty. The goal of this professorship is to increase the number of BSN graduates in the region and state.

In FY22, the School of Nursing successfully concluded two mental health focused training grants (\$1.35 million HRSA grant and \$200,000 SAMHSA grant) geared towards improving the education and training for Nurse Practitioners in the prevention, identification, and treatment of opioid and other substance use disorders. Funds from these awards were not available to assist with the BSN enrollment growth and

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

program support outlined in this expansion request but did support faculty development in the areas of substance use disorders and telehealth/ telemedicine.

In April 2022, the School of Nursing submitted two NMSU Campus suicide prevention grant applications (one to HRSA which is under review and one to the NM HED which was funded). This funding will be used to increase awareness of suicide prevention resources and increase access to mental health care services on campus. However, these funds will not be available to support BSN enrollment or program activities.

9. Accomplishment/ Highlights (bullet form)

- NMSU continues to expand enrollment in the BSN program, while maintaining excellence in nursing education.
- NMSU provides a critical pipeline to a career in nursing for students from diverse and disadvantaged backgrounds.
- NMSU is a leader in nursing education in the state of New Mexico through the New Mexico Nursing Education Consortium.
- NMSU supports Governor Lujan Grisham and Workforce Solution’s efforts to address the nursing workforce shortage in New Mexico and expand the pipeline to healthcare careers that offer extraordinary opportunity for social and economic mobility to citizens of New Mexico.
- NMSU selected an architectural firm to assist with the re-design of the School of Nursing’s Skills and Simulation Center with an expected date of completion in Fall 2024 to support future expansion in enrollment for the School of Nursing.
- NMSU’s School of Nursing implemented a standardized patient pilot program with our Level One and Two students to better prepare them for their nursing clinical and community rotations outside the Skills and Simulation Center setting.
- NMSU’s School of Nursing maintains a high student satisfaction with the BSN program as evidenced by course evaluations, exit/alumni surveys, and clinical site surveys.

Medical Projects	
10. How many graduates stay in practice in New Mexico	75%

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	Nurse Expansion - NMSU
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
<p>By addressing three out of the four university strategic goals, the Nurse Expansion program is well aligned with NMSU's mission.</p> <p>This program addresses the NMSU LEADS 2025 Strategic Goal 1: Enhance Student Success and Social Mobility. A BSN degree from NMSU provides great opportunity for a career pathway and social mobility due to our strong graduation rates, near-100% employment rates, and the high earning potential of nurses (average New Mexico RN salary in 2021 was \$77,590/year). Through our efforts across three campuses (Alamogordo, Grants, and Las Cruces), NMSU is a leader in addressing New Mexico's nursing shortage, which according to the NM Nurse Association in a news story aired January 27, 2022, included over 6,200 nurse vacancies across the state. The BSN program has an accelerated pathway for individuals who have a degree in another field, allowing them to graduate with the BSN degree in 1.5 years. The BSN program has a diverse student body (approximately 74% from under-represented racial and ethnic minority populations, 50% first generation college students, 43% from rural counties in New Mexico) and a curriculum that emphasizes health disparities and social justice, the BSN program fosters diversity and inclusion.</p> <p>This program addresses the NMSU LEADS 2025 Goal 3: The School of Nursing continues to target outreach initiatives to high schools across the state and is building a partnership with the statewide NMSU 4-H programs for the purpose of community education on health topics and recruitment. The School of Nursing has a long history of working with campus ROTC and other military programs to facilitate a pathway to a career in military nursing. Faculty and students in the BSN program support the efforts of the NM Department of health by participating in vaccination events and other community-based health programs.</p> <p>This program addresses the NMSU LEADS 2025 Strategic Goal 4: Building a Robust University System by attracting a diverse array of students, with approximately 74% of the student body reporting being from minority and under-represented backgrounds. The BSN program also has several initiatives that provide enhanced support for first generation college students. These include a Living Learning Communities with a pre-nursing Freshman seminar and a partnership with the College Assistance Migrant Program (CAMP) and other campus programs. In FY23, the BSN program initiated a BSN student success program called SON Cares that supports student preparation for the RN licensing exam (NCLEX-RN) that BSN graduates must pass to gain employment as a nurse. Cultivating faculty and staff excellence, also part of Goal 4, is essential for maintaining our graduation and licensing exam pass rates, which in turn contributes additional nurses to reduce the nursing workforce shortage in New Mexico. This program funding supports faculty and staff development in teaching, advising, curriculum/program evaluation, NCLEX-RN exam preparation, leadership, and teaching-based research/scholarship. Students are directly impacted when faculty and staff professional development leads to improved teaching/learning, better program support, and improved preparation for the NCLEX-RN exam.</p>

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

Our mission at the School of Nursing is to promote health and improve the quality of life of the people of New Mexico through nursing education, research, practice and public service, recognizing the state’s multicultural heritage and dynamic border environment. RPSP funding supports initiatives to meet a critical state-wide demand for baccalaureate–prepared RNs. The NMSU School of Nursing provides New Mexico hospitals and other clinical agencies with a pipeline of new nursing graduates. A BSN degree from NMSU provides great opportunity for social mobility due to our near-100% graduate employment rates and the high earning potential of nurses (average New Mexico RN salary in 2021 was \$77,590/year). Graduating nurses during a pandemic is especially important, as nurses are a vital link between the patient and the rest of the health care team. The NMSU nursing program collaborates with its higher education partners across the state to deliver a common curriculum that allows nursing students to easily move from community college to university level courses. In New Mexico, the Bachelor of Science in Nursing (BSN) consists of 3 semesters of nursing pre-requisite coursework, followed by 5 semesters of nursing courses with 780 hours of clinical training. In addition to the Las Cruces campus, NMSU delivers the BSN program to students at the NMSU-Alamogordo and NMSU-Grants campuses. Having students from the Grants and Alamogordo communities complete their nursing education in their rural hometown increases the likelihood that they will remain in the region upon graduation.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<p><input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment</p> <p><input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment</p> <p><input checked="" type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences</p> <p><input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement</p> <p><input type="checkbox"/> 5. Elevate graduate education</p> <p><input checked="" type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach</p>
<p><input type="checkbox"/></p> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<p><input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education</p> <p><input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity</p> <p><input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges</p> <p><input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<p><input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development</p> <p><input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility</p> <p><input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education</p> <p><input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement</p> <p><input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<p><input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff</p> <p><input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate</p> <p><input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization</p>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Nurse Expansion
Contact Name: Alexa Doig, PhD, RN
Contact Email: adoig@nmsu.edu

FY24 Request

\$1,981,200

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: To enhance student success and social mobility through a baccalaureate nursing education

RPSP Objective 1: NMSU Nursing majors will be successful at NMSU		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	First fall to second fall retention rate of nursing majors	93%	94%	95%	88%	90%	90%	90%	90%	90%	90%	
2	Graduation rate of nursing majors	88%	92%	90%	88%	90%	90%	90%	90%	90%	90%	National accreditation benchmark = 70%.
3	NCLEX pass rate	80%	76.3%	80%	73%	90%	90%	90%	90%	90%	80%	National accreditation benchmark = 80%

RPSP Objective 2: Support minority and other underrepresented student populations in the Nursing program.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Percent of BSN enrollment of students from minority and under-represented backgrounds	68%	71%	65%	74%	60%	60%	60%	60%	60%	70%	

RPSP Objective 3: SON Cares Program supports student success		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Percent of BSN enrollment of students from minority and under-represented backgrounds	NA	NA	NA	NA	NA	NA	NA	NA	NA	80%	Contingent upon approved funding in FY24
2	Percent of students that receive at least one support service as identified on their individualized SON Cares plan.	NA	NA	NA	NA	NA	NA	NA	NA	NA	70%	Contingent upon approved funding in FY24

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Nurse Expansion
Contact Name: Alexa Doig, PhD, RN
Contact Email: adoig@nmsu.edu

FY24 Request

\$1,981,200

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: To increase the pipeline of baccalaureate-prepared nurses for the state of New Mexico

RPSP Objective 1: Encourage BSN graduates to practice in New Mexico.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Percent of BSN graduates who practice in New Mexico	68%	81%	75%	75%	75%	70%	70%	70%	70%	75%	The SON is enhancing caree guidance and promotion on New Mexico employers.
2	Number of affiliation agreements for clinical agencies that host BSN students	NA	NA	NA	NA	NA	NA	NA	NA	NA	70%	Currently have 24 approved clinical sites.

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: Nurse Expansion - NMSU Total: **\$ 1,981,200.00**

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 105,211.25	\$ 100,000.00	\$ 205,211.25	
Appropriations				
Federal		\$ -	\$ -	
State plus Tobacco Settlement Fund	\$ 946,200.00	\$ 1,035,000.00	\$ 1,981,200.00	SB1 100K included in FY23. Total recurring base should be \$946,200.
Local		\$ -		
Total Appropriations	\$ 946,200.00	\$ 1,035,000.00	\$ 1,981,200.00	
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	\$ 946,200.00	\$ 1,035,000.00	\$ 1,981,200.00	
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				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries		13.24	\$ 1,146,845.25	
Professional Salaries		4.12	\$ 258,949.96	
Other Staff Salaries		2.97	\$ 101,531.42	
Student Salaries (GA/TA)		1.49	\$ 60,000.00	
Other Salaries		0.00	\$ -	
Total All Salaries	0.00	\$ -	21.82	\$ 1,567,326.63
Fringe Benefits			\$ 406,442.00	\$ 406,442.00
Travel			\$ 1,997.62	\$ 1,997.62
Utilities			\$ -	
Institutional Support Charges			\$ -	
Plant Operation and Maintenance Charges			\$ -	
Supplies and Expenses			\$ (846,200.00)	
Equipment			\$ -	
Other Expenditures			\$ 210,645.00	\$ 210,645.00
Total Expenditures	0.00	\$ 846,200.00	21.82	\$ 1,340,211.25
Ending Fund Balance		\$ 205,211.25	\$ (205,211.25)	\$ -

College Assistance Migrant Program (CAMP)

BE BOLD. Shape the Future.

College Assistance Migrant Program (CAMP)

FY 23 Actual:	\$297,900
FY 24 Request:	\$297,900
Change:	\$0

NMSU CAMP Mission

To serve the postsecondary educational needs of eligible farmworkers, dairy workers, and ranch workers across New Mexico by recruiting and retaining them until their graduation at NMSU.



Sheyla Gutierrez and Daniel Grajeda
Spring 2022 Graduates

Successful Practices

CAMP provides farmworker students with individualized educational planning, academic advising, and financial assistance. It also provides book stipends, tutoring, mentoring, leadership conferences and multiple STEM workshops throughout their first year.

After their freshman year, students apply for limited book stipends and financial assistance for internships and other career related opportunities. CAMP helps students with resume writing, mock job interviews, job portfolio development, and career readiness.

All CAMP students have access to a CAMP computer lab, a study area, laptops and graphing calculators.



Daniela Devora, Lisandro Galvan, Abigail Diaz
Spring 2022 NMSU CAMP Graduates

NMSU CAMP's Impact in New Mexico

- **Nearly 70% success rate** includes graduates and students enrolled in SP 2022
- **Approximately 70% of CAMP graduates are professionals in New Mexico** contributing to the State's workforce engine.
- NMSU CAMP fulfills NMSU's land-grant mission of serving **traditionally underserved populations across New Mexico**.
- NMSU CAMP outreach and recruitment occur **across New Mexico, reaching 200-300* prospective students** to determine eligibility. We visit families in rural communities, at college fairs, farms, dairies and ranches. We also work with NMSU Cooperative Extension.
- NMSU CAMP students are mostly **Hispanic, first-generation college students**, and Pell grant recipients.
- In 2022, NMSU CAMP has been awarded a five-year grant from the U.S. Department of Education, Office of Migrant Education for **\$2,375,000** until 2027 .
- State funds are imperative in **leveraging the over \$10 million awarded** in federal funding from 2002-2027.

CAMP Focus on STEM-H

Since 2012, CAMP freshmen have been exposed to STEM programs at NMSU, in efforts to generate academic interest in the following:

- Alliance for Minority Participation (AMP)
- Maximizing Access to Research Careers (MARC)
- Science Engineering Mathematics and Aerospace Academy (SEMAA)
- Medicinal Plants Research Internship Program (MPRI). Each summer, six to eight CAMP students participate in this research internship (as funds are available)
- NMSU Civil Engineering Bridge Inspection Program (BIP). One to three CAMP students participate in this internship each summer (as funds are available)



NMSU CAMP peer mentors help retain students at NMSU

NMSU CAMP has a successful peer-mentoring program: COMPAS (Cultivating Opportunities through Mentoring and Promoting Academic Success). First-year students are paired with CAMP upper-class students throughout their first year of college. COMPAS help freshmen with intensive advising, peer mentoring, tutoring, and overall peer guidance. This program works as a retention tool for both freshmen and upperclassmen.

Recruiting, retaining, and graduating farmworker students since 2002: CAMP Quick Facts (as of May 2022)

- Recruited: 563 students have participated in NMSU CAMP, including 97 sets of siblings.
- Retained: 125 students are currently enrolled as undergraduates, 7 are working on a master's degree, 1 on an Ed.D., 2 on a Ph.D.
- Graduated: 252 students have graduated with a bachelor's degree, 42 with a master's degree, 2 with a Ph.D., 1 with a M.D., 2 with a J.D., 1 with an Ed.D., and 54 have completed an associate's degree.
- NMSU CAMP success rate for graduates and currently enrolled students is nearly 70%. Freshmen retention rate for the academic year 2021-2022 was 91%, above our national goal.
- 30 freshmen from across New Mexico will begin their 2022-2023 academic year this Fall 2022.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	College Assistance Migrant Program

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$297,900

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$297,900

Type of Project (X for Type)			
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	16
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2. Project Description / Executive Summary:

NMSU CAMP specifically serves the educational needs of eligible U.S. citizen and permanent resident farming, dairy and ranch workers from across New Mexico. NMSU CAMP recruits, retains and works to graduate economically disadvantaged students and provides them with professional preparedness training and student leadership opportunities. CAMP students are underrepresented, first generation college students (mainly Hispanic and Pell Grant recipients [99%]). Students major across all disciplines and majors at NMSU, and freshmen are specifically exposed to several NMSU STEM based programs to generate scientific interest and STEM majors. At CAMP, students receive outreach, mentoring, stipends, leadership orientations, preparedness courses, research experiences, and job readiness and internship opportunities when funding is possible.

State funding will help retain students with hands-on STEM experiences and research-related activities including professional and job preparedness and leadership opportunities. State funding also supports efforts to leverage federal funds for programming (over \$10 million since 2002), which increases graduation rates, post-graduate studies, internships, and contributes to the professional workforce in New Mexico including graduates paying it forward as professionals (i.e. as keynotes, monthly speakers, professional mentors, advisory board members, etc.).

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Funds are necessary to accomplish program goals, objectives, and retention initiatives for students until their graduation/degree completion. Support services and financial support (book stipends and scholarships) will be awarded to upperclass students as funds are available. Research and internship programs within New Mexico will help students with job preparedness and career readiness. State funds have consistently strengthened our federal funding, and overall retention of students. This summer 2022, NMSU CAMP received federal funding for an additional five years (2022-2027) in the amount of \$2.375 million from the U.S. Department of Education. This is due in part to the RPSP state funding (federal dollars are only for freshmen; RPSP funding functions to retain students through their graduation). RPSP funding continues to be critical for leveraging federal funds to NMSU.

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

NMSU CAMP's mission is to serve the educational needs of eligible farm workers, dairy workers and ranch workers from across New Mexico by recruiting, retaining and graduating them from NMSU.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

All project objectives address Academics, Graduation and Diversity, as well as Workforce Development activities. Program objectives will function to recruit, retain, and support continuing students beyond the freshmen year, and will work to increase and/or maintain a freshmen cohort of 30 incoming students through outreach and other related activities conducted until their graduation.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

- CAMP has generated over \$10 million in federal dollars for NMSU through the U.S. Department of Education for freshmen retention purposes. RPSP funding has made it possible to leverage federal dollars.
- CAMP serves first generation, mainly Pell Grant recipient students (99%) ranging from first generation to fourth generation New Mexicans working on small farms to large-scale dairy, ranching, and agricultural operations across New Mexico.
- Since 2002, 563 students have participated in the NMSU CAMP program including 97 sets of siblings.
- 38% of our CAMP students graduated from NMSU between 4-4.5 year; 3% in 3-3.5 years; 35% in 5-5.5 years; and 24% in 6+ years.
- As of Spring 2022, 73% of CAMP students were enrolled at NMSU and/or have graduated since 2002.
- As of May 2022, 54 students have an Associates; 252 have a Bachelors; 42 have Masters degrees.
- 7 students are currently pursuing Masters degrees at NMSU and 2 are completing dissertations in engineering at NMSU after participating in a Masters Accelerated Program; 1 student is completing her doctorate in education degree through an on-line program (but she has her own business in NM).
- Our first medical doctor works at UNM Hospital; two students completed a PhD from NMSU and work in academic settings (out-of-state). One graduate is an Education Specialist (Bilingual Counseling and Psychology) working in New Mexico. We now have two Juris Doctorate recipients, both graduates of UNM Law school--one opened his private practice in Las Cruces and the other just graduated and is returning to southern NM/EI Paso region to work at a non-profit.
- The Civil Engineering Department's Summer Bridge Inspection Program (BIP) internship/CAMP partnership served 1 CAMP student in FY21. In FY22, there were no CAMP engineering students who completed the pre-requisite courses required to participate in BIP. This 6-week program includes 2 weeks of coursework and 4 weeks of field work across NM. In FY23, at least 2 students will be eligible to apply to BIP.
- The Medicinal Plants Summer Research Internship Program, which served 8 CAMPers who conducted research in a NMSU research lab, presented their work successfully during FY21. In FY22, the faculty member we partnered with retired; her replacement was on medical leave. We are planning next summer's

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

research experience with the new faculty member to guide a minimum of 8 CAMPers in this research experience.

- 83 book stipends were awarded and 23 students received CAMP financial assistance to decrease their student account balance. The additional Junior Bill funding not only allowed us to pay and place CAMP interns in the community, but also allowed us to provide scholarships to 41 students. These students were able to pay the majority of their student account balance, cancel student loans, and cover emergency expenses that arose this FY22. With this support, we were also able to award tuition scholarships to two students who, after 10 years, have returned to complete their bachelors, one of which completed his bachelor's degree in December and is now a full-time teacher with Deming Public Schools.
- 10 students were also part of the CAMP Internship Program throughout the FY22. They were placed with a variety of partners across the Las Cruces and university community.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

NMSU CAMP fosters the economic growth of professionals working in New Mexico by preparing a diverse and educated workforce that is competent and highly qualified. Students are prepared to work in a competitive workforce at the state, national, and international levels. The vast majority of our students are bilingual and bicultural which are additional traits needed for a changing demographic environment and majority-minority state. CAMP also works to increase the educational level and earning power of New Mexicans, and to increase extension and outreach services that stimulate economic, social, education and community development across New Mexico. These efforts also benefit hard to reach rural and farmworking communities. NMSU CAMP recruits students statewide to provide New Mexico residents with access to postsecondary education, and opportunities to become professionals in their desired fields, and ultimately to return to their local communities to work (CAMP students traditionally desire to return to their hometowns across New Mexico to work, or choose to stay in New Mexico to remain close to their families). They have also proven to give back to their communities through volunteerism; approximately 70% of NMSU CAMP graduates work throughout New Mexico in various careers such as teachers, scientists, engineers, criminal justice professionals, accountants, agricultural specialists, and nurses, while contributing to the state's economic developmental goals. We invite graduates to return to NMSU as speakers and professionals in their field to present to our students. *Student's Outcomes are noted below under "Accomplishments."

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

Since 2002, NMSU CAMP has received federal funds from the U.S. Department of Education through competitive grants. This month of June 2022, we secured \$2.375 million in federal funding until June 30, 2027 (there were 40 applicants and only 11 were funded including ours). We also have two endowed scholarships and one memorial scholarship fund through the NMSU Foundation in which at least 5 scholarships are awarded to CAMP students each academic year. In FY22, CAMP received over \$180,000 from the American Rescue Plan: Higher Education Emergency Relief Funding for student technology needs (all funding was spent).

9. Accomplishment/ Highlights (bullet form)

- In 2021-2022, we celebrated 20 years of serving farmworking students at NMSU beginning with an art installation titled "Mariposas Campesinas," where CAMP art major, Jesus del Rio created an outdoor installation of over 300 butterflies that were then delivered to farmworkers in the fields with messages of gratitude (local newspapers and NMSU's Panorama magazine wrote about this). This was followed by our sponsorship of the 2022 social justice symposium.

9. Accomplishment/ Highlights (bullet form)

- In 2022, for the second year in a row, CAMP virtually co-hosted the annual NMSU J. Paul Taylor Social Justice Symposium. The theme was “Cultivando el Futuro/Cultivating the Future: Celebrating CAMP’s 20th Anniversary.” All CAMP students, partners and the community at large were invited to attend the 2-day virtual event. The first-day was a panel of 6 NMSU CAMP Graduates from across the country who shared their story “From Campos to College to Career.” The second day was a keynote presentation by Dolores Huerta followed by a Q & A session. The CAMP Student Council and CAMP Ambassadors also promoted the Butterfly Project educating and engaging the community on the work and needs of farmworkers..
- Since 2002, 563 students have participated in the NMSU CAMP program, including 97 sets of siblings.
- 252 students have graduated with a Bachelors degree; 42 with a Masters degree; 2 with a PhD and 3 are currently working on their PhD/EdD; 2 with a JD; one former student is an MD. One CAMP graduate is an Education Specialist in Bilingual Counseling and Psychology working in Southern NM. We periodically have our graduates return to give workshops or public presentations to our current students and their families. Two former CAMP students, now a CPA/partner in an accounting firm and a social worker/advocate for NM migrant education, sit on our advisory council; another professional CAMPer will join our board in fall 2022.
- 54 students have completed an Associates degree.
- Average GPA of CAMP graduates (Bachelors) is 3.20.
- 83 book stipends were awarded and 23 students received CAMP financial assistance to decrease their student account balance. The additional Junior Bill funding not only allowed us to pay and place CAMP interns, but also allowed us to provide scholarships to 41 students. These students were able to pay the majority of their student account balance, cancel student loans, and cover emergency expenses that arose this FY22. With this support, we were able to award tuition scholarships to two students who, after 10 years, have returned to complete their bachelors. One of those students completed his bacherlos degree in December and is now a full-time teacher with Deming Public Schools.
- 10 students were part of the CAMP Internship Program throughout the FY22. They were placed with a variety of partners across the Las Cruces and university community with possible future employment.
- CAMP is the only year-long academic program focused on at-risk farmworker students at NMSU. We have a strong partnership with the State Migrant Education Programs (MEP) across NM that led to our first MEP days at NMSU in May 2022, where 8-12th grade MEP students from Gadsden and Las Cruces toured NMSU. We also work with farmworker advocate stakeholders like NMSU’s Cooperative Extension Services.
- A series of virtual events and in-person visits took place this year for students and community in an effort to recruit the 21st CAMP Cohort and to promote the program and access to services for farmworkers.
- In FY22 we were able to celebrate the Fall 21 and Spring 22 graduates in person alongside their families. We were also able to hold our first in person CAMP First Year Graduation.

Medical Projects

10. How many graduates stay in practice in New Mexico	N/A
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FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	College Assistance Migrant Program
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

NMSU CAMP serves first generation students with limited resources who struggle with access to college. We primarily recruit rural students statewide through our K-12 Migrant Education Program partners. We contribute to NMSU’s diversification, since 99% of our students are Pell Grant recipients, and 99% of our students are Latino and first generation. NMSU CAMP reflects service-learning, experiential learning and peer mentorship, engagement in campus community, and engagement in research. Our ASNMSU CAMP student organization also promotes a culture of belonging as a key vehicle to graduation. Also, our internship project has worked to pair CAMP students with community partner agencies (when funding is available) to prepare them for their careers. We also sponsor students to attend professional conferences, study abroad and other forms of engagement in service-learning or research. Through junior bill funding in FY22, we piloted the CAMP Internship Program providing paid internships for interested CAMP students. NMSU CAMP increases student learning, retention, and degree attainment by helping students succeed in their academic setting and their transition into professional careers. Our intensive academic advising, individualized education plans, and peer mentoring program provide academic support for student success. CAMP strengthens career pathways through job and career readiness through mandatory career fairs and presentations from NM Workforce Solutions during students’ final academic semester to seek employment opportunities, as students work with our advisors for job preparedness. Approximately, 70% of our graduates work throughout New Mexico. CAMP alumni assist us in hiring or notifying us of job openings for soon-to-graduate students (some alumni are professionally positioned to hire graduates, and to provide feedback on resumes and job interviews). We initiated a Tuesday Talks noon presentation by former graduates who speak to current students via zoom (an initiative during COVID). CAMP also elevates graduate education by promoting NMSU’s Masters Accelerated Program to our students (six are in MAP currently; one student is conducting research this summer, 5 are graduate assistants, and of these two are doctoral students. One doctoral student will defend his Ph.D. in Mechanical engineering this fall 2022. We also provide competitive book stipends and tuition assistance for graduate students. Our program aligns with the LEADS 2025 NMSU goals of: student success and social mobility; extension and outreach; and building a robust (and diverse university system). Our research team is also managing a comprehensive data set.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

New Mexico State University's College Assistance Migrant Program (NMSU CAMP) serves the postsecondary educational needs of eligible farmworkers, dairy workers, and ranch workers from across New Mexico. Our mission is to recruit, retain, and graduate farmworking students at NMSU. NMSU CAMP serves as an educational bridge for farmworker families’ social mobility and educational success, and fulfills NMSU's land-grant mission and LEADS 2025 goals of serving traditionally underserved populations. We have a split residential/commuter program designed to accommodate all eligible students. Our performance is guided by several outcomes-based goals: 1) To conduct outreach and recruitment to enroll 30 students annually; 2) To develop and maintain strong family engagement with student success and programming; 3) To provide services to support student academic success resulting in first-year completion; 4) To increase the number of students exposed to STEM fields (now adding a health component); 5) To improve students’ leadership skills and professional experiences; 6) To provide ongoing retention services to students after their first year by aiding them to access NMSU retention programs and providing ongoing academic, career and job placement support (when possible); 7) To promote and partner with community organizations in the delivery of services, and 8) To maintain data on each student cohort for tracking of academic and program success. Approximately 70% of CAMP graduates work across New Mexico fostering the state's economic engine (several others work professionally elsewhere).

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	424,979	424,969	424,987	2,124,960	4,238,462
Federal G&C Expenditures	451,269	409,531	428,625	2,088,392	4,207,026
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input checked="" type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input checked="" type="checkbox"/> 5. Elevate graduate education <input checked="" type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: College Assistance Migrant Program
Contact Name: Dr. Cynthia Bejarano
Contact Email: cbejaran@nmsu.edu

FY24 Request
\$297,900

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Recruit, retain, and support students from migrant farmworking backgrounds each academic year.

RPSP Objective 1: To support and retain freshmen from migrant/seasonal farmworking backgrounds for their first year		Measure Results				Measure Targets						Comments (<i>Briefly state your case</i>)
		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of incoming students in the freshmen cohort	30	33	30	30	30	31	30	30	30	30	In FY21, 30 new freshmen were served.
2	First fall to second fall retention of freshmen served	93%	97%	97%	93%	80%	80%	80%	80%	90%	90%	Of the 30 freshmen in FY 21, 29 enrolled in FA 22.
3	Number of freshmen assigned to the CAMP Living Learning Community in campus housing	18	20	8	22	30	30	15	20	15	20	Due to the COVID pandemic and the majority of courses being held online, the majority of CAMP students did not live on-campus in FY21.
4	Number of freshmen assessed for Math and English proficiency levels	30	33	30	30	30	30	30	30	30	30	CAMP students proficiency is assessed using application writing samples, NMSU math placement exams, and ACT/SAT scores.
5	Percent of freshmen receiving tutoring services	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	In FY21, CAMP students attended virtual study hour sessions. FY22 goal was met via virtual and/or in-person tutoring.
6	Number of family involvement partnership meetings (with students' families) conducted	4	4	4	4	4	4	4	4	4	4	In FY22 we were able to host virtual and in person family meetings.
7	Number of freshmen provided with summer STEM research experiences (Medicinal Plants Research Program and Engineering Bridge Inspection Internship)	8	1	9	0	6	6	10	6	6	10	FY 21 we had only 1 student who met course pre-reqs for Bridge Inspection program. FY22 no current CAMP students met pre-reqs. Med.Plants faculty no longer at university. FY23 we will have new partners overseeing research programs.
8	Number of freshmen exposed to university STEM partner programs throughout the academic year	30	33	30	30	30	30	30	30	30	30	The first-year freshmen were exposed to STEM partner programs throughout the academic year.
9	Number of community organizations contacted for recruitment and community engagement	14	14	20	28	10	10	10	10	10	10	Virtual sessions in FY21 allowed us to exceed our target. In FY21, a combination of in-person and virtual events took place.

**Research and Public Service Projects (RPS)
Performance Measures Longitudinal Report
2022-23 Report**

RPS Title: College Assistance Migrant Program
Contact Name: Dr. Cynthia Bejarano
Contact Email: cbejaran@nmsu.edu

FY24 Request

\$297,900

RPS Objective 2: To support and retain students beyond their freshmen year until graduation		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPS Measures:												
1	Percent of all CAMP alumni students who continue in their 2nd - 4th years in college.	74%	69%	70%	67%	67%	67%	67%	67%	67%	67%	Target was exceeded. Students were retained due to CAMP staff and peer support, resources and scholarships/stipends.
2	Number of retention seminars /workshops/activities conducted throughout the academic year	4	6	13	16	4	4	4	4	4	4	Target was exceeded. Workshops and activities were conducted primarily in virtual format.
3	Number of book stipends awarded to academically eligible CAMP upperclassmen	62	93	58	83	40	40	40	40	40	40	83 book stipends were awarded in FY22, an additional 64 scholarships were awarded to aid students with college costs.
4	Number of students graduated per academic year with a Bachelor's degree from NMSU	17	18	17	20	7	7	7	7	7	7	Target was exceeded. We continue to work with student to assist them with degree completion.

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPS Goal: Promote and serve low-income students from first generation New Mexican families with migrant/seasonal farmworking backgrounds

RPS Objective 1: Increase access and educational opportunities for low-income, first generation migrant/farmworking students across New Mexico		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPS Measures:												
1	Number of low income, first generation (CAMP) students enrolled in the academic year	129	140	126	119	75	75	75	75	90	90	Target was exceeded. Students w/ most need continue to be recruited due to CAMP support and resources.
2	Number of seminars/workshops/outreach activities conducted in key remote, recruitment areas	40	40	75	55	25	25	25	25	25	25	Target was exceeded. Outreach activities were conducted virtually and in person throughout the year.
3	Number of high schools across New Mexico contacted	30	30	30	30	30	30	30	30	30	30	Target was met. Schools were contacted and CAMP information was shared.

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 8,875.00	\$ 21,962.00	\$ 30,837.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 297,900.00	\$ -	\$ 297,900.00	
Local		\$ -		
Total Appropriations	\$ 297,900.00	\$ -	\$ 297,900.00	
Grants and Contracts				
Federal	\$ 475,000.00	\$ -	\$ 475,000.00	CAMP Fed Grant, FY 24, Yr 2 of 5
State		\$ -		
Local		\$ -		
Total Grants and Contracts	\$ 475,000.00	\$ -	\$ 475,000.00	
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	\$ 772,900.00	\$ -	\$ 772,900.00	
Transfers (to) from				
Instruction and General	\$ 11,820.00	\$ (11,820.00)		
Student Social and Cultural		\$ -		
Research		\$ -		
Public Service		\$ -		
Internal Service		\$ -		
Student Aid		\$ -		
Auxiliary Enterprises		\$ -		
Athletics		\$ -		
Independent Operations		\$ -		
Capital Outlay		\$ -		
Renewal and Replacement		\$ -		
Total Transfers	\$ 11,820.00	\$ (11,820.00)	\$ -	
Expenses				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries	0.26 \$ 22,000.00	0.03 \$ 3,000.00	0.29 \$ 25,000.00	Summer programming sal.
Professional Salaries	3.44 \$ 216,302.00	0.12 \$ 7,562.00	3.56 \$ 223,864.00	\$10K to sal for mgmt of state funds
Other Staff Salaries	0.03 \$ 1,000.00	0.28 \$ 9,661.00	0.31 \$ 10,661.00	Temp Data Analyst
Student Salaries (GA/TA)	1.72 \$ 52,446.00	(0.56) \$ (5,587.00)	1.16 \$ 46,859.00	GA, Peer Mentors, Student office staff
Other Salaries		0.00 \$ -	0.00	
Total All Salaries	5.45 \$ 291,748.00	-0.13 \$ 14,636.00	5.32 \$ 306,384.00	
Fringe Benefits	\$ 82,210.00	\$ 7,334.00	\$ 89,544.00	
Travel	\$ 33,511.00	\$ (5,987.00)	\$ 27,524.00	Student & staff travel, outreach
Utilities		\$ -		
Institutional Support Charges	\$ 9,700.00	\$ 15,300.00	\$ 25,000.00	Estimated fed grant IDC
Plant Operation and Maintenance Charges		\$ -		
Supplies and Expenses	\$ 345,589.00	\$ 9,696.00	\$ 355,285.00	
Equipment		\$ -		
Other Expenditures		\$ -		
Total Expenditures	5.45 \$ 762,758.00	-0.13 \$ 40,979.00	5.32 \$ 803,737.00	
Ending Fund Balance	\$ 30,837.00	\$ (30,837.00)	\$ -	

BE BOLD. Shape the Future.

FY23 Actual: \$1,141,300 recurring
FY24 Request: \$1,341,300 recurring
Change: \$200,000 expansion



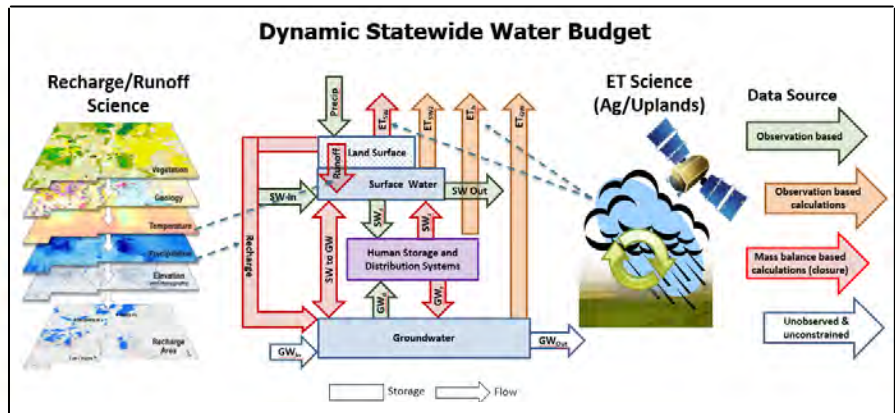
New community hydrology on-the-ground water resilience research in three regions facing water storage crises typical to the Southwest.

Expansion Request for Community Hydrology Project

- NM WRII researcher and stakeholder collaborations create opportunities for new technology and irrigation alternatives to mitigate drought. This program makes water data available to community stakeholders such as acequia irrigators, researchers, community planners, and ranchers, who need up to the minute research information for their water management needs.
- The new project supports research on watershed restoration to recharge groundwater and help community agriculture.
- Funds will be used to support water resilience research on surface water and groundwater as communities continue to face issues related to water scarcity and drought. New study areas include: San Juan River Region; northern NM Rio Grande Region; pueblos and nations; and multiple acequia communities.
- Ongoing study areas for community hydrology research include: Rio Hondo (real time acequia flow information system); Central NM (rancher soil moisture and vegetation monitoring and research); Lower Rio Grande (dual drip and flood irrigation research); and Rincon Arroyo (community stakeholder-driven rangeland watershed restoration).
- Provides development of management scenarios that can increase resilience for farmers and ranchers.

Cutting Edge Science to Meet User Needs with the Dynamic Statewide Water Budget (DSWB)

- The DSWB provides an integrative view of water resources and user-defined future scenarios; and supports local, regional, and statewide water planning.
- The model includes future scenarios for population growth, agricultural, municipal and industrial water-use efficiency, and management decisions for protecting water in NM.
- The DSWB is an evolving tool used in community conversations with public and private entities to educate on the state's water budget and future resilience.
- An offshoot model is used for stakeholder engagement for drought planning in the Hatch-Mesilla Valley.
- Collaborators of the DSWB include: NMSU, NM WRII, State of NM, NMT, UNM, USGS, OSE, SNL, NM EPSCoR, TT, BoR, NSF, ISC, NMBGMR, EPA.

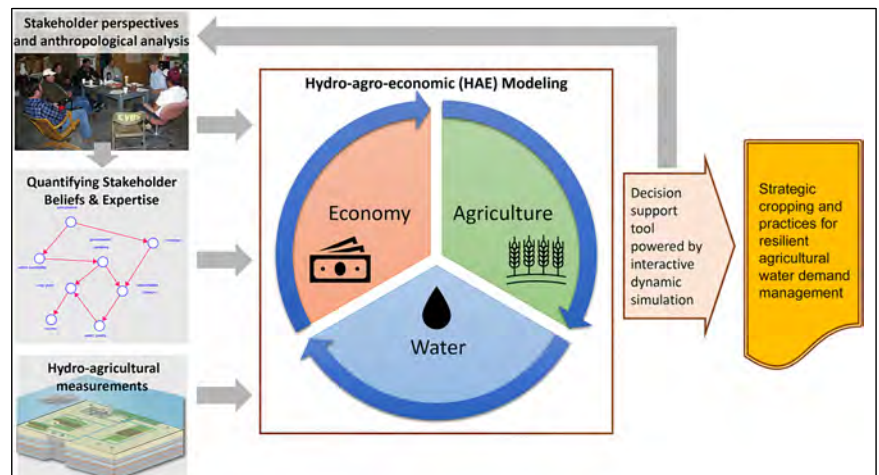


Schematic representing the DSWB with contributing science.

Groundwater Conservation

- Works with farmers, water managers, and other stakeholders to identify strategic cropping and practices for water demand management;
- Assesses the impacts of these alternative agricultural land use strategies on water budgets and agricultural economies.
- Creates water sustainability by conserving groundwater through reduced pumping; improving environmental quality and reducing dust storms; supporting farmer livelihoods by informing sustainable groundwater management; connecting river valley water to NMDSWB and 50-Year Water Plan for resilience

Stakeholder-Driven Decision Support Model for Groundwater Conservation



New Mexico Universities Produced Water Synthesis Project

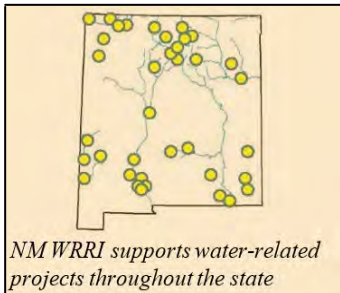
- Understand the implications of the millions of barrels of produced water generated annually from the oil and gas industry on NM's water budget under various management strategies (i.e. treated reuse for agriculture, hydraulic fracturing, mining, energy production, and regional water agreements).
- Applies a novel hybrid systems modeling approach that incorporates: treatment technologies; spatial variation of produced water volumes; impacts from injection; and, the legal and regulatory implications of the recent Produced Water Act.
- Develops graduate students for positions within the oil and gas industry.

A Long History As New Mexico's Water Institute

NM WRRI (est. 1963) supports water research for improved water management. It is one of 54 national water institutes supported by the USGS (US Water Resources Research Act), is the water research institute of NM (Statute NMSA 1978 21-8-40), and has received NM General Fund support for 53 years.

Harnessing Research to Support New Mexico's Water Future

- State funding to advance NM WRRI's mission to conduct research and disseminate knowledge that solves water resources problems.
- Tap into the brainpower of the state research universities to make advances in critical areas of water-related research.
- Strengthen the development of resilience strategies and dissemination of the NM Interstate Stream Commission's 50-Year Water Plan.
- In FY21, NM WRRI leveraged funding from external sources in the amount of \$846K.
- Support workforce and economic development by providing hands-on experience in the lab and field giving students the skill sets needed to successfully complete degree programs and move into NM's job sector.
- FY21 and FY22 provided a total of 26 student water research awards across the state supporting at least 57 students.
- Faculty seed grants help pave the way for additional research and funding.



Some Recent Efforts by Students:

- Mitigation of Harmful Algal Blooms Using Modified Clays
- Sequential Isotopic Determination of Actinides in Water
- Wastewater treatment and water recycling through use of byproducts from hydrothermal liquefaction of food waste
- Living with Water-Insecurity: How do people adapt and cope with poor water quality and access?
- Sediment Transport Management in New Mexico's Water Systems Using CFO Platform Flow 3-D Code
- Techno-Economic Analysis to Determine Cost of Atmospheric Water Capture Technologies
- Nesting Ecology of the Rio Grande Cooter on the Black River, New Mexico
- Quantifying groundwater to surface water exchanges in the Belen reach of the MRGCD
- Hydrogeochemical Analysis of Springs in the Cibola National Forest
- A Comparative Legal and Policy Analysis of the Nile and Rio Grande Basins



Informing Water Management for New Mexico's Economy

- Every sector of NM's economy, including jobs, education, culture, and health relies on available and good quality water.
- NM WRRI provides opportunities for students statewide to become the next generation of water professionals addressing NM's water issues.
- Helps communities and water agencies better plan and manage water, protect acequias, avoid lawsuits, save water with crops, avoid water shortages, and improve watersheds.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Water Resources Research Institute

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$1,341,300

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$1,141,300

Type of Project (X for Type)			
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input checked="" type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:
N/A

1. Number of years the project has received General Fund support (Disregard if new program):	53
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2. Project Description / Executive Summary:

Since its creation in 1963, NM WRRI has been the state's nucleus for coordinating water resources research among university faculty statewide. Due to the continuing need for research and training related to water scarcity and other critical water issues in New Mexico, NM WRRI has received Research and Public Service Project general fund support for 53 years. NM WRRI will continue to work to provide new tools for addressing New Mexico's myriad water problems. Continued support by the New Mexico State Legislature has allowed for the ongoing development and expansion of powerful tools to account for existing water in New Mexico.

The institute is operationalizing critical work to develop a Statewide Water Assessment that complements the existing state's tabulations every five years of water use attached to water rights. The NM WRRI recently updated the New Mexico Dynamic Statewide Water Budget (NMDSWB) model to include input data for the historical period by addition of the Water Use by Categories report released in 2019 by the NM Office of the State Engineer. This new version of the model is available on the NM WRRI website. The model synthesizes water supply and demand information; provides easy to access data at a variety of spatial scales (county and/or water planning regions); produces a holistic view of water resources and user-defined future scenarios; and supports local,

2. Project Description / Executive Summary:

regional, and statewide water planning. Recurring funding continues to support the NMDSWB responding to stakeholder needs for quantitative data providing future scenarios for population growth, Ag and M&I water-use efficiency, and management decisions for protecting water in New Mexico. In collaboration with its partners, including the New Mexico Interstate Stream Commission to develop the 50-year Water Plan, tasked by Governor Michelle Lujan Grisham, NMWRRRI has continued to expand its statewide water planning and management efforts for water resiliency.

Continuing funding and FY24 expansion request of \$200,000 will expand the Community Hydrology Program that funds field water budget equipment and faculty and graduate student research on NM surface water-groundwater interactions in communities of northwest New Mexico, Upper Rio Grande, Central New Mexico, the Lower Rio Grande, Rincon Arroyo, and other critical sites. The Community Hydrology Program also supports research on watershed restoration to recharge groundwater and support community agriculture. NM WRRRI researcher and stakeholder collaborations create opportunities for new technology and irrigation alternatives to mitigate drought. The Community Hydrology Program makes water data available to community stakeholders who need up-to-the-minute research information for their water management needs: 1) Acequia irrigators in northern NM use a real-time data website to manage water sharing; 2) researchers and farmers in the LRG developed a dual drip and flood pecan irrigation system ; 3) researchers and community planners in Dona Ana and Sierra counties obtained federal funding for Rincon Arroyo watershed restoration to recharge groundwater and support agriculture; and 4) rancher stakeholders in central NM are able to access a real-time rangeland soil moisture monitoring system installed at NMSU Corona Range and Livestock Research Center.

State appropriations funding the expansion of weather stations throughout New Mexico are valuable to help NM WRRRI provide data for our modeling to build onto our Statewide Water Budget. NM WRRRI's partnership and collaboration with State Climatologist David DuBois will provide data needed to expand and build offshoot models for decision-makers and drought resiliency. The \$200,000 NM WRRRI expansion request will be used to provide integrated community resilient monitoring and research. These community research efforts will be improved with access to the new weather monitoring equipment recently funded by the state legislature.

General Fund assistance will continue to support the New Mexico Universities Produced Water Synthesis Project (NMUPWSP). The project's overall goal is to bring together experts in the areas of treatment technology, geochemistry, seismology, hydrogeology, policy, data management and analysis, stakeholder engagement, and system science to provide an independent understanding of the broad implications of produced water management decisions. Funded projects of the NMUPWSP will further examine: treatment technologies used for economically treating produced water; toxicity of produced water in New Mexico; current trends in volumes of produced water; surface deformation and increasing seismicity related to injection well disposal; the legal and regulatory implications of the recent Produced Water Act; assessment of current available data; and, the use of a hybrid spatial system dynamics model to understand the interconnections within produced water management. Because oil and gas production continues to increase, and more stringent regulations are limiting disposal options, the produced water management problem needs to be examined through the lens of water budgets and not only meeting the industry need. It works closely with three state agencies and complements the NMSU-NMED Produced Water Research Consortium. The NMUPWSP supports a multi-university coalition with NMSU, UNM, NMT, and NM WRRRI.

The General Fund supports: faculty and student water research grants statewide; coordination and data acquisition to obtain, process, synthesize, and deliver data; clean drinking water technology; and improved water management through enhanced water use estimates in agricultural areas starting with the Lower Rio Grande.

2. Project Description / Executive Summary:

In FY23 NM WRRRI is initiating a new project, the groundwater conservation project. This project will work with farmers, water managers, and other stakeholders to identify strategic cropping and practices for water demand management. This project will assess the impacts of groundwater conservation on water budget and agricultural economies.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

NM WRRRI is requesting recurring funding of \$1,343,300, which includes a \$200,000 expansion request (described in more detail in the next paragraph). The RPSP request provides water budget equipment and salary for researchers, staff, graduate research assistants, and undergraduates; to fund faculty and student water research grants statewide; resolve important water issues; coordinate data acquisition to obtain, process, synthesize, and deliver data; improve water management; continue ongoing research and updates on the NMDSWB, New Mexico surface water-groundwater interactions and community hydrology in communities of the Upper Rio Grande, the Estancia Basin, the Lower Rio Grande, and other critical sites, such as northern NM, Dona Ana and Sierra counties, Rincon Arroyo, central NM, and NMSU Corona Range and Livestock Research Center; sustain the New Mexico Universities Produced Water Synthesis Project. Funding will provide continued support for recently initiated Groundwater Conservation Project, the expansion of the NM DSWB and Community Hydrology Projects, as well on the ongoing support of the Faculty and Student Water Research Grant Projects, and the New Mexico State Universities Produced Water Synthesis Project. State appropriations will also provide cash-match and leverage needed to meet the objectives and deliverables of recently externally funded projects pertaining to watershed restoration, drought resiliency, and sustainable agricultural water futures. State appropriations will also provide cost-share for projects supporting the governor's 50-Year Water Plan.

NM WRRRI's expansion request of \$200,000 for its community hydrology program will increase actionable science useful for stakeholders. Additional funding for field water budget equipment and graduate student staff to conduct the studies is proposed to provide critical applied research components to existing and proposed community water resilience projects. Existing funded projects currently plan to test alternative crops in three climatic regions, and proposed studies include watershed restoration, flood control, and aquifer recharge projects. The outcomes will be more robust data published in peer-reviewed manuscripts and technical reports to inform the development of management scenarios that can increase resilience for farmers and ranchers. These water budget studies will inform land managers of ranges of reasonable expectations and reduce uncertainties of the result of various strategies, e.g. the effect that an aquifer recharge project could have on groundwater levels. As well, this data would additional inputs which will improve the accuracy of the NM Dynamic Statewide Water Budget (DSWB) Regional Water and Community (RegWac) models, which are currently being developed to estimate the comparative long-term effect of alternative management strategies. Each element of the water budget would be measured at each site, precipitation inputs and weather data, surface water inflows and outflows, infiltration and recharge, and soil moisture retention. This funding leverages existing teams of professors and researchers to support these additional efforts.

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

The NM WRRRI was created in 1963 as a statewide program supporting the state's water research at NMSU, UNM, and NM Tech. In 2005, the state legislature gave NM WRRRI statutory authority (NMSA 1978 21-8-40). The institute was approved under the 1964 federal Water Resources Research Act and is one of 54 water institutes nationwide, with an institute in each state plus three territories and the District of Columbia. The 1964 law was introduced by NM Sen. Clinton P. Anderson and was modeled on the NM WRRRI. It is located at its land grant college and is the nucleus for coordinating water resources research in the state. The overall mission is to develop and disseminate knowledge that will assist the state and nation in solving water problems. Water managers and users throughout

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

the area rely upon the institute for objective, timely scientific information, and new technologies for water management. Users and beneficiaries are local, city, and county government, local water agencies, water user organizations, state agencies, and New Mexico universities. NM WRRRI helps NM solve its water problems statewide; supports research at NMSU, UNM, NM Tech, Eastern, Western, Highlands and Northern NMC; applies research findings in small communities for local water supply sustainability; identifies new water sources such as untapped groundwater; identifies new technology for small communities to treat brackish groundwater; and develops a hydrological accurate and dynamic up-to-the-minute statewide water budget. The NM WRRRI has administered over 500 research projects; funded over 350 state faculty; provided training for over 2,650 university students; and produced over 431 technical and miscellaneous reports. FY24 funding will support the ongoing research on surface water and groundwater as communities continue to face issues related to water scarcity and drought, as well as improve NM's ability to respond to changing water conditions through an easily accessible Statewide Water Assessment, utilizing state-of-the-art data streams from remote sensing and new data networks to show current water conditions. The development of the statewide water budget includes the state's water use diversity: acequias, pueblos, groundwater extractors, river corridor users, and rangeland producers, among others. The statewide water budget project coordinates efforts among NM's water management agencies. The water budget resource will be made available to researchers to support cutting-edge multidisciplinary water research, and will include all water inputs and outputs to the state to enable hydrology-based water planning. A downloadable version of the dynamic systems model is available on the NM WRRRI website and enables scenario testing by planners and scientists for managing existing water and developing new water. Every sector of New Mexico's economy, including jobs, education, culture, and health relies on available and good quality water.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Research: NM WRRRI funding supports faculty and student water-related research at the state's major research universities and public four-year colleges thereby benefitting faculty and students statewide. It supports research in both water quality and water quantity, and in water planning, management, and coordination. NM WRRRI funding helps graduate degree programs primarily at NMSU, NM Tech, UNM, ENMU, and NMHU. The NM WRRRI will continue to administer water-related research and participate in collaborative research efforts, thereby complementing water research statewide and leveraging funds to attract federal and private funding.

Public Service: Limited water resources and current drought conditions in NM require the highest quality research to solve its water-related problems. For decades, the NM WRRRI has been a leader in water research. Ultimately, the citizens of NM are the primary beneficiaries of the services provided by NM WRRRI.

Teaching: Training undergraduate and graduate students at NM's universities is a core mission of the NM WRRRI and is instrumental in preparing students to become our future water resources scientists, technicians, and managers. Grants provide students with opportunities for hands-on experience in both the lab and in the field to better prepare them with the skill sets needed to successfully complete degree programs and move into New Mexico's job sector.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Eight years ago, water planning stakeholders requested better information on NM's water budget in order to ameliorate impacts of drought. NM WRRRI responded and built the NM Dynamic Statewide Water Budget (DSWB). The DSWB brings together over 30 million data points in a single easy to access tool that describes the major flows and reservoirs of water in NM. The DSWB helps counties, water planning regions, and the state access data that

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

were never before compiled in a single location, and it runs scenarios of future water supplies based on management decisions. The Statewide Water Assessment continues updates to the following two main projects:

- Comparison of Operational Precipitation and Evapotranspiration Products. The overall study goal is to develop a procedure for a cost-effective assessment of existing precipitation and evapotranspiration products at spatial and temporal scales needed by New Mexico's water resources managers. Specifically, objectives are: 1) Compare and contrast the five precipitation and three evapotranspiration products and quantify biases present over the entire state and over specific ecological climate zones; 2) Validate each product against reliable measurements; 3) Validate two existing methods for assessment of the reference ET for the New Mexico environment.
- The NM Dynamic Statewide Water Budget synthesizes water supply and demand information from across the state into a single, easily accessible location, and in such a way that users can view information at a variety of spatial scales. The DSWB provides a holistic view of water resources in the state, helping to support local and regional education as well as planning, to improve stewardship of New Mexico's limited and critically important water resources.

Research and creative activity to address local and global challenges are facilitated with the NMDSWB project, which involves one PhD student who updates and maintains the NMDSWB with the latest data from OSE and USGS including water use and hydroclimate data and evaluating the Drought Monitor Index using NMDSWB.

The NMDSWB project has also amplified the impact of research findings by addressing local needs that align with global challenges, some of the ways include:

- Comparing operational precipitation and evapotranspiration products for their usefulness at various spatial scales
- Developing interdisciplinary system dynamics models as offshoots of the New Mexico Dynamic Statewide Water Budget (NMDSWB) model
- Assessing local and regional data received from stakeholders, experts, and decision makers through the offshoot modeling process for accuracy and appropriateness for updating the NMDSWB
- Developing new drought index specific to climatic and physical conditions in New Mexico
- Providing online access to model and associated data to a large audience

The Community Hydrology Program offers a program tightly integrated with efforts related to research, service, and outreach. The program continues to support research on surface water and groundwater in the Upper Rio Grande, the Estancia Basin, and other critical sites where communities continue to face issues related to water scarcity and drought, elevate graduate education and provide experience with outreach by maintaining constant communication which connect university and local individuals and groups. This program continues to build a platform of trust with local communities relevant for implementing projects to address research questions. The Community Hydrology Program also supports research on watershed restoration to recharge groundwater and support community agriculture. NM WRII researcher and stakeholder collaborations create opportunities for new technology and irrigation alternatives to mitigate drought. The Community Hydrology Program makes water data

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

available to community stakeholders who need up to the minute research information for their water management needs: 1) Acequia irrigators in northern NM use a real-time data website to manage water sharing; 2) researchers and farmers in LRG developed a dual drip and flood pecan irrigation system ; 3) researchers and community planners in Dona Ana and Sierra counties and obtained federal funding for Rincon Arroyo and the Hatch and Mesilla Valley watersheds restoration to recharge groundwater and support agriculture; and 4) rancher stakeholders in central NM are able to access a real-time rangeland soil moisture monitoring system, which was installed at NMSU Corona Range and Livestock Research Center.

The Community Hydrology Program in the Rincon Sub basin fosters stakeholder collaboration on watershed restoration strategies that served as a pilot for the restoration on the scale of the Hatch and Mesilla Valley watershed. NM WRRRI is making connections with communities developing collaborative partnerships to reduce erosion from the uplands, which will reduce sediment in the flows to the downstream agricultural irrigation infrastructure and river system. This increases the efficiency of the surface water delivery system and reduces flooding risks in the Hatch and Mesilla Valley.

A Partnership with the Doña Ana Soil and Water Conservation District's Master Watershed Conservationist program through the Community Hydrology Program has 1) Equipped the citizens of New Mexico's lower Rio Grande watershed with the knowledge and skills to make informed decisions in the planning and management of the watershed, 2) Engaged and empowered volunteers to implement conservation projects that address one or more critical conservation issues in the region, and 3) Empowered volunteers to engage in leadership roles and organize educational efforts that promote the stewardship of the region.

Collaboration with Northern New Mexico stakeholders, specifically with New Mexico Acequia Association (NMAA) and partners has increased NM WRRRI's opportunity to respond to external funding opportunities. NM WRRRI and NMAA have partnered to submit funding proposals to build agricultural and water resilience. During group conversations conceptualizing ways to contribute to the ISC's 50-Year Water Plan, NM WRRRI conducted several events with NMAA. Throughout the course of these events, the NMAA was able to convene a steering committee that includes leaders from a soil and water conservation district, an extension agent, and regional executive leaders to help sustain the initiative long-term.

NM WRRRI strengthens public-private engagement by collaborating with stakeholders to establish a watershed restoration working relationship and securing approval for the installation of necessary monitoring equipment, watershed restoration practices, and implementation.

The New Mexico Universities Produced Water Synthesis Project builds upon and enhances the work of several previous and contemporaneous research projects on produced water. The spirit of this project is to synthesize the information produced by our expert multidisciplinary research team from the New Mexico Water Resources Research Institute (NM WRRRI), New Mexico State University (NMSU), New Mexico Tech (NMT), and the University of New Mexico (UNM). The researchers involved in this project were able to leverage the funding from other research projects for an overall higher impact research project. The main benefits of this project are an improved database with new produced water data and more thorough analysis of source and disposal formations, further assessment treated produced water reuse potential, and a novel modeling framework for bringing together typically disparate data for analyzing produced water management impacts on New Mexico's water budget. Built on multidisciplinary collaboration and industry knowledge, this collaborative research minimizes parallel efforts and allies the brainpower of New Mexico to seek consensual resolution for the salient produced water challenges. In FY22, three publications as a result of this project were released in peer-reviewed journals, with a fourth article

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

currently under review. The project has helped support the training of six graduate students, several of who gained positions through competitive interviewing processes. Both the industry and the PWRC have expressed a desire to continue collaborating with NM WRRRI and the NMUPWSP because of NM WRRRI's strengths in systems modeling, GIS, stakeholder engagement, and project coordination. Because oil and gas production continues to increase, while at the same time, more stringent regulations are limiting disposal options, it is important for the produced water management problem to be examined through the lens of water budgets and not only meeting the industry needs.

In FY23 a newly initiated project, the Groundwater Conservation has begun its proposed work with community stakeholders to assess the multifunctional impacts of land fallowing and alternative land use scenarios for the resiliency of New Mexico's river valley agricultural systems and their associated communities. The project's goal is to conserve groundwater by developing strategic cropping and practices for resilient agricultural land use strategies on water budgets and agricultural economies to long-term water supply. The complementary goal is to assess the impacts of these alternative agricultural land use strategies on water budgets and agricultural economies to assist farmers in realizing water demand reductions and support policy-makers in understanding policy effects. The expected outcomes of this collaborative research and projected impacts resulting from this project are: reduced water usage; improved environmental quality, e.g. reduced dust storms; supported agricultural communities to thrive and adapt; further developed ability to assess regional water management; addressed underlying water scarcity issues which are currently leading to conflicts. This project connects river valley water to the NM DSWB and the 50-Year Water Plan for resilience.

FY21-22 Provided 26 student water research awards across the state supporting at least 56 students. Significant beneficial impacts in communities, hands-on experience in the lab and field have provided students with the skill sets needed to successfully complete degree programs and move into NM's job sector. In FY21, 13 students supported by funding from the WRRRI completed their graduate degree programs.

FY21 funding supported 4 faculty and 1 staff researcher and 11 students. The faculty seed grants help pave the way for additional research and funding.

The Clean Drinking Water Technology project developed a working clay pellet technology to clean uranium from household water supplies, and the parameters and protocols for the fabrication of the clay technology have been established in the laboratory. Characterization of the clay materials used in these pellets ensuring the sequester of uranium to allow the removal of toxic materials from water is in its final stages, and a paper on this matter will be submitted for publication in the fall of 2022. Uranium adsorption is being analyzed as the clay from each region has unique properties that must be understood if each region is going to use the resources at hand. In addition to published results, the project is moving into the design phase to provide guidance for production of a marketable clay pellet water quality treatment product.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

The NMDSWB will develop public-private collaborative research and implementation projects with land managers in New Mexico to enhance community resilience.

Findings and analyses related to the Community Hydrology Program will help identify specific infrastructural problems and needs that must be targeted for more accurate data, and by involving non-scientist individuals into

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

the project introduces diversity of local knowledge, supports adaptive management, builds resilience, and addresses water resource risk management.

The New Mexico Universities Produced Water Synthesis Project works closely with at least three state agencies to inform solutions to water scarcity and water quality using technology and community involvement to better treat and utilize produced water. The NM research university expertise is complemented with private sector on-the-ground input to provide cutting-edge research for effective new approaches to produced water.

Clean Drinking Water Technology project is serving communities where the ability to obtain clean water persists, such as in the northwest corner of New Mexico.

The New Mexico Universities Produced Water Synthesis Project works closely with at least three state agencies to inform solutions to water scarcity and water quality using technology and community involvement to better treat and utilize produced water. The NM research university expertise will be complemented with private sector on-the-ground input to provide cutting-edge research for effective new approaches to produced water.

Preparing students to become NM's future water resources scientists, technicians, managers, and policy makers is central to the mission of the NM WRRI. Grants provide students with opportunities for hands-on experience in the lab and field and provide students with the skill sets needed to successfully complete degree programs and move into NM's job sector.

Students work under the guidance of accomplished and knowledgeable faculty researchers. Funding through NM WRRI allows faculty and students to present research results at regional, national, and international forums; to disseminate research results through academic and other publications; to secure additional funding from federal, state, and private sources thereby helping to retain students; and can also provide working positions with water agency staff allowing students entry opportunities into New Mexico's workforce. Many student recipients of NM WRRI grants are now established university faculty and federal laboratory scientists as well as technicians and experts at every level of local, state, and federal agencies. They are also well represented in private water-related industry.

These projects will gather, process, analyze, and deliver the data to NM communities for better water management based on their own community-provided needs.

The groundwater conservation project assesses the impacts of alternative agricultural water demand reduction strategies to assist farmers in realizing water demand reductions and support policy-makers in understanding policy effects. The output will be strategies for irrigated river valleys that show significant promise for farmer resiliency in New Mexico.

These projects will enhance the Governor's initiative on the Center of Excellence in Sustainable Food and Agriculture Systems by supporting water systems research to better integrate multidisciplinary research and applied solutions.

Water Resources Research Institute will support the Governor's 50-year water plan initiative through efforts to improve regional water planning based on stakeholder involvement in integrated water resources studies in collaboration with the Office of the State Engineer and the Interstate Stream Commission.

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

NM WRRI assists faculty in obtaining support for their water-related projects from external sources and often administers these projects. During the period from July 1, 2021, through June 30, 2022, NM WRRI managed 20 externally funded awards. The institute administered 27 projects as a result of the 20 externally funded awards issued to NM WRRI. The primary research focus of the projects centered around water quality and water planning, and management issues. Agencies providing support included the National Science Foundation (NSF), U.S. Geological Survey (USGS), New Mexico Environment Department, U.S. Bureau of Reclamation, U.S. Department of Agriculture (USDA), Foundation for Food & Agriculture, Thornburg Corporation, Elephant Butte Irrigation District, Jornada Resource Conservation, New Mexico Produced Water Research Consortium, and the United State Environmental Protection Agency. Agencies award funding to researchers via the NM WRRI, which administers the projects. The institute director and staff participate in proposal development to secure funding whenever opportunities arise. These efforts are often multi-university and interdisciplinary projects.

In the past year, six proposals were developed which sought funding from Bureau of Reclamation, National Science Foundation, United States Department of Agriculture, and New Mexico Acequias Association.

9. Accomplishment/ Highlights (bullet form)

The SWA project continues to respond to stakeholders by providing quantitative information and data available for water planning across the state. The project continues to provide:

- a collaborative understanding of regional water dynamics through visualizations from the NM DSWB. Community conversations synthesize local knowledge for the vision, goals, vulnerabilities, and future needs related to water resilience included in the NM ISC's 50-Year Water Plan;
- a dramatically improved understanding of water availability for users in state;
- new water science that works for New Mexico;
- a better understanding of where future shortages might occur;
- better estimates for recharge, evapotranspiration, and groundwater storage change in NM;
- possible future water sources where surface water is not available;
- a coalition of private energy industry, local community stakeholders, university extension and research faculty, and project scientists and students working together to characterize produced water
- water quality by depth and location, water volume produced, and potential for use by municipalities and agriculture. This work will help show limitations and opportunities between the energy sector and water for both southeastern and northwestern New Mexico.
- a new participatory learning and innovation lab that brings together multiple interests around the topic of water for applied solutions and experiential learning.
- a new water tool based on the Dynamic Statewide Water Budget to assure water security in the future for the economy, agriculture, and communities. It will be an important part of the State Water Plan.

9. Accomplishment/ Highlights (bullet form)

- NM WRRRI the opportunity to continue to explore and act on relevant water activity for intersecting initiatives of healthy borders and US-Mexico border water management

The Community Hydrology Program contributes to community stewardship of the river by providing real-time access to stage, flow, and water temperature through a web interface. The Community Hydrology Program allows a pathway for co-developing new technologies such as dual drip and flood pecan irrigation systems using surface water and groundwater data to reduce drought. Collaborating with community planners and obtaining federal funding for watershed restoration to recharge groundwater and support community agriculture is another goal realized by the Community Hydrology Program. Meetings and workshops to deliver data to stakeholder groups for water management and planning needs were conducted and ongoing.

- Data delivered for user needs across the state is ongoing.
- NM WRRRI is addressing on-the-ground community member needs in Northwestern New Mexico, North Central New Mexico, Southern New Mexico, and Southeastern New Mexico.

The New Mexico Universities Produced Water Synthesis Project:

- Five projects at NMT, UNM, NMSU, and NM WRRRI are ongoing.
- Three technical completion reports have been published.
- Coordinated and collaborated on brackish and produced water research.
- Collaborated and supported the Produced Water Research Consortium Project, an NMSU and NMED partnership.

The Clean Drinking Water Technology Project:

- A large-scale experiment is underway to determine optimal firing parameters of the various clays used for treatment.
- The experimental design requiring modeling/mechanisms by which uranium is adsorbed to the clay pellets has begun.
- The technology is being recognized on a larger scale. The team is partnering with All Relations United, a non-profit organization from the Pine Indian Reservation in South Dakota

NM WRRRI achieved significant additional accomplishments in research, outreach, and education:

- NM WRRRI funded 15 students through the Student Water Research Program in FY21 and 11 students in FY22. Students supported through student and faculty water-related research across the state totaled 57. Twenty-five students provided final reports which are uploaded at nm.wrri.edu. These students also presented results on their research findings at the NM WRRRI Annual New Mexico Water Conferences.
- In FY22, the cumulative number of water resources trained graduates who received funding from NM WRRRI was 12.

<p>9. Accomplishment/ Highlights (bullet form)</p> <ul style="list-style-type: none"> • As part of mission to disseminate water research results, NM WRRRI published five peer-reviewed technical completion reports in FY22. • Three hundred eighty-eight registrants attended the NM WRRRI 66th Annual NM Water Conference, which was held virtually in FY22. The conference hosts an informative two-day program and provides an outlet for researchers to share their ideas, and receive peer review on important water topics they are researching. • NM WRRRI hosted four specialty conferences in FY21 related to transboundary groundwater at the US-Mexico Border, exploring adaptive water strategies for managing drought, the Gold King Mine spill, as well as a binational water education curricular development workshop. Total number in attendance at these conferences and workshops were 792.
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Medical Projects	
10. How many graduates stay in practice in New Mexico	N/A

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Water Resources Research Institute
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

Research (NMSU Leads 2025 Goal: Elevate Research and Creativity) NM WRRRI funding supports faculty and student water-related research at NMSU as well as New Mexico's other four-year public universities thereby benefiting faculty and students statewide. It supports research in both water quality and water quantity and water planning and coordination. At NMSU, funding helps faculty who conduct and support the Water Science Management graduate degree program and water-related graduate programs at NM Tech and UNM. The NM WRRRI will continue to administer water-related research and participate in collaborative research efforts, complementing water research statewide and leveraging funds to attract federal and private funding.

Public Service (NMSU Leads 2025 Goal: Amplify Extension and Outreach): Limited water resources in New Mexico requires the highest quality research to solve its water-related problems. For decades, the NM WRRRI has been a leader in water research. NM WRRRI hosts statewide conferences, workshops, and meetings to address drought, water conservation, and water efficiency, and gathers data on stakeholder needs to deliver the needed quantitative data. Ultimately, the citizens of New Mexico are the primary beneficiaries of the services provided by NM WRRRI.

Teaching (NMSU Leads 2025 Goal: Enhance Student Success and Social Mobility): Training undergraduate and graduate students at New Mexico's universities is a core mission of the NM WRRRI and is instrumental in preparing students to become our future water resources scientists, technicians, and managers. Grants provide students with opportunities to work with faculty advisors for hands-on experience in the lab and the field, and provide students with the skill sets needed to successfully complete degree programs and move into New Mexico's job sector.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.**

The NM WRRI was created in 1963 as a statewide program supporting the state's water research at NMSU, UNM, and NM Tech. In 2005, the state legislature gave NM WRRI statutory authority (NMSA 1978 21-8-40). The institute was approved under the 1964 federal Water Resources Research Act and is one of 54 water institutes nationwide, with an institute in each state plus three territories and the District of Columbia. The 1964 law was introduced by New Mexico Senator Clinton P. Anderson and was modeled on the NM WRRI. It is located at its land grant college and is the nucleus for coordinating water resources research in the state. The overall mission is to develop and disseminate knowledge that will assist the state and nation in solving water problems. Water managers and users throughout the area rely upon the institute for objective, timely scientific information, and new technologies for water management. Users and beneficiaries are local, city, and county government, local water agencies, water user organizations; state agencies, and New Mexico universities. Every sector of New Mexico's economy, including jobs, education, culture, and health relies on available and good quality water.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	1,801,119	600,903	846,246	4,838,012	10,753,410
Federal G&C Expenditures	916,674	934,729	664,477	4,225,550	8,318,847
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<p><input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment</p> <p><input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment</p> <p><input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences</p> <p><input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement</p> <p><input checked="" type="checkbox"/> 5. Elevate graduate education</p> <p><input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<p><input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education</p> <p><input checked="" type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity</p> <p><input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges</p> <p><input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<p><input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development</p> <p><input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility</p> <p><input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education</p> <p><input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement</p> <p><input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<p><input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff</p> <p><input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate</p> <p><input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization</p>

Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report

RPSP Title: Water Resources Research Institute Contact Name: Sam Fernald Contact Email: afernald@nmsu.edu	FY24 Request \$1,341,300
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NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Train next generation of water professionals

RPSP Objective 1: Provide funding to students and faculty for water-related research projects		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of student WRRRI Student Water Research Grants awarded	21	16	15	12	15	16	12	16	16	16	
2	Total number of students supported by the WRRRI Student Water Research Grants	45	36	41	15	15	16	12	16	16	16	
3	Number of students participating on Faculty Directed Graduate Student Research Program	12	7	11	8	3	3	3	3	8	8	

RPSP Objective 2: Report and presentation of student research projects		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of completed reports submitted by WRRRI Student Research Grant recipients	21	14.00	14.00	12.00	0	16	12	16	16	16	
2	Number of students who present results at WRRRI Annual Water Conference	62	45.00	52.00	30.00	15	30	30	16	30	30	

RPSP Objective 3: Water Resources Trained Graduates		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Cumulative number of students who graduate who receive funding from WRRRI	15	12	13	12	2	8	6	8	11	11	

RPSP Title: Water Resources Research Institute Contact Name: Sam Fernald Contact Email: afernald@nmsu.edu	FY24 Request \$1,341,300
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NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: Solving New Mexico's water problems through university-level research

RPSP Objective 1: Continue developing the Statewide Water Assessment (SWA)		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of project awards made	2	4	5	5	7	4	5	2	2	6	
2	Number of faculty and researchers funded on SWA projects	10	10	10	10	17	4	4	4	10	10	
3	Number of products (maps, reports, databases, models) produced	1 report 2 draft	2 reports 2 presentations	8 maps 6 reports	10 maps 5 reports	3 reports 1 db	3 reports 1 db	1+ reports 1 db	1+ reports 1 db	5 reports 2 db	8 maps 5 reports	Will be phased out in FY24 and going forward. The same measures are included individually below
4	Number of maps produced	9	9	8	10	NA	NA	4	4	10	10	
5	Number of reports produced	NA	NA	6	5	NA	NA	NA	1	5	5	
6	Number of draft reports	NA	NA	1	1	NA	NA	NA	NA	NA	1	
7	Number of databases produced or revised	NA	NA	2	1	NA	NA	NA	1	2	0	
8	Number of presentations	NA	NA	2	2	NA	NA	NA	1	5	12	
9	Number of models produced or revised	NA	NA	1	1	NA	NA	NA	1	2	1	
10	Number of project-oriented meetings held throughout state associated with SWA	4	10	1	20	6	4	12+	18	18	18	

RPSP Objective 2: Deliver data to stakeholder groups for water management and planning needs New objective for FY20		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures												
1	Meetings/workshops to gather stakeholder needs for quantitative data	0	40	40	35	N/A	3	10+	10+	35	35	
2	Information delivered for user needs across the state (presentations, documents, etc.)	0	17	23	15	N/A	3	3	3	110	110	

RPSP Title: Water Resources Research Institute
Contact Name: Sam Fernald
Contact Email: afernald@nmsu.edu

FY24 Request

\$1,341,300

RPSP Objective 3: Coordinate and collaborate on brackish and produced water research		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures												
1	Number of meetings/conference calls held throughout state related to brackish and produced water resources	3	10	47	20	12	4	4	4	20	20	
2	Number of awards made for brackish and produced water research	0	3	5	5	1	2	2	2	3	3	
3	Number of databases and models produced or revised	1 proposal	2 final draft reports including maps 3 progress reports	1 database update	1 model 1 database	5	2 reports 1 series of maps	5	5	4	4	
4	Number of proposals	NA	NA	5	5			NA	2	3	3	
5	Number of final reports	NA	NA	1	5			NA	2	3	3	
6	Number of draft reports	NA	NA	5	5			NA	2	3	3	
7	Number of maps produced	NA	NA	12	10			NA	2	10	10	
8	Number of Progress reports	NA	NA	2	5			NA	2	3	0	This is an internal measure and will be phased out for FY24 and going forward

RPSP Title: Water Resources Research Institute
Contact Name: Sam Fernald
Contact Email: afernald@nmsu.edu

FY24 Request

\$1,341,300

RPSP Objective 4: Publish reports to disseminate water research results		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of technical reports published by faculty	4	3	6	5	5	5	5	5	5	5	
2	Number of final reports by Student Grant recipients	21	13	14	15	15	16	12	12	15	15	
3	Number of conference proceedings produced	0	2	2	2	1	2	2	3	3	3	
4	Number of final reports associated with the Statewide Water Assessment posted on WRRRI website	1	4	6	4	1	3	2	2	2	2	
5	Number of special reports, often associated with sponsored conference or workshop	6	9	11	10	5	7	3	4	10	10	
6	Peer-reviewed Journal publications that address NM water issues published by WRRRI staff, postdoctoral researchers, and graduate research assistants	NA	NA	NA	10	NA	NA	NA	NA	12	12	
7	Proposals submitted to leverage funding	NA	NA	NA	8	NA	NA	NA	NA	8	8	

NMSU LEADS 2025 Goal:

3 - Amplify Extension and Outreach

RPSP Goal:

Disseminate knowledge to assist New Mexico in solving our water problem

RPSP Objective 1: Foster Statewide service and collaboration		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of meetings held with public and private entities to educate about the Statewide Water Assessment	5	6	22	25	6	6	6	6	25	25	
2	Number of "hits" to the WRRRI website	1,627	719	2,084	1,200	3,800	1,500	1,600	1,750	1,200	1,200	
3	Number of "NM Water eNews" produced annually	12	12	12	12	12	12	12	12	12	12	
4	Average number per month of NM Water eNews distributed	1,581	1,550	1,931	2,050	1,600	1625	1650	1800	1800	2000	

RPSP Title: Water Resources Research Institute
Contact Name: Sam Fernald
Contact Email: afernald@nmsu.edu

FY24 Request

\$1,341,300

RPSP Objective 2: Promote NM WRRI through conferences and workshops		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures												
1	Number of annual Water Conference participants	277	270	540	350	250	250	250	250	310	310	
2	Number of specialty conferences/workshops offered	8	4	4	5	3	2	2	2	4	4	
3	Number of participants at specialty conferences/workshops	823	636	792	600	100	100	100	100	600	600	

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: Water Resource Research Institute

Total: **\$ 1,341,300.00**

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 888,123.00	\$ (519,635.00)	\$ 368,488.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 1,141,300.00	\$ 200,000.00	\$ 1,341,300.00	Includes \$200K Expansion Request
Local		\$ -		
Total Appropriations	\$ 1,141,300.00	\$ 200,000.00	\$ 1,341,300.00	
Grants and Contracts				
Federal	\$ 577,156.00	\$ 253,403.00	\$ 830,559.00	SWF, TAAP, USGS, ORG
State	\$ 290,012.00	\$ (85,727.00)	\$ 204,285.00	NMED GKM & MV Watershed
Local		\$ -		
Total Grants and Contracts	\$ 867,168.00	\$ 167,676.00	\$ 1,034,844.00	
Private Gifts, Grants and Contracts	\$ 288,835.00	\$ (21,857.00)	\$ 266,978.00	FFAR and LANL and SNL water conf sponsor
Land & Permanent Fund or Local Property Taxes		\$ -		
Tuition and Fees		\$ -		
Endowment		\$ -		
Sales and Services	\$ 95.00	\$ -	\$ 95.00	Water war books
Other Sources - Detail in Comments	\$ 8,000.00	\$ -	\$ 8,000.00	Conf. registraton fees
Total Revenues	\$ 2,305,398.00	\$ 345,819.00	\$ 2,651,217.00	
Transfers (to) from				
Instruction and General	\$ 78,000.00	\$ 7,000.00	\$ 85,000.00	Overhead recovery
Student Social and Cultural		\$ -		
Research	\$ (47,800.00)	\$ -	\$ (47,800.00)	Clean Drinking Water
Public Service		\$ -		
Internal Service		\$ -		
Student Aid		\$ -		
Auxiliary Enterprises		\$ -		
Athletics		\$ -		
Independent Operations		\$ -		
Capital Outlay		\$ -		
Renewal and Replacement		\$ -		
Total Transfers	\$ 30,200.00	\$ 7,000.00	\$ 37,200.00	
Expenses				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries	1.14 \$ 103,571.00	0.06 \$ -	1.20 \$ 103,571.00	
Professional Salaries	10.67 \$ 670,678.00	0.95 \$ 60,000.00	11.62 \$ 730,678.00	Increase budget for a research scientist to assist with new project
Other Staff Salaries	4.46 \$ 152,468.00	0.01 \$ -	4.47 \$ 152,468.00	
Student Salaries (GA/TA)	9.69 \$ 328,346.00	(1.56) \$ -	8.13 \$ 328,346.00	
Other Salaries	1.33 \$ 45,418.00	0.00 \$ -	1.33 \$ 45,418.00	
Total All Salaries	27.29 \$ 1,300,481.00	-0.54 \$ 60,000.00	26.75 \$ 1,360,481.00	
Fringe Benefits	\$ 359,708.00	\$ 12,554.00	\$ 372,262.00	Using FY23 fringe rates
Travel	\$ 29,990.00	\$ 3,405.00	\$ 33,395.00	
Utilities		\$ -		
Institutional Support Charges	\$ 50,800.00	\$ -	\$ 50,800.00	
Plant Operation and Maintenance Charges		\$ -		
Supplies and Expenses	\$ 1,114,254.00	\$ 123,624.00	\$ 1,237,878.00	Monitoring equipment and supplies for community Hydrology
Equipment		\$ -		
Other Expenditures		\$ -		
Total Expenditures	27.29 \$ 2,855,233.00	-0.54 \$ 199,583.00	26.75 \$ 3,054,816.00	
Ending Fund Balance	\$ 368,488.00	\$ (366,399.00)	\$ 2,089.00	



Nurse Anesthesiology

2023

FY23 Actual: \$0
 FY24 Request: \$627,185
 \$ Change: \$627,185

Overview

New Mexico's hospitals have a critical need for anesthesia providers throughout the state due to nation-wide shortages and difficulty recruiting providers, especially to rural healthcare centers. Nationwide, hospitals in urban and rural areas rely on certified registered nurse anesthetists (CRNAs) to provide necessary anesthesia in surgical, obstetrics and other specialty settings. According to American Association of Nurse Anesthetists, CRNAs are more likely to work in lower-income, Medicaid-eligible, uninsured, and unemployed populations than physician anesthesiologists. In rural New Mexico, CRNAs also provide care for COVID-19 patients through airway and ventilator management, shared expertise with physicians on sedation of ventilated patients, and managing critically ill patients until they are transferred to larger facilities.

The New Mexico State University (NMSU) School of Nursing has been working with stakeholders for two years to develop and launch a new Doctor of Nursing Practice (DNP) degree concentration in **Nurse Anesthesiology** with a focus on **rural health and health disparities in New Mexico**. Graduates will be qualified to take the national certification exam to become a certified registered nurse anesthetist (CRNA). The goal is to admit 24 students annually starting in May 2023 and the first cohort will graduate in May 2026. Admission preference will be given to qualified New Mexico residents. Obtaining RPSF funding will facilitate program start up and reduce the cost of tuition for New Mexico nurses seeking to become a CRNA.

Critical Need for Anesthesia Providers in NM

Stakeholders, including the NM Association of Nurse Anesthetists and the NM Hospital Association, recognize that the only sustainable way to meet the critical need for highly trained anesthesia providers is to launch a nurse anesthesiology program in New Mexico. The COVID-19 pandemic has amplified the need for health care providers trained to manage critically ill patients in a diverse array of settings. The launch of this new program will directly impact the quality of nursing and medical care offered across New Mexico and the surrounding border region.



New Mexico CRNA Workforce Data

- 150-200 open positions for CRNAs in NM
- 25% of NM CRNAs will be retiring in the next few years
- Most hospitals hire locums and other temporary CRNAs which increases healthcare costs
- National unemployment rate for CRNAs is < 1%
- Projected job growth between 2019-2029 is 45%
- Currently ~2400 new CRNA graduates/year in the U.S. – projected need by 2028 is 7600/year.

Status of NMSU Nurse Anesthesiology Program

- The Nurse Anesthesiology concentration in the DNP program was approved by the NMSU University Program Approval Committee in November 2021 and by the Higher Learning Commission in March 2022.
- Nurse Anesthesiology degree plan and course syllabi approved by the university.
- Established a Nurse Anesthesiology Program Advisory Board.
- Conducted meetings with statewide stakeholders (hospital CNOs, CEOs, chief CRNAs/anesthesiologists, NM Hospital Association, NM Association of Nurse Anesthetists) and conducted site visits to 14 hospitals and surgical centers in NM.
- Held program information sessions and sent program updates to potential applicants – over 350 nurses have expressed an interest in the program.
- Obtained affiliation agreements for the Nurse Anesthesiology program with 11 hospitals and surgical centers in New Mexico (4 additional agreements are pending).
- Eligibility report (i.e., preliminary accreditation feasibility/capability application) was approved on 6/24/22.
- Accreditation site visit scheduled for October 20-21, 2022.
- Anticipated program start date: May 2023.



**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Nurse Anesthesiology

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$627,185

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): N/A

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	0
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2. Project Description / Executive Summary:

The New Mexico State University (NMSU) School of Nursing is proposing to develop and launch a new Doctor of Nursing Practice (DNP) degree concentration in **Nurse Anesthesiology** with a focus on **rural health and health disparities in New Mexico**. Graduates will be qualified to take the national certification exam administered by the National Boards of Certification and Recertification of Nurse Anesthetists to become a certified registered nurse anesthetist (CRNA). To become a certified registered nurse anesthetist (CRNA), students complete a three-year program with rigorous didactic courses and over 2500 hours of supervised clinical training. New Mexico’s hospitals have a critical need for anesthesia providers due to nation-wide shortages and difficulty recruiting providers, especially to rural healthcare centers. Since the national unemployment rate for CRNAs is < 1%, the only sustainable way for New Mexico to meet its anesthesia provider shortage is to start a nurse anesthesiology program in the state. A program accreditation self-study will be submitted to the Council on Accreditation for Nurse Anesthesia Programs in August 2022 with a site visit planned for October 2022. The goal is to admit 24 students annually starting in May 2023 and the first cohort will graduate in May 2026. NMSU School of Nursing has a proud and successful history of recognizing emerging nursing education needs in the state and region, and then rapidly developing successful educational programs to address these needs. Obtaining RPSP funding for the Nurse Anesthesiology will facilitate program start up and will reduce the cost of tuition for New Mexico nurses seeking to become a CRNA.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

RPSP Funding will be used for the following budget items:

1. 12-month base salary and fringe for two faculty (program director and assistant program director) and one staff member (program coordinator). Justification: The program accreditation agency requires that nurse anesthesia programs have a qualified program director and assistant director who are doctorally-prepared CRNAs with extensive clinical and teaching experience.
2. Travel to the National Association of Nurse Anesthetists Educators Conference for 2 faculty and annual visits to every clinical site in the state of New Mexico. Justification: The director and assistant director attend this annual meeting to stay current on policies and trends in nurse anesthesia education. An annual clinical site visit required by the program accreditation agency.
3. Anesthesia task trainers for central line placement, arterial line placement, intubation, and other basic skills for CRNAs. Justification: Prior to starting clinical rotations in the hospitals, nurse anesthesiology students will complete rigorous training in a simulated operating room setting so that they are very familiar with these complex procedures before performing them on patients. Students will complete a skills boot camp at the end of their first year in the program. This bootcamp will utilize task trainer equipment that is specially designed for each skill.
4. Student stipends (20 x \$10,000/year for New Mexico residents only) to defray the cost of tuition and other school-related expenses.

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

Our mission at the NMSU School of Nursing is to promote health and improve the quality of life of the people of New Mexico through nursing education, research, practice and public service, recognizing the state's multicultural heritage and dynamic border environment. The mission of the Nurse Anesthesiology program at NMSU is to increase access to surgical services and medical procedures that require anesthesia for the residents of New Mexico by graduating CRNAs who are committed to practicing in the state. This program will be the first in the nation to focus on rural health and health disparities, as well as the prevention of opioid and other substance use disorders. All students are required to take a rural health seminar and complete a minimum of one clinical rotation at a rural hospital or surgical center. Competencies in opioid and other substance use disorders are threaded throughout the entire DNP curriculum.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

1. Admit 24 students per year starting in May 2023.
2. Fully develop the 20 new Nurse Anesthesiology specialty courses (lecture materials, readings, assignments, exams, etc.)
3. Develop guidelines for clinical training and clinical evaluation tools for use in each of the six clinical courses.
4. Obtain affiliation agreements with additional clinical training sites with a focus on rural and critical access hospitals in New Mexico.
5. Work in partnership with clinical facilities to identify clinical coordinators and outstanding clinical preceptors.
6. Develop a preceptor training module and deliver training to preceptors.
7. Maintain a student retention rate of > 90%.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Top Objectives

1. Achieve program accreditation, recruit a strong pool of applicants and admit 24 students in May 2023.
2. Identify additional clinical training sites with a focus on rural and critical access hospitals in New Mexico.

Top Challenges

1. Developing the curriculum and program policies that are required for program accreditation.
2. Developing the eligibility report and the full program accreditation report for this extensive and rigorous accreditation process.
3. Recruiting a highly qualified program director and assistant program director given the shortage of nurse anesthesia faculty in the nation.

Note – All of these challenges have been met. The SON director has invested hundreds of hours of time over the past two years to get this program ready for accreditation by the Council on Accreditation for Nurse Anesthesia Programs.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

The NMSU Nurse Anesthesiology program is being developed to address a current and future critical workforce need in the state. This aligns closely with Governor Lujan Grisham’s initiatives to increase access to health care and improve quality of care for New Mexicans. NMSU contributes to Governor Lujan Grisham and Workforce Solution’s efforts to address the healthcare provider workforce shortage in New Mexico and expand the pipeline to healthcare careers that offer extraordinary opportunity for social and economic mobility to citizens of New Mexico. This program will help keep tuition and future tax revenue in New Mexico (CRNAs can earn between \$200,000 and \$350,000/year).

There is a critical shortage of anesthesia providers in New Mexico, which limits the number of surgeries and procedures requiring anesthesia that can be performed. According to the NM Hospital Association, the most critical shortages are in rural regions of the state. Hospitals and anesthesia providers in the state struggle to recruit anesthesiologists and CRNAs due to a nationwide shortage and astronomically high salaries in coastal cities. According to the American Association of Nurse Anesthetists, CRNAs are more likely to work in lower-income, Medicaid-eligible, uninsured, and unemployed populations than physician anesthesiologists. In the post COVID-19 era, patients will have more co-morbidities and healthcare needs that CRNAs can help rural communities address. This program will prioritize enrolling New Mexico residents who intend to stay and practice in New Mexico upon graduation.

New Mexico CRNA Workforce Needs Assessment

- As of March 25, 2021 there were 238 CRNAs with NM licenses who report working in the state (NMBON, 2021).
- Of the CRNAs working in the state of New Mexico, 86% report New Mexico as their state of residence (NMBON, 2021).
- During the past two years there have been between 150 and 200 open positions for CRNAs in New Mexico posted on national job listing sites.
- The average age of CRNAs employed in New Mexico is 50 years (SD 12.7 years) with 25% being 60 years or older (NMBON, 2021).
- The national unemployment rate for CRNAs is < 1%, which means that the pool of recruitable providers is severely limited (AANA, 2021).

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

- There are currently ~2400 new CRNA graduates/year in the U.S., however the projected need for 2028 is 7600 graduates/year (AANA, 2021).
- Many hospitals in southern New Mexico and rural regions of the state are having to hire locums and other temporary/short term contract CRNAs from out of state which increases healthcare costs and does not address the long-term workforce needs in the state.
- The NM Association of Nurse Anesthetists conducted a survey of its members in 2016 and found that of the 247 respondents, 25% of full-time CRNAs planned to retire by 2022.
- The U.S. Bureau of Labor Statistics projected job growth for CRNAs to be 45% between 2019 and 2029.

Note: NM Board of Nursing data obtained from Executive Director Dr. Sasha Poole in March 2021.

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

- 1) The NMSU School of Nursing received \$150,000 from the NM Board of Nursing Excellence Fund for program development and accreditation.
- 2) The NMSU School of Nursing director has raised \$500,000 in gifts from private and corporate donors for program start up costs.
- 3) The NMSU School of Nursing is seeking \$3 million in funding through congressional direct spending. The request is for the following construction and equipment:
Construction of Nurse Anesthesiology Operating Room Training Suite in the NMSU School of Nursing Skills & Simulation Center = \$1.5 million
 - Includes an operating room table, surgical lights, gas supply, vacuum, intercom, alarm systems storage cabinets, and other furniture required in an operating room.
 - The suite will have sophisticated, streaming audiovisual capability with multiple active cameras, audio and video mixers, monitors, and digital recorders.
 Refurbished anesthesia equipment and new simulation patient mannequins = \$1.5 million
 - Anesthesia equipment includes anesthesia gas machines, anesthesia carts, emergency carts, a malignant hyperthermia (MH) cart, OR and critical care supplies,
 - Mannequins include a line of Laerdal Mannequins including SimMan®, SimMom®, SimBaby®, SimNewbie®, and SimEssential®.

After the program has been accredited, the School of Nursing will seek funding for student stipends through the Health Resources and Services Administration (HRSA).

9. Accomplishment/ Highlights (bullet form)

- The Nurse Anesthesiology concentration in the DNP program was approved by the NMSU University Program Approval Committee in November 2021 and by the Higher Learning Commission in March 2022.
- Degree plan and course syllabi for 20 new courses have been approved by the university.
- Established a Nurse Anesthesiology Program Advisory Board.
- Conducted meetings with statewide stakeholders (hospital CNOs, CEOs, chief CRNAs/anesthesiologists, NM Hospital Association, NM Association of Nurse Anesthetists) and conducted site visits to 14 hospitals and surgical centers in New Mexico.
- Held program information sessions and sent program updates to potential applicants – over 350 nurses have expressed an interest in the program.

9. Accomplishment/ Highlights (bullet form)

- Obtained affiliation agreements for the Nurse Anesthesiology program with 11 hospitals and surgical centers in New Mexico (4 additional agreements are pending).
- Eligibility report (i.e., preliminary accreditation feasibility/capability application) was approved on 6/24/22. This report included:
 - Legal authority of NMSU to conduct the program including distance education.
 - Formal authority to award the degree conferred.
 - Affiliation agreements with main clinical agencies where clinical training will take place (Presbyterian Health System, Lovelace Health System, Nor Lea Hospital, Memorial Medical Center, Mountainview Regional Medical Center, Gerald Champion Regional Medical Center).
 - Assessment of number of annual surgical cases/procedures (general and specialty areas)
- Consultants hired to develop the program and complete the accreditation process will complete the COA self-study by September 1, 2022 and have developed all of the policy, application, and other required program administration documents.
- Currently interviewing candidates for the founding program director.
- Accreditation site visit scheduled for October 20-21, 2022.

Medical Projects

10. How many graduates stay in practice in New Mexico	Goal 80%
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FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	Nurse Anesthesiology
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
--

Our mission at the NMSU School of Nursing is to promote health and improve the quality of life of the people of New Mexico through nursing education, research, practice and public service, recognizing the state's multicultural heritage and dynamic border environment. This mission aligns with NMSU's mission and becomes operationalized at the level of the academic program.

This program addresses the **NMSU LEADS 2025 Strategic Goal 1: Enhance Student Success and Social Mobility**. The Nurse Anesthesiology concentration in the Doctor of Nursing Practice (DNP) program will provide great opportunity for social mobility and elevates graduate education. We anticipate high graduation rates due to the highly competitive nature of the admission process, 100% employment rates and the high earning potential of CRNAs (starting salaries of > \$250,000/year). Career pathways are articulated through the students' clinical training experiences which total 2500 hours. We have focused our marketing and recruitment to nurses in rural New Mexico counties since those healthcare providers tend to stay in their hometown/region after graduation. The School of Nursing integrates concepts in interdisciplinary collaboration throughout the DNP curriculum and students will have opportunities to practice in highly interdisciplinary settings. All DNP students complete a year-long scholarly project that involves the application of research to improve health system quality and/or population health outcomes. We anticipate that the Nurse Anesthesiology program will attract a diverse array of students from across the State of New Mexico. When the program is fully enrolled, there will be an additional 72 doctoral students in the School of Nursing.

This program addresses the **NMSU LEADS 2025 Strategic Goal 3: Amplify Extension and Outreach**. The School of Nursing has a long history of outreach to regional and statewide clinical partners and governmental health and social service agencies for the purpose of establishing high quality clinical training sites for our undergraduate and graduate students. We anticipate that students and faculty will engage in community service and outreach throughout the state, with a focus on reducing opioid and other drug addiction.

This program addresses the **NMSU LEADS 2025 Strategic Goal 4: Building a Robust University System**. Cultivating faculty and staff excellence through the Nurse Anesthesiology program is essential for achieving exam pass rates that meet the accreditation benchmark, which in turn allows graduates to contribute to the severe shortage of anesthesia providers in New Mexico. This program supports faculty and staff development in teaching, curriculum evaluation, leadership as well as teaching- and practice-based research/scholarship. Students are directly impacted when faculty and staff professional development leads to improved teaching/learning, better program support, and improved preparation for the CRNA certification exam.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. The program summary is limited to the box below. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.

The School of Nursing is proposing to develop and launch a new DNP degree concentration in Nurse Anesthesiology with a focus on rural health and health disparities in New Mexico. Graduates will be qualified to take the national certification exam administered by the National Boards of Certification and Recertification of Nurse Anesthetists to become a certified registered nurse anesthetist (CRNA). The mission of the Nurse Anesthesiology program at NMSU is to increase access to surgical services and medical procedures that require anesthesia for the residents of New Mexico by graduating CRNAs who are committed to practicing in the state. New Mexico's hospitals have a critical need for anesthesia providers due to nation-wide shortages and difficulty recruiting providers, especially to rural healthcare centers. Since the national unemployment rate for CRNAs is < 1%, the only sustainable way for New Mexico to meet its anesthesia provider shortage is to start its own nurse anesthesiology program. No other nursing school in the state or border region has plans to launch a nurse anesthesiology program and being the first program in the state will attract state-level and national visibility for NMSU. This program will provide opportunities for local nurses to advance their careers without leaving the state and will provide a continuous supply of CRNAs graduates to fill open positions in NM, especially in rural and medically underserved areas. Obtaining RPSP funding for the Nurse Anesthesiology will facilitate program start up and will reduce the cost of tuition for New Mexico nurses seeking to become a CRNA.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	\$100,000	\$100,000	\$100,000
Private G&C Expenditures	Click or	Click or	\$85,679	\$85,679	\$85,679

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input checked="" type="checkbox"/> 5. Elevate graduate education <input checked="" type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement <input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Nurse Anesthesiology	FY24 Request
Contact Name: Alexa Doig, School of Nursing	\$627,185
Contact Email: adoig@nmsu.edu	

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Develop, launch and sustain a Nurse Anesthesiology program for the state of New Mexico.

RPSP Objective 1: Provide opportunities for New Mexico nurses to remain in the state for nurse anesthesia education.		Measure Targets	Comments (Briefly state your case)
RPSP Measures:		FY24	
1	Size of application pool comprised of New Mexico Bachelor-prepared registered nurses.	100	At least 100 qualified applicants will be from New Mexico.
2	Number of nurse anesthesiology students admitted each year.	24	This is the maximum class size that the accreditation will allow new programs to enroll. We will plan for future enrollment growth after the first cohort has graduated in 3 years.
3	Number of nurse anesthesiology students from New Mexico admitted each year.	20	We anticipate having qualified applicants from the El Paso region.
4	Percent of graduates who become licensed in New Mexico after graduation	N/A	The first cohort of nurse anesthesiology students will graduate in may 2026. We anticipate that 80% will practice in New Mexico.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Nurse Anesthesiology	FY24 Request
Contact Name: Alexa Doig, School of Nursing	\$627,185
Contact Email: adoig@nmsu.edu	

RPSP Objective 2: Provide a quality educational experiences and student support for nurse anesthesiology students.		Measure Targets	Comments (Briefly state your case)
RPSP Measures:		FY24	
1	First-to-second year retention rates	96%	
2	Graduation rates (# students graduating/# students admitted)	90%	The first cohort of nurse anesthesiology students will graduate in May 2026. Our goal is a 90% graduation rate.
3	Number of clinical training sites in New Mexico and border region	12	
4	Number of rural clinical training sites in New Mexico	6	
5	Certification exam first-time pass rates	N/A	The first cohort of nurse anesthesiology students will graduate in May 2026. Our goal is a 90% first time pass rate.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

FY24 Request	
RPSP Title: Nurse Anesthesiology	
Contact Name: Alexa Doig, School of Nursing	\$627,185
Contact Email: adoig@nmsu.edu	

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: Prepare Doctor of Nursing Practice students to serve as healthcare delivery innovators.

RPSP Objective 1: Mentor and train nurse anesthesiology DNP students in quality improvement and evidence based practice innovations.		Measure Targets	Comments (Briefly state your case)
RPSP Measures:		FY24	
1	Percent of graduates that complete a DNP project that positively influences patient care, patient safety and/or healthcare delivery	N/A	The first cohort of nurse anesthesiology students will start their DNP projects in May 2024. 100% of students will complete a DNP project since it is a program requirement.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Nurse Anesthesiology		FY24 Request
Contact Name: Alexa Doig, School of Nursing		\$627,185
Contact Email: adoig@nmsu.edu		

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: Increase the liklihood that graduates will choose to practice in rural NM hospitals upon graduation.

RPSP Objective: Provide exposure to indepentent CRNA practice in rural hospitals and prepare graduates to practice in rural healthcare settings.		Measure Targets	Comments (Briefly state your case)
RPSP Measures:		FY24	
1	Number of students completing a rural health clincl rotation	N/A	Students will not start clinicals until May 2024. Students will be required to comeplte at least one clincl rotation for a minimum of 1 month in a rural or critical access hospital or surgical center.
2	Number of students who complete their DNP project at a rural or critical access hospital	N/A	The first cohort of nurse anesthesiology students will start their DNP projects in May 2024. Our goal is that 25% will complete their projects in a rural or critical access setting.
3	Percent of graduates who practice in a rural or critical access hospital in New Mexico	N/A	The first cohort of nurse anesthesiology students will graduate in may 2026. Our goal is that at least 30% of will practice in rural

RPSB-Budget 1

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

Institution:

RPSP Project:

Total:

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	-	\$ -	\$ -	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund		\$ 627,185.00	\$ 627,185.00	
Local		\$ -		
Total Appropriations	\$ -	\$ 627,185.00	\$ 627,185.00	
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	\$ -	\$ 627,185.00	\$ 627,185.00	
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				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries		2.00	\$ 224,000.00	
Professional Salaries		1.00	\$ 45,000.00	
Other Staff Salaries		0.00	\$ -	
Student Salaries (GA/TA)		0.00	\$ -	
Other Salaries		0.00	\$ -	
Total All Salaries	0.00	\$ -	3.00	\$ 269,000.00
Fringe Benefits			\$ 98,185.00	\$ 98,185.00
Travel			\$ 10,000.00	\$ 10,000.00
Utilities			\$ -	
Institutional Support Charges			\$ -	
Plant Operation and Maintenance Charges			\$ -	
Supplies and Expenses			\$ -	
Equipment			\$ 50,000.00	\$ 50,000.00
Other Expenditures			\$ 200,000.00	\$ 200,000.00
Total Expenditures	0.00	\$ -	3.00	\$ 627,185.00
Ending Fund Balance		\$ -	\$ -	



Mental Health Nurse Practitioner

2023

FY23 Actual: \$940,000
 FY24 Request: \$1,315,000
 \$ Change: \$375,000

Overview

There continues to be a critical need for mental health services in New Mexico, particularly in underserved and rural areas. Meeting those needs is a priority for the NMSU School of Nursing. RPSP funding has supported the Psychiatric Mental Health Nurse Practitioner (PMHNP) specialty track in the three-year Doctor of Nursing Practice (DNP) program. The School of Nursing also offers a post-graduate certificate for nurse practitioners in other specialties that, in one year, allows them to sit for the PMHNP certification exam. Students are encouraged to participate in clinical experiences in rural and other underserved areas throughout New Mexico. A focus of the PMHNP program is opioid use disorder prevention, treatment, and recovery, as well as suicide prevention in youth and young adults.

RPSP funds have been used to hire qualified faculty and student advisors, support innovative clinical training activities, provide professional development for faculty, and for student stipends. With the additional funding requested for FY24, the School of Nursing will be able to offer stipends to all New Mexico residents in the PMHNP DNP and post graduate certificate programs. This stipend, which would cover 80% of tuition and textbooks, will be used as a program recruitment

Clinical Training Sites in the Border Region

- La Clinica de Familia
- Ben Archer Health Center
- Mesilla Valley Hospital
- Memorial Medical Center
- Esperanza Guidance Services, Inc.
- Desert Sky Counseling Services
- Peak Behavioral Health Services
- Counselling Las Cruces
- Amado Health Center
- El Paso Psychiatric Center



PMHNP Program Accomplishments

- Increased enrollment in the PMHNP Post-Graduate Certificate enrollment from 9 students in Fall 2021 to 16 students in Fall 2022.
- Completed a \$1.35 million federal training grant that supported education and training substance use disorder evaluation, and treatment.
- Received a \$306,000 federal grant from SAMHSA to launch a campus suicide prevention and mental health awareness program.
- 100% PMHNP certification pass rate in 2021.
- DNP students complete a scholarly project that addresses a patient-focused practice issue in mental/behavioral health care.
- Admission preference to the NMSU PMHNP program is given to NM residents.

Leaders in Opioid Use Disorder Education and Training

The SON received a 3-year, \$1.35 million HRSA Opioid Workforce Education Program grant in September 2019 titled 'Expanding the New Mexico SUD/OD Treatment and Prevention Workforce through Interprofessional Education and Training'. This project is an interdisciplinary collaboration with the Counselling Education Psychology PhD and the Master's in Social Work programs. To achieve the overall goal of increasing the number of professionals in NM trained in interprofessional settings to effectively prevent and treat OUD and SUD in community-based practices a rigorous curriculum and training program was developed. The university also leveraged its current academic-practice partnerships to conduct clinical training experiences in the delivery of OUD/SUD prevention, treatment, and recovery services.

One such collaboration was with NMSU's 4-H extension to increase the knowledge and early recognition of substance use in youth across the NM. Another successful grant activity was Data Waiver 2000 training. This training increased the number of nurse practitioners providing Medication-Assisted Treatment using Suboxone to individuals in rural and underserved areas of NM.

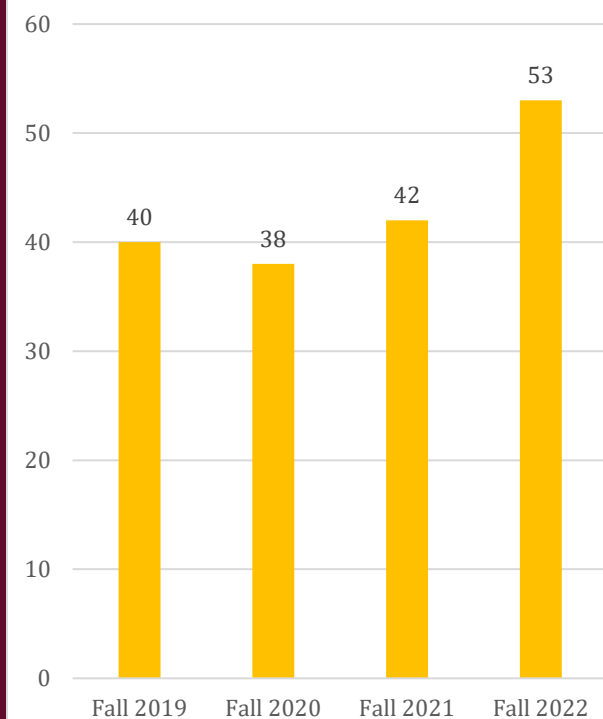


Leaders in Telemental Health Education and Training

The NMSU School of Nursing is one of the few health professional programs south of Socorro that has incorporated telehealth technology into the curriculum for all nurse practitioner students. Telehealth is the use of telecommunications technology to provide health care and patient health-related education at a distance. Telehealth improves health care service to remote locations or environments without clinic facilities. All nurse practitioner students are trained on the use of telehealth equipment and in telehealth delivery protocols. The NMSU School of Nursing faculty and students are actively engaged in delivering mental/behavioral health services to patients at Ben Archer Health Clinics, using telehealth services.



PMHNP Program Enrollment



**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Mental Health Nurse Practitioner

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$1,315,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$940,000

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	15
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2. Project Description / Executive Summary:

RPSP funding supports the NMSU psychiatric mental health nurse practitioner (PMHNP) program, which is delivered in a distance education format to nurses throughout the State of New Mexico. This program supports initiatives to meet a critical state-wide demand for highly trained mental health care providers. The 3-year Doctor of Nursing Practice (DNP) graduate degree program prepares nurses to take a national certification exam that will allow them to provide comprehensive mental health services, including mental health evaluation, diagnosis, and treatment, as well as providing psychotherapy/counseling. Certified PMHNPs have legal authority to prescribe psychoactive medications and adjunctive pharmacological agents that ameliorate side effects of these medications. Nurse practitioners with other specializations (e.g., family nurse practitioner) can complete NMSU’s 1-year PMHNP post graduate certificate program which provides eligibility to sit for the PMHNP certification exam. Students in the PMHNP DNP and certificate programs are also trained to deliver tele-mental health services, which is a key solution for delivering mental health services to residents in rural communities. The PMHNP program is offered through distance education, which allows students to remain in their communities, practicing

2. Project Description / Executive Summary:

as a nurse while earning their DNP degree. RPSP funding provides critical support and career advancement opportunities to students from rural and medically underserved communities in New Mexico. Mental Health Nurse Practitioner funds support nursing faculty salaries and professional development, student support services, as well as equipment and software to improve the quality and efficiency of delivering nursing education. With the additional funding request, the School of Nursing will be able to offer student stipends to every DNP and post graduate certificate PMHNP student who is a New Mexico resident. This stipend, which can cover tuition and textbooks, will be used as a program recruitment tool.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Currently, Mental Health funding is used for:

- Faculty and professional staff salaries - In clinical courses, the nationally mandated ratio of nurse practitioner faculty to students is 1:6.
- Faculty professional development - required for nurse practitioner re-certification.
- Student stipends during the clinical training year – provides support for tuition and other educational expenses in the PMHNP DNP program certificate program.
- Medical equipment for clinical assessment training.
- Guest lecturers, equipment, and other resources for nurse practitioner ‘bootcamp’ – a one-week clinical training required by the program accreditation agency.
- Program marketing and advertising - required to maintain program enrollment and recruit potential students from rural counties in New Mexico.

With the additional funding request of \$435,000, the School of Nursing will be able to offer stipends to every DNP and post graduate certificate PMHNP student who is a New Mexico resident. This stipend, which can cover tuition and textbooks, will be used as a program recruitment tool.

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

Our mission at the School of Nursing is to promote health and improve the quality of life of the people of New Mexico through nursing education, research, practice and public service, recognizing the state’s multicultural heritage and dynamic border environment. The mission of the Psychiatric Mental Health Nurse Practitioner (PMHNP) program at New Mexico State University is to educate nurses for the advanced practice role with the goal of increasing access to mental health services for the residents of New Mexico. The RPSP funding received by the School of Nursing from the New Mexico legislature is the primary sources of funding for this important program. Once certified as a PMHNP, our graduates are qualified to provide comprehensive mental health services, including mental health diagnosis, prescribing medications, and psychotherapy/counseling. A recent addition to the curriculum is enhanced education and training on opioid and other substance use disorder, including the delivery of prevention, treatment and recovery services.

The Psychiatric Mental Health Nurse Practitioner program prepares nurses for advanced practice with a focus on mental health issues across the lifespan. The curriculum builds upon four core PMHNP competencies: advanced health assessment (physical and psychosocial); diagnosis (diagnosis of mental disorders, pathophysiology, and neurophysiology); psychotherapy (individual, group, and family); and medication management (pharmacology and psychopharmacology). Other courses develop competencies in health care systems, best-practice research utilization and translation, and health care quality improvement. Graduates are prepared to sit for the Psychiatric/Mental Health Nurse Practitioner certification exam through the American Nurses Credentialing Center

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

(ANCC). PMHNPs assess the mental health needs of individuals, families, and groups. They formulate healthcare plans, implement treatment, and evaluate the effectiveness of short- and long-term progress. Although PMHNPs have independent practice in New Mexico, they often collaborate with physicians and other health professionals in the treatment of complex mental health disorders. This funding mechanism supports the education for students from rural and medically underserved areas in New Mexico and provide them the opportunity to obtain an advanced nursing practice degree. The continuation of funding allows the SON to sustain this past year's enrollment growth and the awarding of stipends to PMHNP students who commit to living in New Mexico for three-years post-graduation. Since the majority of our students are working RNs, our distance education format allows them to pursue an advanced degree, while continuing to live and work in their home communities.

Lastly, the SON is one of the few health professional programs south of Socorro that has incorporated telehealth technology into the curricula for our nurse practitioner students. Telemedicine is the use of telecommunication technology to support long distance clinical health care, patient and professional health-related education, public health and community health, health systems development and epidemiology. Telemedicine improves health care service availability in remote or difficult to operate environments. The PMHNP faculty and students are actively engaged in delivering "Teen Health" services through telehealth to Las Cruces, Oñate, Chaparral, and Gadsden high schools with plans to expand to other area schools.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Mental Health Nurse Practitioner Objectives for FY24:

- Increase PMHNP DNP and certificate program enrollment in a sustainable manner, while maintaining mandated faculty/student ratios, graduation rates, and certification exam pass rates;
- Increase PMHNP program marketing to and recruitment of students residing in rural counties in New Mexico;
- Increase retention of PMHNP students to 90% or above;
- Identify additional innovative and high-quality clinical training experiences for PMHNP students throughout southwestern New Mexico, with a focus on rural areas and substance use disorder evaluation and treatment facilities;
- Provide faculty with state of the science professional development in nurse practitioner and mental health care provider education;
- Seek additional program funding through federal agencies such as the Health Research and Services Administration (HRSA) for telehealth training initiatives.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Major Accomplishments:

- 100% of NMSU graduates passed their PMHNP certification exam on their first attempt in 2021.
- Maintained enrollment in the 3-year PMHNP DNP program - accepted 11 to start in Fall 2022, will graduate 11 during the 2022-23 academic year, currently have 28 students enrolled in the PMHNP DNP program.
- Increased enrollment in 1-year PMHNP post graduate certificate program - accepted 21 to start in Fall 2022, 7 will graduate in August 2022, currently have 30 students enrolled in the PMHNP certificate program.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

- Sixty percent (60%) of New Mexico residents are enrolled in the PMHNP DNP and certificate programs.
- Improved administrative processes within the program to improve clinical hour tracking and completion for graduation.
- Provided stipends to all PMHNP DNP and certificate students who were New Mexico residents and not receiving federal stipends through the School of Nursing's HRSA grant.
- Expanded the number of clinical agencies that the PMHNP program uses as a clinical training site throughout the state of New Mexico, including substance use disorder/medical assisted treatment for opioid use disorder clinics.
- Improved efficiency of faculty and administrator workload to support enrollment increases.
- Held a virtual clinical immersion bootcamp during the Spring of 2022 with the PMHNP students that included sessions on psychiatric emergencies, assessment tools, domestic violence, Autism, conceptualization treatment planning, play therapy and mental health during COVID.
- Trained PMHNP students to deliver tele-mental health (evaluation, psychotherapy and medication management) to clients throughout New Mexico.

Obstacles:

- Retention rates in the PMHNP DNP program increased from 75% to 82% (9/11), however is still below our target of 90%.
- Recruiting PMHNP students from rural counties in New Mexico
- Identifying clinical sites for PMHNP practice in rural and underserved areas in New Mexico (competition from BCOM, UNM PMHNP program, School of Medicine and psychiatry residency program and lower numbers of NP preceptors in rural and underserved areas)

Lack of psych mental health clinical sites required for graduate students to complete clinical hours as a result of COVID restrictions

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

The Mental Health RPSP program at NMSU addresses several of the key healthcare priorities identified by the National Governor's Association, which compiled 2022 healthcare priority areas from the nation's Governors as outlined in their State of the State Addresses and/or in their proposed state budgets. Three key areas, from their list of eight, highlight the need to continue strengthen investments in:

- The health care workforce, including the behavioral health workforce
- Mental health including the mental health workforce, cross-agency or department collaboration, and affordable and accessible services.
- Mental health disorders and substance use disorders including preventing overdoses, bolstering the behavioral health workforce, and providing funding to support increased services for prevention and treatment.

Continued on next page

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

This RPSP funding request is also one of Governor Lujan Grisham's workforce priorities established in 2019, which is to rebuild the mental health provider network in New Mexico to fill critical vacancies throughout the state, especially in rural communities. In New Mexico has some of the highest incidence of opioid and other illicit drug use in the country, greatest need for mental health providers, and some of the most extreme health disparities in the nation. COVID-19 has dramatically increased the need for mental health care providers in the state. Thirty-three out of 34 counties in New Mexico are designated as a mental health geographic Health Professional Shortage Area by the Health Research and Services Administration (HRSA). Currently 53% of students enrolled in the PMHNP DNP and certificate programs are New Mexico residents. PMHNP graduates provide mental health services to rural and underserved communities throughout the state.

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

In August 2022, the School of Nursing was awarded a \$306,000 federal grant from the Substance Abuse and Mental Health Services Administration (SAMHSA). This three year project will be used to increase awareness of suicide prevention resources and increase access to mental health care services on campus. The School of Nursing also received \$50,000 from the NM HED to support this project in FY24.

In FY22, the School of Nursing successfully concluded two mental health focused federal grants. The first grant was a 3-year, \$1.35 million HRSA Opioid Workforce Education Program grant titled 'Expanding the New Mexico SUD/OD Treatment and Prevention Workforce through Interprofessional Education and Training'. This grant was successful at increasing interprofessional training experiences, completing a curriculum mapping of SUD/OD content in NMSU's DNP program, and enriching the content in seven courses, and increasing the number of executed affiliation agreements for PMHNP students.

The second grant was a 2-year, \$200,000 training grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) in April 2020 titled, 'Integrating Competencies in SUD Prevention, Screening and Treatment throughout a Family Nurse Practitioner Curriculum in the Rural U.S.-Mexico Border Region'. This grant was successful at embedding SUD/OD content into 12 courses in the core and FNP curricula.

In 2020, the College of Health, Education & Social Transformation obtained a \$400,000 donation from Blue Cross and Blue Shield of New Mexico for nurse practitioner and nursing student scholarships and a 3-year Professor of Practice position for a nursing faculty. The goal of this professorship is to increase the number of nursing and nurse practitioner graduates in the region and state.

9. Accomplishment/ Highlights (bullet form)

- Over the past three years, NMSU has increased enrollment in the PMHNP program and increased the percent of students from New Mexico, while maintaining excellence in nursing education, as well as graduation and certification exam pass rates.

<p>9. Accomplishment/ Highlights (bullet form)</p> <ul style="list-style-type: none"> • NMSU provides a critical pipeline to a career as a psychiatric mental health nurse practitioner, with the only doctoral-level program in the state. • NMSU is a state-wide leader in education and training in the area of integrated primary health and mental health care. • NMSU supports Governor Lujan Grisham and Workforce Solution’s efforts to address the mental health workforce shortage in New Mexico and expand the pipeline to healthcare careers that offer extraordinary social and economic mobility.

Medical Projects	
10. How many graduates stay in practice in New Mexico	60%

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Mental Health Nurse Practitioner
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
<p>This program addresses the NMSU LEADS 2025 Strategic Goal 1: Enhance Student Success and Social Mobility. The psychiatric mental health nurse practitioner (PMHNP) concentration in the Doctor of Nursing Practice (DNP) program provides great opportunity for social mobility and elevates graduate education through our high graduation rates, 100% employment rates and the high earning potential of PMHNPs (starting salaries of > \$100,000/year). Career pathways are articulated through the students' clinical training experiences which total 1024 hours for DNP students (540 hours for certificate students). We have increased our marketing and recruitment to nurses in rural New Mexico counties since those healthcare providers tend to stay in their hometown/region after graduation. The effects of these efforts are starting to yield more applicants from rural NM, although additional strategies are needed. The School of Nursing integrates concepts in interdisciplinary collaboration throughout the curriculum and students have the opportunity to participate in an interprofessional immersion training experience with medical residents and graduate students from multiple health disciplines. All DNP students complete a year-long scholarly project that involves the application of research to improve health system quality and/or population health outcomes. The PMHNP program attracts a diverse array of students from across the State of New Mexico. This program is offered through a distance education/online delivery format which allows students from rural regions to remain within their home communities while they pursue their graduate degree.</p> <p>This program addresses the NMSU LEADS 2025 Strategic Goal 3: Amplify Extension and Outreach. The School of Nursing has a long history of outreach to regional and statewide clinical partners and governmental health and social service agencies for the purpose of establishing high quality clinical training sites for our undergraduate and graduate students. In 2019, the PMHNP program established a formal partnership with NMSU Cooperative Extension Service through its 3-year federal training grant from HRSA. PMHNP faculty are providing education of substance use disorder services and referral for treatment to extension agents throughout the state and PMHNP students are conducting drug use/abuse prevention and mental health promotion projects and clinical training experiences with 4-H programs throughout the state.</p> <p>This program addresses the NMSU LEADS 2025 Strategic Goal 4: Building a Robust University System. Cultivating faculty and staff excellence through the Mental Health Nurse Practitioner program is essential for maintaining our graduation and certification exam pass rates, which in turn allows graduates to contribute to the severe mental health provider workforce shortage in New Mexico. This program supports faculty and staff development in teaching, curriculum evaluation, leadership as well as teaching- and practice-based research/scholarship. Students are directly impacted when faculty and staff professional development leads to improved teaching/learning, better program support, and improved preparation for the PMHNP certification exam.</p>

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

RPSP funding supports the NMSU psychiatric mental health nurse practitioner (PMHNP) program, which is delivered in a distance education format to nurses throughout the State of New Mexico. The 3-year DNP graduate degree program prepares nurses to take a national certification exam that will allow them to provide comprehensive mental health services, including mental health diagnosis and prescribing medications), as well as providing psychotherapy/counseling. Nurse practitioners with other specializations (e.g., family nurse practitioner) can complete a 1-year PMHNP post graduate certificate program provides eligibility to sit for the PMHNP certification exam. Students are also trained to deliver telemental health services, which is a key solution for delivering mental health services to residents in rural communities. RPSP funding provides critical support to students from rural and medically underserved communities in New Mexico. Mental Health funds have supported nursing faculty salaries and professional development, student support services, graduate student stipends, as well as equipment and software to improve the quality and efficiency of delivering nursing education. The School of Nursing is requesting continued funding to support program enrollment growth and retention rates. Graduating mental health providers with prescriptive authority is especially important, as rates and severity of mental and behavioural health problems, including substance use has risen since the start of the pandemic in March 2020.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	\$1,347,620	\$0	\$0	\$1,347,620	\$1,347,620
Federal G&C Expenditures	\$437,603	\$435,653	434,566	\$1,347,620	\$1,347,620
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input checked="" type="checkbox"/> 5. Elevate graduate education <input checked="" type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Mental Health Nurse Practitioner Contact Name: Alexa Doig, PhD, RN Contact Email: adoig@nmsu.edu	FY24 Request \$1,315,000
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NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: To enhance student success and social mobility through nurse practitioner graduate education

RPSP Objective 1: Maintain a high level of retention of Nursing students		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Percent retention over 2 years	94%	93%	92%	82%	80%	80%	80%	90%	90%	90%	Retention rates affected by COVID-19 pandemic and the increase demand put on nurses in the workforce. Some students made the decision to withdraw and apply again in the future.

RPSP Objective 2: Encourage participation in clinical experiences in rural and underserved areas		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Percent of nurse practitioner students who participate in clinical experiences in rural and underserved areas.	50%	45%	50%	19%	70%	60%	60%	60%	60%	60%	Lower numbers of NP preceptors in rural and underserved areas are causing higher percentages of NMSU's NP students to obtain clinical experiences in larger and urban cities.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Mental Health Nurse Practitioner
Contact Name: Alexa Doig, PhD, RN
Contact Email: adoig@nmsu.edu

FY24 Request

\$1,315,000

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: Have our graduates be innovators in their field

RPSP Objective 1: Prepare doctorate of nursing practice students to serve as innovators in nursing care		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Percent of graduating FPMH students who will have completed a capstone project that focuses on an innovative practice change.	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	Note FMPH = PMHNP

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: To increase the pipeline of mental health providers for the state of New Mexico with a focus on substance use disorder treatment

RPSP Objective 1: Continue to provide nurse practitioners to meet state workforce needs		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Graduation rate of nurse practitioners	100%	92%	90%	55%	90%	90%	90%	90%	90%	90%	Graduation rates were affected by the COVID pandemic and the lack of available clinical sites and preceptors and delays in DNP project completion. The majority of these students are on track to graduate in Dec 2022.
2	Percent of graduates who practice in New Mexico	50%	50%	58%	60%	75%	75%	75%	60%	60%	65%	

RPSP-Budget 1

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

Institution:

RPSP Project:

Total:

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 161,582.16	\$ -	\$ 161,582.16	carry forward should be zero
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 940,000.00	\$ 375,000.00	\$ 1,315,000.00	
Local		\$ -		
Total Appropriations	\$ 940,000.00	\$ 375,000.00	\$ 1,315,000.00	
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	\$ 940,000.00	\$ 375,000.00	\$ 1,315,000.00	

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							
	FY23 FTE		Change FTE	\$	FY24 FTE		
Faculty Salaries			5.78	\$ 500,960.26	5.78	\$ 500,960.26	FTE should be 9.0
Professional Salaries			2.09	\$ 131,423.08	2.09	\$ 131,423.08	FTE should be 2.5
Other Staff Salaries			2.47	\$ 84,309.17	2.47	\$ 84,309.17	FTE should be 1.5
Student Salaries (GA/TA)			0.00	\$ -	0.00		
Other Salaries			0.00	\$ -	0.00		
Total All Salaries	0.00	\$ -	10.34	\$ 716,692.51	10.34	\$ 716,692.51	
Fringe Benefits				\$ 223,307.49		\$ 223,307.49	
Travel				\$ -			
Utilities				\$ -			
Institutional Support Charges				\$ -			
Plant Operation and Maintenance Charges				\$ -			
Supplies and Expenses		\$ 940,000.00		\$ (940,000.00)			
Equipment				\$ -			
Other Expenditures				\$ 375,000.00		\$ 375,000.00	Student stipends for NM PMHNP Student
Total Expenditures	0.00	\$ 940,000.00	10.34	\$ 375,000.00	10.34	\$ 1,315,000.00	
Ending Fund Balance		\$ 161,582.16		\$ -		\$ 161,582.16	

Arrowhead Center for Business Development



2023

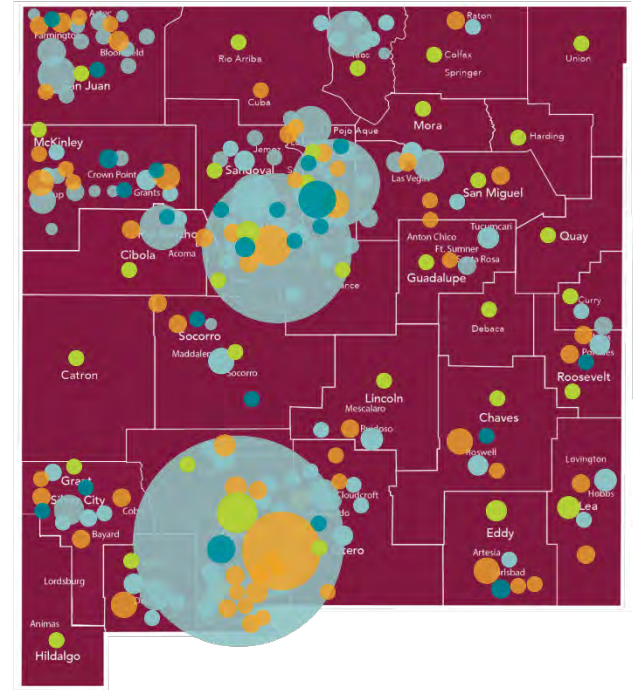
BE BOLD. Shape the Future.

FY 23 Actual: \$355,100
 FY 24 Request: \$555,100

Arrowhead Center (Arrowhead) at New Mexico State University (NMSU) plays a vital role supporting the state’s entrepreneurial and innovation ecosystem, creating economic opportunity in New Mexico. Arrowhead builds capacity statewide by making available to individuals and firms the knowledge, skills, and resources they need to be successful in business creation and growth as well as technology commercialization. This results in favorable outcomes benefiting the state: new businesses and jobs, new products, increased investment, increased entrepreneurial skills (enhancing employability), and strategic public-private partnerships. Arrowhead serves NMSU faculty, staff and students as well as students (K-16), inventors, entrepreneurs and young firms statewide.

Map Legend

- Small Business Creation and Growth
- University Student Business Accelerators
- K-12 Entrepreneurship Programs
- Economic Studies



Economic Opportunity for New Mexico

Arrowhead enhances economic opportunity for all New Mexicans, ultimately bolstering the state’s economy as a whole. We capitalize on New Mexico’s unique assets and talent, while securing federal and private funding to support these strengths. This work helps to diversify the state’s economy, ensuring we are poised to benefit from our opportunities, recover in the face of challenges, and demonstrate future resiliency.

- Arrowhead primes New Mexico’s entrepreneurial and innovation pipeline with opportunities for the state’s youngest innovators and potential business owners. We work with students from kindergarten through university, challenging them to build their ideas into ventures.
- Arrowhead makes entrepreneurship accessible to anyone, anywhere in New Mexico. Business acceleration programs offered virtually and outside of typical working hours open possibilities for those who may not have the time or resources to otherwise pursue their business ideas. This is reflected in Arrowhead’s success working with populations traditionally underrepresented in entrepreneurship, such as women and ethnic minorities.
- Arrowhead works with existing companies to help them realize their full potential. Access to mentorship, educational resources, investment opportunities, and professional networks leads to more jobs, more revenue, and greater opportunities for growth and expansion.

Highlights FY 2021

1,072	New Direct Jobs
415	Businesses Accelerated
\$1.3 M	Awards from Sponsors
5,013	K-12 Students
1,280	NM University Student Ventures
\$434 M	Total Economic Impact

Arrowhead Center for Business Development



2023

BE BOLD. Shape the Future.

Tailored Assistance for New Mexicans

Arrowhead recognizes that each entrepreneur, innovator, and business venture is unique – particularly in New Mexico’s richly diverse population. We emphasize one-on-one support customized to the individual needs of our clients and the communities in which they live.

- Arrowhead operates programs targeting New Mexico’s most promising industries, such as value-added agriculture, clean energy, healthcare, and recreation and tourism. At the same time, we are open to entrepreneurs and companies from any sector, supported by an extensive network of experts from an array of industries and disciplines.
- Arrowhead’s Sprint business accelerators blend cohort-based instruction with individualized mentoring sessions to make sure each participant gets the specific support they need to create or grow their business.
- Arrowhead provides personalized assistance to existing businesses, based on their individual needs. From feasibility studies, to product prototyping, to business model pivots to deal with continued economic recovery from the COVID-19 crisis, Arrowhead serves New Mexico’s businesses with the tailored assistance they need to grow and thrive.



LAUNCH Participants

Highlights and Looking Forward

Arrowhead continues to offer the majority of programs in hybrid formats, with in-person and virtual options available to make resources as accessible as possible. Highlights over the last year include:

- Creating a robust suite of resources, ranging from COVID-19 funding opportunities; virtual events, consultations, and services; online videos and webinars; and training to help businesses bolster their online presence.
- Pursuing and leveraging federal funding opportunities (e.g. Department of Energy, Small Business Administration, Economic Development Administration, and Minority Business Development Agency, among others) to bring more outside dollars to the State of NM.
- Growing key partnerships that will facilitate the growth of NM’s innovation/entrepreneurship ecosystem (e.g. New Mexico Economic Development Department, SBA as a resource partner, and the national laboratories).



Offering Arrowhead programs, resources, and specialized services to Agricultural Value-Added Enterprises in NM

FY24 Expansion Request - \$200,000 Agriculture Venture Center

The Agriculture Venture Center will provide resources and connections for entrepreneurs seeking to launch or expand agriculture/food-based ventures (technology- or product-based). Clients will gain access to market and feasibility research for new and existing businesses, business acceleration programming, assistance with federal funding pursuit (e.g., SBIR/STTR programs, USDA VAPG), capital investment, and connections to necessary elements such as manufacturing capabilities and regulatory guidance. AVC is expected to be particularly impactful for rural and tribal communities dependent on ag-related economies.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Arrowhead Center for Business Development

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$555,100

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$355,100

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	17
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2. Project Description / Executive Summary:

Arrowhead Center (Arrowhead) requests a total of \$551,100 (FY 2024) in recurring and expansion funding for an existing project (Arrowhead Center for Business Development). This project supports our economic development mission to enhance innovation and entrepreneurship, creating economic opportunities and social mobility in NM.

Arrowhead builds statewide capacity by providing individuals and businesses knowledge, skills, and resources for entrepreneurship. This capacity-building leads to favorable outcomes: new businesses and jobs, new products, increased investment, increased entrepreneurial skills (enhancing employability), and strategic public-private partnerships.

Arrowhead’s goals and performance measures reflect dual roles serving NMSU and NM. We work with inventors, entrepreneurs, businesses, students, and communities across NM, as well as NMSU faculty, staff, students and alums.

Strategic partners of Arrowhead include UNM, NMT, Navajo Technical University, LANL, Sandia, NMEDD, SBA, MVEDA, EDA, MBDA, local governments, various community and regional economic development organizations, and private foundations.

2. Project Description / Executive Summary:

Since March 2020, this work has included emphasis on helping existing NM businesses deal with the economic challenges associated with the COVID-19 pandemic. This has included, but is not limited to, assisting businesses in creating or enhancing their online presence to reach customers when face-to-face interactions were not possible; providing connections to information and support resources from partner organizations; and publishing online content addressing an array of business concerns and solutions tied to the crisis. This work continues as NM recovers economically from the pandemic.

Expansion Justification:

Arrowhead requests expansion funding of \$200,000 to support the Agriculture Venture Center (AVC), a business accelerator that will provide resources and connections for entrepreneurs seeking to launch or expand agriculture/food-based ventures. AVC will be developed in collaboration with the NMSU College of Agriculture, Consumer and Environmental Science.

NM's current agriculture industry primarily consists of production of raw agricultural good which are shipped out of state for processing. This represent missed opportunities for NM to develop higher-value products. Maximizing profits for ag producers, processors, and distributors represents significant economic opportunity for NM.

Clients would gain access to market and feasibility research for new and existing businesses, business acceleration programming, assistance with federal funding pursuit (e.g., Small Business Innovation Research/Small Business Tech Transfer programs, USDA Value Added Producer Grants), capital investment, and connections to necessary elements such as manufacturing capabilities and regulatory guidance.

The AVC will: 1) Support entry into new markets which can be a hurdle to small business growth; 2) Provide awareness and connectivity to capital, innovation, and entrepreneurship training programs; and 3) Collaborate with other resource partners to help build networks for entrepreneurs to connect and diversify.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Arrowhead's RPSP budget is allocated to personnel and other expenses in support of assistance to businesses across the state, technology commercialization, student entrepreneurship and business creation, and development of public-private partnerships for investment in NM. Personnel budget includes staff and student salaries and fringe. Travel costs cover travel within NM for the purposes of delivery of programs. Supplies and other expenses are also required to deliver Arrowhead programs.

Expansion Justification:

Expansion funding is requested to cover expenses for the proposed AVC, including personnel (FTE to design and implement programming), travel (travel to rural locations is critical for engaging communities and stakeholders), and program support (e.g. supplies, marketing, food for in-person workshops/events, etc.).

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

Arrowhead's mission is to enhance entrepreneurship and innovation, creating economic opportunities and social mobility for New Mexicans. We accomplish this through comprehensive programming ready to assist individuals and businesses regardless of where they may be in the innovation/entrepreneurial journey, with access to expertise, mentorship, funding opportunities, and physical resources. Goals supporting this mission are to: 1) Enhance student experiential learning through entrepreneurship education, practice, and application; 2) Enhance NMSU's research, innovation, and creativity profile through engagement with industry, government, and public/private partners; 3) Maintain and expand entrepreneurship and innovation services; and 4) Track and evaluate all activities efficiently and effectively, with an emphasis on justice, equity, diversity and inclusion (JEDI).

Arrowhead serves the entire State of NM through our promotion of innovation and entrepreneurship, and provides the private sector with enhanced capabilities to create economic growth. Clients include students (K-12, university and alumni),

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

entrepreneurs, seasoned business owners, faculty and researchers, and organizations. Arrowhead is accomplishing this by collaboratively facilitating the growth of an innovation-driven economy, where NM's ability to convert ideas into marketable products and to develop a deep pool of entrepreneurs will improve the pace of economic growth. Arrowhead has a strong track record of serving diverse client bases (e.g., approximately 75% of participants in Sprint business accelerator cohorts are from groups historically underserved by entrepreneurial programming) and has demonstrated success in working with minority business populations, including ethnic minorities, women, rural communities, and Native American tribes/pueblos. We are committed to making innovation- and entrepreneurship-driven economic opportunity and social mobility available to all in NM – for example, Arrowhead's NM Clean Energy Resilience and Growth Cluster (CERG), which focused on clean energy technologies, places strong focus on underserved startups: 92.3% of applicants have fallen into a JEDI category, and 87.5% of accepted NM CERG participants represent underserved populations. Arrowhead serves NMSU faculty, staff, and students; inventors, entrepreneurs, and young and established firms across NM; government organizations; and educational/research institutions in NM.

Expansion Justification: Many NM communities identify the ag industry (agriculture, agribusinesses, and food processing) as key to the economic viability of their communities. The New Mexico Economic Development Department (NMEDD) identified value-added ag as one of nine target industries in their recent strategic plan. This plan cited the economics of agriculture as a primary weakness for the ag industry. In addition to outcomes such as new businesses, revenue and job growth, opportunities for rural communities, etc., growth of the value-added ag industry is an opportunity to increase-state consumption of products developed in our state. The AVC will help to capitalize on ag-related opportunities and mitigate challenges to business growth in the sector.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Arrowhead's RPSP objectives are focused on growing a stronger private sector in NM through entrepreneurship and innovation. These objectives include continued growth of commercialization programs and business assistance; creation and growth of scalable startups statewide; increased participation in NMSU innovation acceleration programs; growth of startups based on discoveries and innovation of NMSU faculty, staff, and students; engagement of students in hands-on entrepreneurial programs, experiential-learning employment, and internships; and growth of private sector and industry contracts and private-public collaborations. Key project beneficiaries include individual innovators and entrepreneurs on- and off-campus, NM-based companies, partners at NM-based research and higher education institutions, and partners in the private sector.

This project will:

- Through expansion of commercialization and business assistance programs, increase the number of innovators, entrepreneurs, and companies assisted statewide, building NM's base and creating economic and employment opportunities;
- Through creation and growth of scalable startups statewide, increase the number of new businesses and enhance existing firms, improving chances of success for these entities;
- Through growth of startups based on NMSU innovation, increase the number of business ventures based on NMSU technologies, providing exceptional commercial products and creating alternative revenue streams for NMSU;
- Through engagement of students in entrepreneurial programs and experiential learning, increase entrepreneurial skills and mindset in students, encouraging and enabling them to launch their own ventures in the future, while concurrently making them more employable in varied work environments; and
- Through growth of public-private/industry contracts and collaborations, increase Arrowhead's and NMSU's outward-facing relationships, creating opportunities for joint research and funding initiatives, internship and employment opportunities for NMSU students and graduates, and alternative revenue streams for NMSU.

Expansion Justification:

The AVC will support current Arrowhead objectives (see above), with a specific focus on agriculture. Specifically, AVC will: 1) Facilitate entry into new ag markets which can be a hurdle to small business growth; 2) Provide awareness and connectivity to

5. Key Project Objectives (Overview only – relates to separate performance measure form)

capital, innovation, and entrepreneurship training programs; and 3) Collaborate with other resource partners to help build networks for ag entrepreneurs to connect and diversify.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

As of the date of submission of this form, complete data for FY 2022 were not available; the data presented here reflect accomplishments in FY 2021.

Economic Impact

- \$434M total economic impact
- \$1.4 funding for Arrowhead programs from external federal and private sponsors
- 1,500 direct jobs created/retained
- Infusion of private and public capital into Arrowhead Park, generating 301 direct jobs

Creation and Growth of Scalable Startups Statewide

- Implementation of statewide business acceleration programs (Sprints program)
- 1,008 businesses and entrepreneurs assisted statewide (non-NMSU origin)
- Investments from Arrowhead Innovation Fund, an early-stage capital source for NM-based businesses

Expansion of Student Entrepreneurship Programs

- K-12 programs served 9 counties and 22 schools
- Expansion of Arrowhead student business accelerators to NM universities, community colleges, and national labs
- 1,280 NM student-led ventures, generating revenues of \$892K
- Entrepreneurial skills learning across the state for 5,013 K-12 students

Growth of Public-Private Collaborations

- 50 contracts with private entities
- 44 active, collaborative relationships with universities, national labs, government, and the private sector

Funding

- Awards from three gifts: \$500,000 from the Hunt Family Foundation and \$250,000 from Alejandra de la Vega Foster and Paul Foster
- \$1,354,717 in federal and private sector grant and contract expenditures; sources include the SBA, EDA, NSF, DOC, MBDA, DOE national labs, AFRL, NIH, NTU, NMEDD, Daniels Fund, PNMR Foundation, Westmeath Foundation, Wells Fargo, Bank of America, and Eddy County.

Expansion Justification:

The primary objective of the AVC is to grow the agriculture entrepreneurial ecosystem in NM, ensuring access to entrepreneurial resources and markets. Objectives include: assess commercial opportunities in various regions and communities in the state; work with local partners (CES, county and municipal governments, business leaders) to identify the most critical resource gaps; provide Arrowhead resources to fill those gaps (training, expertise, funding, connections); and track and evaluate AVC performance.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

Major Arrowhead impacts include business and job creation, revenue generation, private and public investment, and support for workforce development in NM, all supporting sustainable economic development for the state. Arrowhead impacts the number of startups in NM, which bolsters statewide job creation. Our assistance also enhances companies' capacity for revenue generation. Export and local revenue is generated through Arrowhead programs and startups assisted. Arrowhead

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

has been successful in securing federal and private dollars to support entrepreneurship, innovation, technology development, and commercialization in NM.

Arrowhead's engagement of the private sector through contracts and donations impacts revenue to NMSU and opens avenues for further research and education partnerships. Arrowhead contributes to the development of a skilled workforce through its entrepreneurial programming, instilling entrepreneurial skills and mindset in K-university students. A common theme among today's employers is the desire for their employees to approach their jobs with entrepreneurial mindsets or attitudes, using leadership, risk-taking, and problem-solving skills. These are the precise skills instilled at Arrowhead that benefit students, whether they create their own companies or become employees at established companies or organizations. Arrowhead's K-university programs also require hands-on application of STEM skills to make products and test hypotheses. Since mid-March 2020, we have made programming available online to address the needs of clients during COVID-19 and have emphasized strategies for businesses to deal with the economic impact of the pandemic.

Arrowhead's impacts are statewide through its various K-university entrepreneurship programs and through its business acceleration programs. Arrowhead also provides employment and learning opportunities to NMSU students from all disciplines, allowing them the opportunity to work on real-world challenges and solutions and to understand the potential for and impact of entrepreneurship in all fields. Also, Arrowhead's efforts support economic development goals of Governor Lujan-Grisham, NMEDD, recommendations of the NM Jobs Council, the Comprehensive Economic Development Strategy of the Councils of Government, the Higher Education Department, the Public Education Department, and the Department of Workforce Solutions. Arrowhead's programs directly support entrepreneurship as a recovery strategy, as promoted by NMEDD.

Expansion Justification: The AVC will benefit individuals and communities engaged in agriculture/food-based ventures across NM. Programming is anticipated to be particularly impactful in rural and tribal communities heavily reliant on agriculturally focused economies. Direct results include the number of new ag products launched and new processes adopted, number of new and expanded ag businesses, number of new and expanded ag markets, and growth in private investment and public funding for ag businesses. Impact metrics include percent of ag products exported and purchased, job and revenue growth, new and/or expanded ag-related commercial activity in underserved/distressed communities, and ag businesses relocating the the region.

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

Arrowhead actively pursues funding from private donors, foundations, and the federal government. It uses RPSP funding as a cost match when this is a requirement. Most of Arrowhead's federal sponsors require a 1:1 cost match; Arrowhead leverages the programs and capabilities funded through state support to bring external dollars to NM.

FY2021 actuals include:

- \$634,896 from federal grants (U.S. SBA, NSF I-Corps, U.S. DOC, Sandia National Labs, Los Alamos National Lab, NREL, MBDA, U.S. DOE)
- \$750,000 from private gifts (Hunt Family Foundation, Paul Foster and Alejandra de la Vega Foster)
- \$192,500 local government and private sector contracts (Eddy County, El Paso City, City of LC)

Expansion Justification:

The \$200,000 additional FY 2024 RPSP funding is anticipated to bring in additional federal dollars and private sector investment, leveraging state dollars for a return on investment beginning in FY 2025.

9. Accomplishment/ Highlights (bullet form)

Successful Leveraging of State Appropriations to Attract Outside Funding

- Federal funding to grow programs, requiring a 1:1 cost match
- Substantial gifts from private donors, leveraging federal-, state-, and NMSU-provided funds

Expansion of Commercialization and Business Assistance Programs

- Growth of Sprint business accelerator programs in agricultural technology, digital health technology, export-based businesses, clean energy and COVID-19 recovery.
- DOE award for clean energy cluster creation; partnered with LANL, Sandia and NMEDD
- Received national Tibbetts award for SBIR/STTR program (NM FAST) achievements

Creation and Growth of Scalable Startups Statewide

- Startup ecosystem growth through continued growth of an early-stage venture fund (Arrowhead Innovation Fund)

Growth of Startups Based on NMSU Innovation

- Increase in technology licensing through LAUNCH, an annual licensing/proof of concept program
- National recognition among universities as a National Science Foundation I-Corps site/affiliate, focused on commercialization of NSF-funded research

Engagement of Students in Entrepreneurial Programs, Experiential Learning, and Internships

- STEM-based innovation and entrepreneurship programs in K-12 environments across NM
- Rapid expansion of number of students and businesses in Studio G student business accelerator over the last five years; currently active at 18 sites
- NMSU student employment and internships (average of 31 students from FY19-FY22) providing income and institutional engagement

Growth of Public-Private/Industry Contracts and Collaboration

- Strong partnerships with federal agencies (e.g., U.S. Economic Development Administration, U.S. Small Business Administration, and National Science Foundation, Department of Energy) to promote commercialization, entrepreneurship, and research park development)
- Continued development of Arrowhead Innovation Network, composed of 50+ experts in business, technology, science, and investment, which is a foundation for all Arrowhead commercialization acceleration and startup projects

National and Global Recognition among Universities

- NSF I-Corps site, focused on commercialization of NSF-funded research
- Top 20 university incubators in the world, ranking by UBI Global, and mention in Forbes Magazine

Expansion Justification:

AVC will support creation and growth of scale startups statewide, growth of public/private partnerships and industry relations; expansion of commercialization programs; and leveraging of state funding to attract funding from outside NM.

Medical Projects	
10. How many graduates stay in practice in New Mexico	Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Arrowhead Center for Business Development
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

NMSU LEADS 2025 Strategic Goals

1. Enhance Student Success & Social Mobility
2. Elevate Research & Creativity
3. Amplify Extension & Outreach
4. Build a Robust University System

Each of Arrowhead’s four goals is designed to support NMSU LEADS 2025’s goals:

1. Enhance student experiential learning through entrepreneurship education, practice, and application (ties to NMSU LEADS 2025 Goals 1 and 2);
2. Enhance NMSU’s research, innovation, and creativity profile through engagement with public and public/private partners (ties to NMSU LEADS 2025 Goals 2 and 4);
3. Maintain and expand entrepreneurship and innovation services (ties to NMSU LEADS 2025 Goal 3); and
4. Track and evaluate activities efficiently and effectively, with an emphasis on justice, equity, diversity, and inclusion (JEDI; ties to NMSU LEADS 2025 Goal 4).

Arrowhead also supports objectives under each NMSU LEADS 2025 goal, including, but not limited to:

1.4: Through engagement in high impact practices, enhance student life, climate, health and wellness, and professional development leading to improved academic and career outcomes (hands-on entrepreneurial education and work with NMSU-developed research and creative products)

2.4: Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer (Arrowhead is NMSU’s tech transfer and commercialization engine.)

3.5: Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities (economic development programs staged in communities across NM)

4.1: Advance equity, inclusion, and diversity and effectively support students, faculty, and staff (demonstrated success in engaging with underrepresented groups, such as women and ethnic minorities)

Our student entrepreneurship initiatives give students the knowledge and experience they need to make entrepreneurial endeavors and attitudes a basis for social mobility – leveraging these skills to improve their socioeconomic positions and enhance quality of life. Student entrepreneurship education and training offered by Arrowhead programs provide experiences requiring risk-taking, communication, teamwork, hypothesis testing, pivoting, leadership, and problem-solving. An entrepreneurial mindset instilled through these experiences are desired by employers, and improve employability and enhance career success.

Arrowhead also works with faculty and staff members across the NMSU system on intellectual

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.**

Arrowhead Center's mission is to support entrepreneurship and innovation, creating economic opportunity and social mobility in NM. Arrowhead fosters an entrepreneurial and innovation ecosystem through commercialization and business acceleration programs, entrepreneurial education and training, resource networks, a science and technology park, and enhancement of workforce readiness. This results in favorable outcomes: increased entrepreneurial skills (enhancing employability), new businesses and jobs, new products, increased investment, and strategic public-private partnerships. Arrowhead is accomplishing its mission by collaboratively facilitating the growth of an innovation-driven economy, where NM's ability to convert ideas into marketable technologies and to develop a deep pool of entrepreneurs will improve the pace of economic growth. We work with businesses from all industries and sectors; from communities across NM; and with a range of products and services. Since March 2020, this has included emphasis on helping NM businesses overcome the economic challenges associated with the COVID-19 pandemic; this work continues as NM recovers economically. Aligned with gaps identified by NMEDD's recent Statewide Strategic Plan (for sustainable and value-added agriculture), Arrowhead is requesting additional RPSP funds to grow an Agriculture Venture Center, which will provide targeted support to NM businesses and entrepreneurs in the value-added agriculture space, leading to increased capabilities for our state, increased jobs and increased investment and revenues.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	563,730	602,085	634,896	3,023,433	6,849,574
Federal G&C Expenditures	412,847	541,747	629,437	2,806,753	6,632,894
Private G&C Awards	1,098,214	965,000	942,500	4,555,648	5,364,791
Private G&C Expenditures	917,214	728,602	725,280	3,849,259	4,769,402

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<p><input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment</p> <p><input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment</p> <p><input checked="" type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences</p> <p><input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement</p> <p><input type="checkbox"/> 5. Elevate graduate education</p> <p><input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<p><input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education</p> <p><input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity</p> <p><input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges</p> <p><input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<p><input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development</p> <p><input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility</p> <p><input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education</p> <p><input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement</p> <p><input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<p><input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff</p> <p><input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate</p> <p><input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization</p>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Arrowhead Center for Business Development
Contact Name: Kathy Hansen, Director of Arrowhead Center
Contact Email: hansen@nmsu.edu

FY24 Request

\$555,100

NMSU LEADS 2025 Goal:

3 - Amplify Extension and Outreach

RPSP Goal:

To create economic opportunity through entrepreneurship and innovation

RPSP Objective 1: Expand commercialization programs and business assistance statewide.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of entrepreneurs assisted (non-NMSU)	270	663	1,008	1,029	72	121	729	802	1,058	1,296	FY21 actuals & FY22 estimates exceed respective targets. FY24 target is based on FY22 numbers and expansion request.

RPSP Objective 2: Support the creation and growth of scalable startups statewide		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures												
1	Number of ventures (non-NMSU)	111	269	415	554	57	117	296	326	436	645	FY21 actual & FY22 estimate exceed respective targets; FY24 target is based on FY22 numbers and expansion request.
2	Number of Arrowhead offerings	NA	NA	NA	NA	NA	NA	NA	NA	15	17	New measure for FY23

RPSP Objective 3: Implement streamlined commercialization strategies		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	# of participants in Launch (acceleration program)	22	16	11	26	48	40	24	26	26	36	LAUNCH program delayed and redesigned due to COVID.
2	# of researchers receiving commercialization assistance	185	190	65	84	222	275	209	230	230	120	Arrowhead is using a stricter definition of assistance; COVID impact on researcher access
3	# of participants in tech commercialization acceleration programs	NA	NA	NA	NA	NA	NA	NA	NA	225	250	New measure for FY23

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Arrowhead Center for Business Development
Contact Name: Kathy Hansen, Director of Arrowhead Center
Contact Email: hansen@nmsu.edu

FY24 Request
\$555,100

RPSP Objective 4: Promote startup creation and licensing of IP		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of ventures based on NMSU innovation	180	195	206	217	33	192	205	215	216	220	FY21 actual & FY22 estimate exceed respective targets; FY24 target is based on projected sustainment of FY22 numbers.

RPSP Objective 5: Engage students in entrepreneurial programs		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of NMSU students and recent alumni pursuing a business	722	964	946	1,531	332	798	1,012	1,062	1,115	1,115	FY 21 actual slightly lower than FY 21 target due to a stricter definition of what constitutes an "active" client.
2	Number of mid and high school students participating in entrepreneurial education and innovation programs	438	709	575	399	377	482	780	858	901	NA	COVID restrictions continued to affect K-12 programming; this measure is replaced in FY24 to include elementary students
3	Number of Native American students in entrepreneurial programs	NA	28	33	33	NA	NA	31	34	36	40	COVID restrictions continued to affect K-12 programming.
4	Number of NM student-led startups	548	1,075	1,280	1,122	62	576	764	802	842	1,200	FY21 actual & FY22 estimate exceed respective targets; FY24 target is based on projected sustainment of FY22 numbers.
5	Number of K-12 students participating in entrepreneurial education and	NA	NA	NA	NA	NA	NA	NA	NA	6,000	6,600	New metric For FY23
6	Number of NM students and recent alumni pursuing a business	NA	NA	NA	NA	NA	NA	NA	NA	2,400	2,500	New metric For FY23

RPSP Objective 6: To provide experiential-learning employment and internship opportunities		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of student employees and interns	37	80	63	61	30	41	84	88	88	70	FY21 actuals & FY22 estimates below respective targets due to lack of funding sources for student engagement growth. FY24 target based on anticipated growth of internships.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Arrowhead Center for Business Development
Contact Name: Kathy Hansen, Director of Arrowhead Center
Contact Email: hansen@nmsu.edu

FY24 Request
\$555,100

RPSP Objective 7: Collaborate with public sector		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of contracts with the private sector	50	52	50	42	25	50	57	63	63	45	FY22 estimate lower than target due to decrease in demand for office space contracts.

RPSP Objective 8: Collaborate with public sector entities in support of business creation and growth		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of collaborative initiatives	18	25	44	47	8	17	28	31	34	55	FY21 actuals and FY22 estimate exceed respective targets.

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: Arrowhead Center for Business Development

Total: **\$ 555,100.00**

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 311,944.00	\$ (107,600.00)	\$ 204,344.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 355,100.00	\$ 200,000.00	\$ 555,100.00	200K Expansion
Local		\$ -		
Total Appropriations	\$ 355,100.00	\$ 200,000.00	\$ 555,100.00	
Grants and Contracts				
Federal	\$ 674,646.00	\$ -	\$ 674,646.00	
State	\$ 9,328.00	\$ -	\$ 9,328.00	
Local	\$ 35,488.00	\$ -	\$ 35,488.00	
Total Grants and Contracts	\$ 719,462.00	\$ -	\$ 719,462.00	
Private Gifts, Grants and Contracts	\$ 674,523.00	\$ -	\$ 674,523.00	
Land & Permanent Fund or Local Property Taxes		\$ -	\$ -	
Tuition and Fees		\$ -		
Endowment		\$ -		
Sales and Services		\$ -		
Other Sources - Detail in Comments	\$ 90,000.00	\$ -	\$ 90,000.00	
Total Revenues	\$ 1,839,085.00	\$ 200,000.00	\$ 2,039,085.00	
Transfers (to) from				
Instruction and General	\$ 161,388.00	\$ -	\$ 161,388.00	
Student Social and Cultural		\$ -		
Research	\$ 290,048.00	\$ -	\$ 290,048.00	
Public Service		\$ -		
Internal Service		\$ -		
Student Aid		\$ -		
Auxiliary Enterprises		\$ -		
Athletics		\$ -		
Independent Operations		\$ -		
Capital Outlay		\$ -		
Renewal and Replacement		\$ -		
Total Transfers	\$ 451,436.00	\$ -	\$ 451,436.00	
Expenses				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries	0.63 \$ 54,565.00	0.00 \$ -	0.63 \$ 54,565.00	
Professional Salaries	16.10 \$ 1,011,381.00	1.57 \$ 99,420.00	17.67 \$ 1,110,801.00	50% of additional request
Other Staff Salaries	2.35 \$ 80,303.00	0.00 \$ -	2.35 \$ 80,303.00	
Student Salaries (GA/TA)	6.23 \$ 160,774.00	(1.65) \$ 24,216.00	4.58 \$ 184,990.00	Add GA
Other Salaries		0.00 \$ -	0.00	
Total All Salaries	25.31 \$ 1,307,023.00	-0.07 \$ 123,636.00	25.24 \$ 1,430,659.00	
Fringe Benefits	\$ 395,629.00	\$ 46,364.00	\$ 441,993.00	
Travel	\$ 26,687.00	\$ 10,000.00	\$ 36,687.00	5% travel expansion
Utilities		\$ -	\$ -	
Institutional Support Charges	\$ 16,200.00	\$ -	\$ 16,200.00	
Plant Operation and Maintenance Charges	\$ 72,186.00	\$ -	\$ 72,186.00	
Supplies and Expenses	\$ 580,396.00	\$ 20,000.00	\$ 600,396.00	10% PSC/Supplies
Equipment		\$ -		
Other Expenditures		\$ -		
Total Expenditures	25.31 \$ 2,398,121.00	-0.07 \$ 200,000.00	25.24 \$ 2,598,121.00	
Ending Fund Balance	\$ 204,344.00	\$ (107,600.00)	\$ 96,744.00	



NMSU Autism Diagnostic Center

BE BOLD. Shape the Future.

2023

FY 23 Actual: \$730,900
FY 24 Request: \$1,087,560
\$Change: \$356,660

Purpose: The purpose of the FY24 funding is to operate an Autism Diagnostic Center (ADC) in southern New Mexico and to expand diagnostic services for individuals referred for an autism diagnosis. The NMSU ADC will address the need for a timely diagnosis for children and adolescents with autism spectrum disorder (ASD) in southern New Mexico. The ADC has operated with less than one complete diagnostic team during the past funding period. Due to our efforts over the last year, we were able to add five members to our clinical team - two psychologists, two speech-language pathologists, and one social worker. The on-boarding of these team members will be completed prior to the start of FY23. Starting FY23, the ADC will have two multidisciplinary diagnostic teams - including one Spanish/English bilingual team - available for autism diagnostic services for New Mexican families. We request additional funding for one occupational therapist and one additional social worker to complete our two interdisciplinary diagnostic teams. This will allow us to increase the number of weekly ASD evaluations by 700%. In addition to increasing the availability of ASD diagnostic services in Southern New Mexico, this expansion of the ADC will also enable us to increase the number of NMSU students receiving specialized training in the area of autism. This, in turn, will add professionals with a much-needed skill set to the work force in New Mexico.

Wait times for families seeking ASD evaluation are among some of the longest in the nation and range from 24 to 36 months. Given the rise in the incidence of ASD and long wait times to access diagnostic services, the NMSU ADC is much needed to meet the needs of our state. With the additional \$356,660 request in funding, we will be able to add an occupational therapist and a bilingual social worker to our diagnostic team to better serve the diverse communities in New Mexico. Furthermore, we will be able to retain the other team members in the ADC with the competitive salaries that we had previously requested and which were granted.

Statement of Need:

1. Need to **decrease wait time for a diagnosis** of autism. Prior to the ADC, New Mexico had only one interdisciplinary team for the diagnosis of autism located at the UNM Center for Development and Disability. The location of the center in the northern part of the state left a large disparity in access for the southern part of the state. The ADC was created to address this disparity and continues to find ways to increase its diagnostic capacity.
2. Need to **maximize intervention outcomes through early intervention**. Evidence-based research clearly reveals that the greatest positive outcomes for individuals with autism occur when intervention is offered as early as possible and continuously. However, even after initial diagnosis, insurances require an updated diagnosis every two years. Therefore, diagnostic services for individuals with ASD are necessary every two years for uninterrupted treatment. Positive treatment outcomes could be drastically reduced due to postponed diagnosis.
3. Need to **offer more local services**. Offering a southern hub with professionals specializing in the diagnosis and treatment of autism supports increased collaboration with community service providers and the creation of a knowledgeable workforce through student education and continued education of local healthcare providers in the southern part of the state.



INCIDENCE OF AUTISM SPECTRUM DISORDER

- 2016 **1 in 54**
- 2022 **1 in 44**

Incidence of ASD is rapidly increasing – the need for early intervention by qualified practitioners, is critically needed in New Mexico.

<https://www.cdc.gov/ncbddd/autism/data.htm>

Background

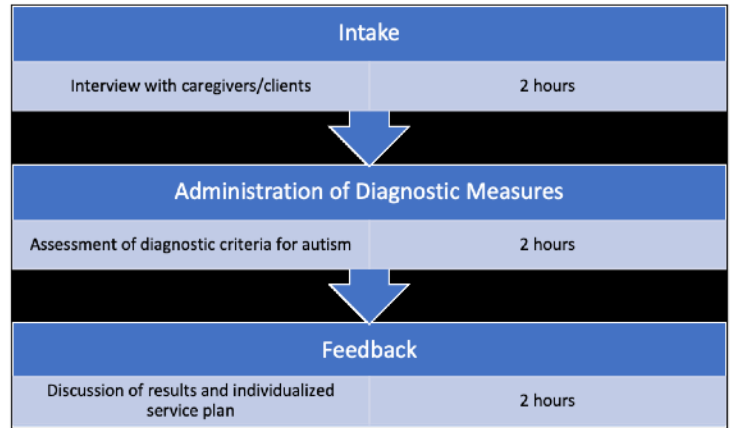
ASD is a neurodevelopment disorder that impacts a person's communication, behavior, and ability to function, and ranges from a total inability to form meaningful communication and social interactions to functional but limited social communication and interaction.

- ASD diagnosis is derived from behavioral observation
- ASD behaviors vary widely along a spectrum of behaviors
- ASD behaviors change with development and intervention

Diagnosis

Intervention services for an individual with ASD begin with a comprehensive diagnosis. The diagnosis serves two essential purposes:

1. Identifies the individual as eligible for third-party insurance including the state Medicaid program.
2. Identifies the individual's strengths and weaknesses in order to develop an Individualized Service Plan (ISP).



The ADC Team:

A team comprised of Clinical Psychologists, Speech-Language Pathologists, Occupational Therapist, Social Workers, and other professionals will make the NMSU ADC a vital force in our region's efforts to diagnose and refer for treatment individuals for an autism diagnosis

Current Diagnostic Teams

- 2 Clinical Psychologists
- 2 Speech-Language Pathologists
- 1 Occupational Therapist (requested)
- 2 Social Workers (requested)

Administration Team

- Clinic Director
- Grant Writer

Assessment Support

- 6-8 Graduate Assistants (GAs)



Impact:

The Autism Diagnostic Center's significant impact on the autism community of southern New Mexico can be best visualized with objective data:

- 300 hours of face-to-face diagnostic services provided by the ADC Team
- 21 families from Dona Ana, Otero, and Lea counties received evaluations with 16 resulting in an autism diagnosis. Those who did not were provided with appropriate diagnoses and follow-up referrals
- Provided specialized training to eight graduate students, 3 of which graduated and are now working in New Mexico
- Provided over 10 conference presentations, service provider trainings, and community education events.
- Continued provision of RUBI Parent Training to families on our waitlist.
- Delivered the inaugural evidence-based social skills training program to local teens and their families.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Autism Program

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$1, 087,560

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$730,900

Type of Project (X for Type)			
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	4
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2. Project Description / Executive Summary:

The Autism Diagnostic Center (ADC) housed at New Mexico State University (NMSU) was established to provide state-of-the art autism diagnostic services to families in Southern New Mexico and beyond. This is the fourth year this project has received RPSP funding, and we are now in a position to offer consistent services to families seeking an autism diagnosis through our two interdisciplinary diagnostic teams – one Spanish-English bilingual team and one monolingual English team. This service will help to significantly reduce the state-wide wait time for an autism diagnosis.

Along with the rest of the country, the ADC adjusted to the new normal of living with the novel coronavirus (COVID-19), which brought challenges and opportunities. One of the major challenges that we faced was the loss of the ADC director and diagnosing psychologist in May 2021, leaving the center without the ability to provide diagnostic services for several months. While this was unfortunate, it led to the exploration of alternative models to provide diagnostic services, and it generated increased awareness in our college leadership that clinical psychologists with the necessary credentials required by the New Mexico Medical Assistance Division to provide a medical diagnosis of autism are in extremely short supply. The shortage of these highly qualified individuals resulted in a challenging hiring process during which highly competitive wages needed to be offered. However,

2. Project Description / Executive Summary:

despite these challenges, the NMSU ADC continued to build, both human and physical infrastructure as well as conduct telehealth and in person client evaluations using a consultant model during this reporting period. This model allowed the ADC to continue to provide approximately 300 hours of face-to-face diagnostic services resulting in 21 completed autism evaluations while expanding its ability to assess and diagnose clients from 18 months to 18 years of age.

While the ADC continued to recruit for its key positions (Clinical Psychologists and Speech-Language Pathologists), the team also provided outreach services in the form of parent trainings for families diagnosed with autism as well as a much-needed social skills intervention for teens with autism. At the same time, the ADC leadership developed a goal to have two complete multidisciplinary teams housed within its facilities, which will result in moving the ADC from a clinical setting that provided minimal services to a robust functioning clinical structure that has the ability to continue to grow and meet the needs of the diverse communities it serves as it works to establish its reputation as a premiere regional autism center.

The two teams were intentionally developed as follows:

Team 1. Is monolingual and comprised of a Clinical Psychologist, Speech-Language Pathologists (SLP), a .5 FTE Social Worker and a .5 Occupational Therapist (OT).

Team 2. While all members on the second team are bilingual, they have the same staffing structure of a Clinical Psychologist, Speech-Language Pathologists (SLP), a .5 FTE Social Worker, and a .5 Occupational Therapist (OT).

It should be noted that the bilingual team plays a critical role in providing equitable access to the communities of southern NM as well as many rural communities along its eastern, western and southern borders that the ADC services.

Ultimately, the ADC was able to recruit and hire two Clinical Psychologists with extensive experience in diagnosing and treating individuals with autism. These psychologists bring individual expertise in differential diagnosis and are lead members of our two multidisciplinary teams that include speech-language pathologists (SLPs), who are experts in communication.

Now that the ADC has successfully hired a full time Clinical Director, two Clinical Psychologists and Speech-Language Pathologists (SLP), it will recruit an Occupational Therapist (OT) and one additional Social Worker. The Occupational Therapist position was not filled during reporting period as there was need to hire the Clinical Psychologists first so that OT services could be integrated into the multidisciplinary team.

The Licensed Social worker (LSW) position is a new position in this funding proposal. The position will focus solely on supporting clients and families through the ADC process and bridging the diagnostic process to community resources by connecting and referring clients to intervention services that are locally available to families.

In addition to the services provided to families in New Mexico, the ADC also trained eight graduate student assistant – four in Communication Disorders, three in Counseling and Educational Psychology, and one in Social Work. The opportunity to train as part of an interdisciplinary team will provide these future health care providers with the experience and training in the interaction and collaboration with other health care professionals since collaboration with different practitioners is a central part of caring for clients and patients to obtain optimal outcomes.

In regards to securing additional funding for the ADC, we were able obtain support for a grant application to the New Mexico Early Childhood Education and Care Department from two local service agencies, Aprendamos and

2. Project Description / Executive Summary:

Full Bloom Pediatrics. This grant application was funded and as a result we are currently collaborating with UNM's Early Childhood Evaluation Program (ECEP) to decrease wait time for autism diagnostic services for children up to three years of age.

The work completed during this reporting period has established a strong foundation which in turn will allow the ADC to continue to reduce wait time from referral to diagnosis across New Mexico, provide resource coordination and support many of the needs of its communities and continue to successfully grow as needed.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

The ADC is respectfully requesting an increase of \$356,660 during this cycle of funding to be utilized to continue to attract and retain highly qualified interdisciplinary clinical team members. The clinical team assesses clients for ASD both for initial and re-assessment, which is required by insurances every two years. In order to determine whether an ASD diagnosis is warranted, deficits in social communication, social interaction, and restricted and repetitive behavior patterns need to be assessed. Now that the core of two diagnostic teams has been established, we need the support of a full-time Occupational Therapist (OT) to aide in the assessment of sensory deficits common in autism. Furthermore, we are asking for an increase to be able hire a full-time, bilingual Licensed Social Worker (LSW). The LSW position will support the bilingual diagnostic team by identifying and referring families and clients to resources that they can access once the diagnosis has been received, effectively bridging diagnosis to intervention. Additionally, the increase in funding will allow the ADC to retain its current faculty and staff accounting for the recent raises for employees in higher education settings in New Mexico.

1. CLINICAL PERSONNEL: 6.25 FTE faculty positions are required to sufficiently operate the Autism Diagnostic Center. Of these five, four faculty positions will be strictly dedicated to the diagnostic team which will include 2.0 FTE Clinical Psychologists, 2.0 FTE Speech-Language Pathologists and one 1.0 FTE Occupational Therapist, 1.0 Clinical Director, and one .25 FTE Grant Writer

In order to support the ADC administratively, we ask for 0.25 FTE for a program coordinator. Furthermore, we ask for 1.0 FTE staff position for a bilingual Licensed Social Worker, while the salary for the current Social Worker will be paid from a different funding source.

Each faculty and staff member are (or will be) hired as a 12-month employee. The total for base salaries and percent of effort for faculty for FY 24 is \$590,00 and 6.25 FTE, respectively. The total base salaries and percent effort for staff are \$77,360 and 1.25, leading to a total base salary for personnel of \$716,524 and 7.5 FTE.

2. Graduate Assistant: Six graduate students at 0.25 FTE (total of 1.5FTE) will be hired annually to engage in clinical training in ongoing ASD assessments as well as outreach activities. The GAs will also complete graduate level coursework in autism. Currently there are 8 graduate students engaged in this project – two paid from a different funding source.

3. FRINGE BENEFITS: NMSU's fringe benefit amounts are based on a percent of direct labor costs. The total cost of fringe benefits for FY 24 is \$215,436.00.

4. TRAVEL: Travel funds are for clinical faculty and staff to travel to locations across Southern NM for outreach, attend national conferences, complete professional development activities, attend seminars and/or conferences

3. Budget Narrative (Overview only – Relates to separate Budget Form)

to increase knowledge, skills, and advanced training in autism, and to collaborate with UNM CDD. The total cost of travel is \$10,000.

5. UTILITIES: The ADC does not anticipate utility costs for FY 24.

6. INSTITUTIONAL SUPPORT COSTS: THE ADC anticipates Facilities and Administrative Rate in the amount of \$30,700.00 to recover general institutional costs that are incurred for common or joint objectives. Examples of these costs include operation and maintenance of buildings and grounds, student administration and service expenses, and general and departmental administrative expenses.

7. EQUIPMENT: The equipment costs associated with the project include ongoing technology needs, including the acquisition of hearing screening equipment, repair and/or replacement, and ICT services is anticipated to total \$10,000.00.

8. SUPPLIES AND EXPENSES: The primary objective of the ADC is to conduct assessment of individuals who are referred for diagnostic evaluation. Thus, ongoing costs related to assessments, protocols, on-line platforms for telehealth services, and general office supplies will be required. Furthermore, the ADC does estimate that it will have contractual expenses for FY 24 as we continue to use our team of contracting psychologists as well as contracting pediatricians to provide a wider array of expertise so that services can be tailored to individual client needs. We request a total amount of \$115,000 for supplies and expenses.

9. CONSTRUCTION: The ADC does anticipate construction expenses for a renovation during FY 24 that will provide additional office space for clinical personnel as well as space for outreach activities such as parent trainings and group interventions. However, we anticipate using funds that have remained from prior years when we were unable to use salaries due to our hiring challenges described in the executive summary.

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

The NMSU Autism Diagnostic Center will broaden the reach of services for children and adolescents with autism spectrum disorder (ASD) in New Mexico. The program provides state-of-the-art multidisciplinary diagnostic services in the second most densely populated county in southern New Mexico (Dona Ana pop 215,579) and neighboring counties, thereby reducing the current backlog for diagnostic services statewide. The program provides these services to the culturally and linguistically diverse population of New Mexico by providing services in English and Spanish.

The current multidisciplinary configuration of the ADC will increase diagnostic capacity within the state by providing timely diagnosis for children suspected of having ASD. Diagnostic evaluations facilitate timely access to intervention services that lead to meaningful outcomes and improve the quality of life of those affected by autism.

This program will continue to increase the number of health care professionals (SLPs, Social Workers, and School Psychologists) in New Mexico specifically trained to meet the needs of individuals with ASD and their families.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

1. Elevate graduate education; 100% completion rate for graduate program students
 - a. Students apply/selected for Autism GA program
 - i. 6 students will be working with the ADC this fiscal year

5. Key Project Objectives (Overview only – relates to separate performance measure form)

- b. Students will complete specialized clinical training and complete at least one graduate level course in the area of autism
 - i. The ADC will provide specialized clinical training and funding for graduate level courses in the area of autism during their assistantship
- c. Students complete supervised clinical training in ASD assessment
 - i. Students will work alongside experienced professionals within the ADC
- 2. Amplify impact of research findings by addressing local needs that align with global changes
 - a. ADC program collaborates with NMSU faculty to present at one national conference
 - i. Faculty will continue to partner with faculty in collaborating departments to provide presentations and national conferences
 - b. ADC program collaborates with faculty to publish one article in a peer reviewed journal
 - i. ADC faculty joining in July, 2022 will create plans to be productive in NMSU research to meet this goal
- 3. Hire staff, locate facility, establish operational guidelines
 - a. Hire key personnel
 - i. One Occupational Therapist – An OT that specializes in evaluating sensory profiles with knowledge and clinical experience in the area of ASD
 - ii. One bilingual Social Worker – A SW to round out our bilingual team to support the bridging of diagnosis to appropriate services on an individual basis; a SW with experience in case management, community outreach and clinical experience within an interdisciplinary team
 - b. Retain critical personnel
 - i. Clinic Director
 - ii. Clinical Psychologists
 - iii. Speech-Language Pathologists
 - iv. Social Worker
 - v. Program Coordinator
 - vi. Graduate Assistants (6-8) – 0.25 FTE each; From Communication Disorders, Counseling and Educational Psychology and Social Work Departments
 - c. Locate office space for personnel
 - i. Seek final approvals and participate in renovation planning for the addition of contractor work space (pods), community collaboration space (support groups, social skills group, professional development), and additional community outreach/professional work spaces for expanding team to existing ADC
- 4. Provide appropriate diagnosis for children referred for Autism Spectrum Disorder
 - a. Establish communication with other autism diagnostic providers in New Mexico to decrease wait times for families who seek an autism evaluation
 - i. Establish contracts with private Stage 1 providers within our state to increase ADC capacity to decrease wait times in our state with an increased number of providers available

5. Key Project Objectives (Overview only – relates to separate performance measure form)

- ii. Partner with state agencies, such as Early Childhood Education and Care Department, to decrease the current waitlist in New Mexico by relieving current institutions of significant waitlists

- b. Complete 5 assessments per week

- i. Two full time diagnosing psychologists will begin diagnosing at the ADC July, 2022. We anticipate a 700% increase in number of evaluations this coming year with a target of 7 evaluations per week.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

The ADC lost its only diagnosing psychologist in June of 2021. This posed a severe challenge as psychologists in this field are in extremely high demand and recruitment and retention of these experts is extremely competitive.

However, as noted previously, the ADC's consulting model did allow us to continue to provide services to the community as noted below. Furthermore, the previously hired program coordinator resigned her position in December 2021, leaving the program without administrative support for much of the spring until the current program coordinator started in May.

Major Accomplishments:

- Hired two clinical psychologists, two speech-language pathologists, and a Program Coordinator with decades of experience in autism, differential diagnosis, Medicaid guidelines, billing, and overall disability knowledge in New Mexico.
- Provided diagnostic services via telehealth and conducted approximately 300 hours of face-to-face diagnostic services for individuals and their families in New Mexico. Twenty (20) evaluations were completed by our contractors since October 2021 with eighteen (16) of these children being diagnosed with autism.
- Provided social skills training to individuals on the waitlist. Faculty and staff of the ADC and the Communication Disorders Department took certifications courses through UCLA to be PEERS providers. This is a 16-week course that focuses on teens with autism who have difficulty establishing and maintaining social relationships across settings. The ADC graduated their first group of teens in June, 2022, and has begun scheduling future courses as a waitlist for this program has already been created.
- Provided RUBI Parent Training to individuals on our waitlist. Faculty and staff at the ADC sought certification in an evidence-based parent training program to support families with individuals dealing with behavior differences that required specialized instruction outside of general parenting support. Families participate in a 14-week course with ADC faculty to evaluate and respond to behavior differences their family is experiencing.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

Geographic Reach:

- Provided Diagnostic Services to 21 children across 3 New Mexican Counties and 3 Cities.
- Enabled the ADC to refer children for evaluation by early intervention agencies, community health clinics, pediatricians, and ABA providers located throughout the state of New Mexico.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

Demographic makeup of clients served during this reporting period.

- 81% of clients served were male
- 19% of clients served were female

Diagnostic makeup of clients served during this reporting period.

- 81% of all clients evaluated were diagnosed with autism spectrum disorder
- 15% of all clients evaluated were diagnosed as Developmentally Delayed
- 4% of all clients evaluated were diagnosed with a different psychological disorder

The ADC addresses several of the Governor’s priorities:

By diagnosing children with autism, these children will be able to receive the interventions and supports they need to be successful at home and at school.

Furthermore, the training of graduate students in fields such as speech-language pathology, social work, and psychology feeds into the pipeline of much-needed health care providers with expertise in autism for New Mexico. Out of the three graduate students who completed their educational program during this cycle, all three stayed in New Mexico and work within healthcare (1) and educational (2) settings. The remainder of the graduate students continue their degree program at NMSU.

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

The ADC has successfully sought out other funding sources that to date total \$265,000.00 in public funds (NM DOH, NM ECECD) and \$150,000.00 in private donations.

9. Accomplishment/ Highlights (bullet form)

- Hired majority of key personnel for two multidisciplinary diagnostic teams: two psychologists, two speech-language pathologists, and one program coordinator with three out of these five hires being bilingual.
- Developed a consultant model that allowed the ADC to contract with diagnosing psychologists, pediatricians, and one occupational therapist to keep diagnostic services available to our families on the waitlist while the center hired full-time clinical personnel. The ADC was able to provide 300 of direct clinical services to diagnose 21 children despite not having a full-time psychologist.
- Obtained a commitment from NMSU for additional space to expand the ADC’s onsite presence

Medical Projects	
10. How many graduates stay in practice in New Mexico	3/3

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Autism Program
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

Goal 1.4. Strengthen career pathways through service-learning, and experiential learning and research engagement & Goal 1.5: Elevate graduate education: This project will recruit and train four speech-language pathology graduate students, three counseling and educational psychology graduate students, and one social work graduate student to assist in the assessment and treatment of individuals referred for an Autism Spectrum Disorder (ASD) diagnosis. These students will have the opportunity to complete graduate coursework in the area of autism. These 6-8 graduate students per year will have the opportunity to observe and work alongside professionals within their discipline at the ADC to evaluate, provide individualized service plans, and continued feedback/education to clients and their families for accessing appropriate services.

Goal 2.1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education. In addition to providing diagnostic services to families across NM affected by autism, families receiving services are also informed of and invited to participate in ongoing research by NMSU faculty and students with the goal to better understand autism and how it affects the diagnosed individuals and their families in our diverse area.

Goal 3.5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities: This project establishes the very first Autism Diagnostic Center in Southern New Mexico. The center has recruited highly trained individuals who specialize in ASD evaluation and diagnosis. This center will increase diagnostic capacity within the state by reducing wait times and offering interdisciplinary evaluations to children suspected of having ASD. Diagnostic evaluations will facilitate access to intervention services that can result in meaningful outcomes and improved quality of life. The ADC has and will continue to partner with southern NM community agencies, school districts, and service providers. The ADC is creating a hub of resources and professional contacts for southern NM as it pulls specialized individuals from the southern part of the state as partners in growth.

Goal 4.2. Cultivate faculty and staff excellence: All faculty and staff of the ADC will engage in professional development with the goal for all members of the center to be current in the field of autism and on how to best serve the affected individuals and families in our linguistically and culturally diverse region. In addition to the diagnostic services, the ADC engages in a variety of outreach activities geared to improve understanding and knowledge about autism. Faculty and staff of the ADC continue to network with top-tier diagnostic centers nationwide to bring autism-related experts for training of our staff and that of local service providers.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

According to the CDC, the prevalence of Autism Spectrum Disorder (ASD) has been on the rise and is currently estimated at 1 in 44 children in the U.S. Across the nation, access to diagnostic services has not kept up with the rapid increase. Less than half of the children with ASD receive an evaluation by three years of age due to long wait times to access diagnostic services and very few individuals with expertise in assessment of ASD. Delays in diagnostic evaluation impact a family’s ability to access ASD intervention services, which are crucial as early intervention leads to improved outcomes. In New Mexico, current wait time for families seeking an ASD evaluation is 2 years. Until recently, the state has operated with only one diagnostic center located at UNM’s Center for Development and Disability (CDD). The Autism Diagnostic Center (ADC) at NMSU has been created to increase diagnostic capacity in the southern part of the state by providing quality and timely interdisciplinary evaluations. Children in the area suspected of having ASD can be evaluated closer to home so that they can readily access appropriate services, achieve meaningful outcomes, and improve quality of life. Placing the ADC within the College of HEST at NMSU offers an added benefit of training 6-8 graduate students in assessment of individuals with ASD per year and primely places the center for collaboration with community service providers and state agencies.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	\$500,000	\$500,000	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input checked="" type="checkbox"/> 5. Elevate graduate education <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Autism Diagnostic Center	FY24 Request
Contact Name: Dr. Heike Lehnert-LeHouillier / Dr. Smith R. Frederick / Victoria Almaguer, MA, CCC-SLP	\$1,087,560

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility
RPSP Goal: Goal 1.4. Strengthen career pathways through service-learning, and experiential learning and research engagement & Goal 1.5: Elevate graduate education

RPSP Objective 1 Elevate graduate education. KPI: Completion: 100% completion rate for graduate program students.		Measure Results						Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Estimate	FY20 Actuals	FY21 Estimate	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Students apply/selected for Autism GA program	N/A	8	8	4	4	6	NA	4	2	4	4	6	We will be adding two GAs from Counseling and Educational Psychology to work with our two full-time diagnosing psychologists.
2	Students will complete specialized clinical training and complete at least one graduate level course in the area of autism.	N/A	8	8	4	4	6	NA	0	2	4	4	6	All four GAs completed specialized clinical training and took coursework towards the graduate certificate in Autism. However, the students could not complete the certificate due to some courses not being offered or being cancelled due to low enrollment.
3	Students complete supervised clinical training in ASD assessment.	N/A	8	0	2	4	6	NA	0	2	4	4	6	All four GAs funded via the RPSP received clinical training in ASD assessment, and one also received training in an ASD social skills intervention.

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity
RPSP Goal: Goal 2.1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education

RPSP Objective 1: Amplify impact of research findings by addressing local needs that align with global changes		Measure Results						Measure Targets						Comments (Briefly state your case)
RPSP Measures		FY19 Actuals	FY20 Estimate	FY20 Actuals	FY21 Estimate	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	ADC program collaborates with NMSU faculty to present at one national conference	N/A	0	0	0	2	2	NA	1	0	0	1	2	Two faculty working with two ADC GAs presented at the annual convention of the American Speech Language Hearing Association (ASHA). Furthermore, the entire ADC team in collaboration with faculty from CD and CEP presented at the New Mexico Speech Language Hearing Association.
2	ADC program collaborates with faculty to publish one article in a peer reviewed journal	N/A	0	0	0	0	0	NA	0	0	0	1	1	With 5 new faculty joining the team, we are not yet able to predict the research productivity of these new faculty.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Autism Diagnostic Center	FY24 Request
Contact Name: Dr. Heike Lehnert-LeHouillier / Dr. Smith R. Frederick / Victoria Almaguer, MA, CCC-SLP	\$1,087,560

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach
RPSP Goal: Goal 3.5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities

RPSP Objective 1: Hire staff, locate facility, establish operational guidelines	Measure Results						Measure Targets						Comments (Briefly state your case)
RPSP Measures	FY19 Actuals	FY20 Estimate	FY20 Actuals	FY21 Estimate	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1 Hire key personnel	N/A	0	1	3	6	2	NA	3	3	3	0	1	The ADC successfully hired two psychologists, two speech-language pathologists, one social worker, and one program coordinator. We anticipate hiring one occupational therapist and a second social worker in the upcoming year to complete our two diagnostic teams.
2 Hire clinical personnel	N/A	2	2	1	5	2	NA	2	1	0	4	1	Out of the six new hires, five are clinical personnel (psychologists, speech-language pathologists, and social worker). Please see above comment for anticipated hires.
3 Locate office space for personnel	N/A	7	7	1	0	8	NA	7	0	1	0	8	The ADC is in the process of expanding the center to accommodate all new clinic personnel. The space request has been approved by the NMSU space committee and is currently under review by the Space Cabinet/Chief Executive Team for approval.

NMSU LEADS 2025 Goal: 4 - Build a Robust University System
RPSP Goal: Goal 4.2. Cultivate faculty and staff excellence

RPSP Objective 1: Provide appropriate diagnosis for children referred for Autism Spectrum Disorder	Measure Results						Measure Targets						Comments (Briefly state your case)
RPSP Measures:	FY19 Actuals	FY20 Estimate	FY20 Actuals	FY21 Estimate	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1 Establish communication with other autism diagnostic providers in New Mexico to decrease the wait times for families who seek an autism evaluation.	N/A	0	0	1	1	3	NA	18	1	1	4	4	The ADC has collaborated with two other Stage 1 providers, Lauren Parks and Dina Hill, to decrease wait times at our center. Additionally, the ADC has received a grant from the Early Childhood Education and Care Department to partner with the Early Childhood Evaluation Program at the New Mexico Center for Development and Disability to provide evaluations for individuals nearing the age of three who have a suspected diagnosis of autism.
2 Assessments per week	N/A	0	0	2	1	7	NA	18	2	4	5	8	The ADC lost their only diagnosing psychologist in June of 2021. Through networking, the ADC was able to establish two contracts with diagnosing psychologists. These individuals were able to provide 2-3 evaluations per month starting October, 2021. The ADC was successful in hiring two full-time diagnosing psychologists who will assume their positions on the clinical team in July, 2022. We anticipate a 700% increase in number of evaluations in the upcoming year.

RPSP-Budget 1

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

Institution:

RPSP Project:

Total:

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 620,473.00	\$ (291,036.00)	\$ 329,437.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 730,900.00	\$ 356,660.00	\$ 1,087,560.00	
Local		\$ -		
Total Appropriations	\$ 730,900.00	\$ 356,660.00	\$ 1,087,560.00	
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	\$ 730,900.00	\$ 356,660.00	\$ 1,087,560.00	
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				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries	6.70	0.11	6.81	
Professional Salaries	0.15	1.08	1.23	
Other Staff Salaries		0.00	0.00	
Student Salaries (GA/TA)	1.22	(0.00)	1.22	
Other Salaries		0.00	0.00	
Total All Salaries	8.07	1.19	9.26	
Fringe Benefits				
Travel				
Utilities				
Institutional Support Charges				
Plant Operation and Maintenance Charges				
Supplies and Expenses				
Equipment				
Other Expenditures				
Total Expenditures	8.07	1.19	9.26	
Ending Fund Balance	\$ 329,437.00	\$ -	\$ 329,437.00	



Commercial Space New Mexico

2023

Title: Commercial Space New Mexico
 FY23 Actual: \$50,000
 FY24 Request: \$350,000
 \$ Change: \$300,000

The global space economy is estimated to grow over 400% in the next twenty years to above \$2.5T annually. The State of New Mexico is uniquely positioned to become a leader in commercial space by leveraging relationships with New Space New Mexico, Spaceport America, New Mexico's National Laboratories, the growing space industry, and space/aerospace research programs at New Mexico State University (NMSU). We request investment from New Mexico State to establish *Commercial Space New Mexico* as a center to promote space activities. The center will drive space innovation and commercialization by developing partnerships with the space industry and developing a highly trained workforce to support the growing needs of the space industry. *Commercial Space New Mexico* supports NMSU's Strategic Emerging Area of Research Opportunity - Space Commercialization. Gov. Michelle Lujan Grisham identified the space industry as one of nine economic growth sectors for the state.

Goals and Objectives

Goal: Use New Mexico State University to drive economic expansion in New Mexico by supporting the emerging commercial space sector.

Objective 1: Grow human capital at NMSU to innovate new technologies for commercial space by providing development grants to promising concepts and partnering with the space industry.

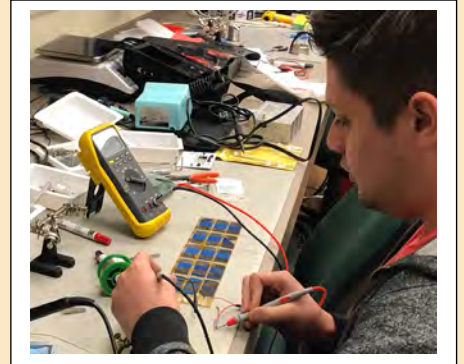
Measures: Number of researchers, Number of proposals submitted, External funding generated

Objective 2: Train faculty, staff, and students in the commercialization process and connect researchers with potential partners in industry and at the National Laboratories.

Measures: Number of joint projects, Number of industry contacts, Number of patent disclosures, Number of STTR/SBIRs

Objective 3: Provide students with the hands-on training in the development and commercialization of technologies for space. Combined with the exceptional academic programs at NMSU, this training will address the workforce needs to attract companies to New Mexico.

Measures: Number of students trained, Number of graduates, Number employed in the space industry, Number employed in NM



Small Business Collaboration

The availability of a highly trained workforce is a crucial element to the success of growing the space industry in New Mexico. For space industry startups, students with exposure to the commercialization process as well as technical skills are of particular importance.

Programs at the NMSU **Arrowhead Center** boost the capabilities of NMSU students by providing exceptional opportunities to experience entrepreneurship and innovation ecosystems. Several successful examples include

C6 Launch hires NMSU NanoSat Lab students to help with programming to support rocket engine testing at Spaceport America. C6 Launch is considering opening a branch in NM.

Space Products and Innovation (SPiN) is working with the NMSU NanoSat Lab to push the state-of-the-art for plug-and-play technologies for small satellites. NMSU and SPiN have an SBIR award.

NMSU is engaged in preliminary conversations with the Canadian Space Mining Corporation about water mining on the lunar surface.

Commercial Space New Mexico

Model of Success

The NMSU Nanosat Lab's INCA Mission has demonstrated success in workforce development for the space industry. Fast Facts:

- AFRL – University Nanosat Program
- Collaboration with NASA/GSFC
- 81 Undergraduates
- 5 Masters
- 2 PhD
- 2 Companies
- 72% of graduates are working in the space industry



Leveraging Opportunities Workforce

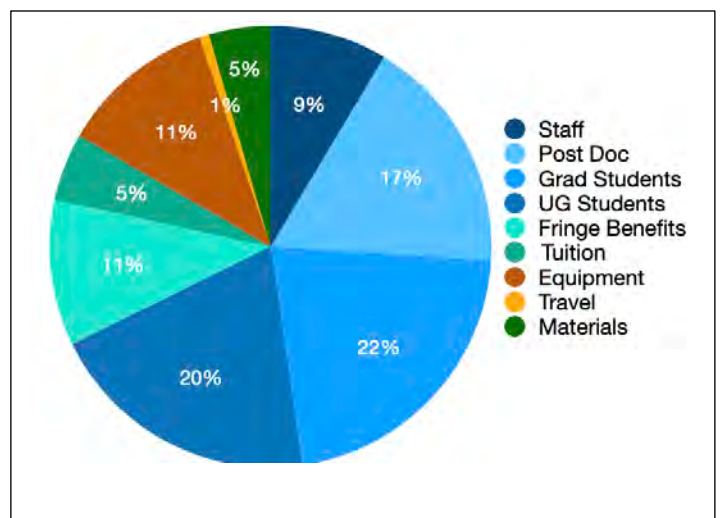
The goal of the **Commercial Space New Mexico** program is to have a one-to-one match of state funds with federal and industrial contributions. Currently, the following proposals are under review at NASA: *Coalition to Broaden Participation in Space-STEM, Advancing Regolith-related Technologies & Education, and Integrated Hardware-Software Modular Adaptor System*. In addition, we have a proposal to expand the Northrop Grumman Corporation sponsorship and proposals to start programs with Lockheed Martin and Applied Technology Associates. C6 Launch and SPiN employ NMSU students, and both companies are considering opening branch offices in NM. NASA has several student launch initiatives that offer both orbital and suborbital launches.

Workforce and Innovation Development

A robust Commercial Space Ecosystem will boost and diversify New Mexico's economy. The **Commercial Space New Mexico** project will fund New Mexico State University programs that develop a space industry workforce and position NMSU as an innovation partner. Workforce development is essential in expanding the space industry in New Mexico and is not currently addressed by other programs within the State.

The majority of the funds requested by Commercial Space New Mexico are targeted toward human capital development. Commercial Space New Mexico will give New Mexicans the skills and experience they need to stay and work in the space industry in New Mexico.

Budget Breakdown



**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Space Commercialization

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$350,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$50,000

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	1
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2. Project Description / Executive Summary:

Commercial Space New Mexico will drive space innovation and commercialization by developing partnerships with the space industry and developing a highly trained workforce to support the growing needs of the space industry. The global space economy is estimated to grow over 400% in the next 20 years to above \$2.5T annually. This program will help New Mexico broaden its economic base by expanding the space industry. Commercial Space New Mexico supports NMSU's Strategic Emerging Area of Research Opportunity - Space Commercialization. Gov. Michelle Lujan Grisham identified the space industry as one of nine economic growth sectors for the state. The program directly supports the Governor's Space Valley initiative by growing the engineering workforce and promoting partnerships between the space industry and New Mexico universities.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Sixty-eight percent of the budget is an investment in human capital, including \$30k for faculty summer salaries, \$61k for a postdoc, \$76k to support three to four graduate students, and \$70k to support 15 undergraduates. Approximately \$37k goes toward fringe benefits and \$21k toward tuition. We request \$55.8K for supplies to support the student engagement projects. We will seek matching funds from the space industry for student projects and student internships.

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

The commercial space industry is experiencing rapid growth. This expansion allows the transition of New Mexico from a "testing center" to a commercial space hub where new technologies are developed and built. *Commercial Space New Mexico* will spearhead this transition. The new paradigm will significantly amplify the space industry's economic impact on the State. For example, consider how much more the State of New Mexico would have benefited if Virgin Galactic's spacecraft was designed and built in New Mexico rather than just operated in New Mexico.

The transition of New Mexico into a hub for commercial space will require a supply of innovative ideas generated by the State's human capital and a workforce that can support the industry's growth. The State of New Mexico has several initiatives to attract the space industry. New Space New Mexico, United & Ignite, Q Station, and MaxQ have caught several companies' attention. Central New Mexico Community College is addressing the training of technicians for the space industry. *Commercial Space New Mexico* will support New Mexico State University as a producer of the engineering workforce for the space industry and an "ideas incubator" for commercial space concepts that can drive the commercial space industry. *Commercial Space New Mexico* will expand the research domains of existing faculty researchers to bring their fresh ideas and approaches to space-based applications and growing working relationships with the space industry. This hallmark approach has allowed companies that did not exist 15 years ago to become major players in commercial space.

The space environment is uniquely challenging and is one area where there is truly no substitute for experience. *Commercial Space New Mexico* will directly support at least 12 students annually. These students will graduate with an enhanced intuition of space. They will be ready to contribute significantly to New Mexico's space industry and the space-related programs at Los Alamos National Laboratory and Sandia National Laboratory.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Objective 1: Grow human capital at NMSU to innovate new technologies for commercial space by providing development grants to promising concepts and partnering with the space industry.

Measures: Number of researchers, Number of proposals submitted, External funding generated

Objective 2: Train faculty, staff, and students in the commercialization process and connect researchers with potential partners in industry and at the National Laboratories.

Measures: Number of joint projects, Number of industry contacts, Number of patent disclosures, Number of STTR/SBIRs

Objective 3: Provide students with hands-on training in developing and commercializing technologies for space. Combined with the exceptional academic programs at NMSU, this training will address the workforce needs to attract companies to New Mexico.

Measures: Number of students trained, Number of graduates, Number employed in the space industry, Number employed in NM

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Funding will officially start on 1 July 2022. We have one fund Phoaese 1 SBIR with SPiN and we are working on a project with GSFC-NASA

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

Commercial Space New Mexico directly supports New Mexico's Space Valley initiative. The program aims to support the space industry's growth throughout the state by developing innovations for commercial space applications and growing the workforce needed to support the industry. The program will provide students interested in commercial space with the experiential learning opportunities needed to thrive in the workforce. With commercial experience, the well-trained workforce will support current space companies and attract more to New Mexico. The program supports the initiatives of Governor Grisham by supporting the goals of her Higher Education Department, Economic Development, and Department of Workforce Solutions. NMSU has a constituency that covers the entire State of New Mexico.

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

Commercial Space New Mexico will leverage federal funding from NASA, AFRL, Spaceforce, and NSF. The space industry is eager to establish relationships with NMSU beyond student recruitment. Commercial Space New Mexico will increase the number and scope of joint research programs, including the space industry's capstone projects with NMSU.

The Commercial Space New Mexico program aims to have a one-to-one match of state funds with federal and industrial contributions. Currently, the following proposals are under review at NASA: *Coalition to Broaden Participation in Space-STEM, Advancing Regolith-related Technologies & Education, Integrated Hardware-Software Modular Adaptor System*. In addition, we have a proposal to expand the Northrop Grumman Corporation sponsorship and proposals to start programs with Lockheed Martin and Applied Technology Associates. C6 Launch and SPiN employ NMSU students, and both companies are considering opening branch offices in NM.

9. Accomplishment/ Highlights (bullet form)

Funding will officially start on 1 July 2022. We have one fund Phoaese 1 SBIR with SPiN and we are working on a project with GSFC-NASA

Medical Projects	
10. How many graduates stay in practice in New Mexico	Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Space Commercialization
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
--

Goal 1: Enhance Student Success
Objective 1.2 Retention and Degrees
Student participation in research programs increases both retention and graduate rates.
Objective 1.4 Career Pathways
Projects with industry partners promote STEM career awareness. The program is specifically designed to address the development of STEM self-efficacy, mindset, and career awareness.
Objective 1.5 Integrated academics and research
Course in MAE, CS, and ECE directly support the research goals of this program.

Goal 2: Elevate Research
Objective 2.1 Research to address challenges and integrate with education
Capstone projects address this objective.
Objective 2.3 Amplify research by addressing global challenges.
This project supports the challenges outlined in NASA's mission statement.
Objective 2.4 Amplify research by accelerating technology transfer.
The objective is supported through partnerships with the space industry and the Arrowhead Center.

Goal 3: Amplify Extension and Outreach
Objective 3.1 Leader in innovation and economic development
The goal of Commerical Space New Mexico is to promote innovation in commercial space and promote economic growth.
Objective 3.5 Increase support for business
The partnerships with the space industry support this objective.

R1: Funding for Post Doc
Funding for a Post Doc is included.

VPR - Emerging Areas of Research Opportunities: Space Commercialization
Commercial Space New Mexico Directly supports this growth area.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

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4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input checked="" type="checkbox"/> 5. Elevate graduate education <input checked="" type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities
<input type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

FY24 Request

RPSP Title: Commercial Space New Mexico

Contact Name: Steve Stochaj

Contact Email: sstochaj@nmsu.edu

\$350,000

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Develop a workforce to support growth of the Space Industry in New Mexico.

RPSP Objective 1: Provide students with the hands-on training in the development and commercialization of technologies for space. Combined with the exceptional academic programs at NMSU, this training will address the workforce needed to attract companies to New Mexico.		Measure Targets		Comments (Briefly state your case)
		FY23	FY24	
RPSP Measures:				
1	Number of students trained	32	32	Funding starts 1 July 2022
2	Number of graduates	8	9	Funding starts 1 July 2022
3	Number employed in the space industry	8	8	Funding starts 1 July 2022
4	Number employed in NM	5	5	Funding starts 1 July 2022

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: Increase the participation of faculty in space related research.

RPSP Objective 1: Grow human capital at NMSU to innovate new technologies for commercial space by providing development grants to promising concepts and partnering with the space industry.		Measure Targets		Comments (Briefly state your case)
		FY23	FY24	
RPSP Measures:				
1	Number of reserachers	5	5	Funding starts 1 July 2022

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: Commercial Space New Mexico</p> <p>Contact Name: Steve Stochaj</p> <p>Contact Email: sstochaj@nmsu.edu</p>	<p>FY24 Request</p> <p style="background-color: yellow; border: 1px solid black; padding: 5px;">\$350,000</p>
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2	Number of proposal submitted	5	5	Funding starts 1 July 2022
3	External funding generated	\$250k	\$250k	

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: Increase the number of partnerships between NMSU and the Space Industry.

RPSP Objective 1: Train faculty, staff, and students in the commercialization process and connect researchers with potential partners in industry and at the National Laboratories.	Measure Targets		Comments (Briefly state your case)
RPSP Measures:	FY23	FY24	
1 Number of joint projects	4	4	Funding starts 1 July 2022
2 Number of industry contacts	12	12	Funding starts 1 July 2022
3 Number of patent disclosures	1	1	Funding starts 1 July 2022
4 Number of Small Business Innovation Research (SBIR) & Small Business Technology Transfer (STTR) Seed Funds	2	2	Funding starts 1 July 2022

RPSP-Budget 1

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

Institution:

RPSP Project:

Total: **\$ 350,000.00**

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance		\$ -	\$ -	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 50,000.00	\$ 300,000.00	\$ 350,000.00	
Local		\$ -		
Total Appropriations	\$ 50,000.00	\$ 300,000.00	\$ 350,000.00	
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	\$ 50,000.00	\$ 300,000.00	\$ 350,000.00	
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				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries		0.35	\$ 30,000.00	\$ 30,000.00
Professional Salaries		0.97	\$ 61,000.00	\$ 61,000.00
Other Staff Salaries		0.00	\$ -	\$ -
Student Salaries (GA/TA)	2.66	(0.78)	\$ 26,309.00	\$ 76,011.00
Other Salaries		2.05	\$ 70,000.00	\$ 70,000.00
Total All Salaries	2.66	2.59	\$ 187,309.00	\$ 237,011.00
Fringe Benefits			\$ 37,177.00	\$ 37,475.00
Travel			\$ 2,500.00	\$ 2,500.00
Utilities			\$ -	
Institutional Support Charges			\$ 17,258.00	\$ 17,258.00
Plant Operation and Maintenance Charges			\$ -	
Supplies and Expenses			\$ 15,756.00	\$ 15,756.00
Equipment			\$ 40,000.00	\$ 40,000.00
Other Expenditures			\$ -	
Total Expenditures	2.66	2.59	\$ 300,000.00	\$ 350,000.00
Ending Fund Balance			\$ -	



New Mexico Produced Water Research Consortium

2023

New Mexico Produced Water Research Consortium

FY23 Actual: \$130,000
 FY24 Request: \$500,000
 \$ Change: \$370,000

Objectives of the NMPWRC

In passing the 2019 Produced Water Act (PWA), the New Mexico legislature established a legal and policy framework for the ownership, management, and reuse of produced water inside and outside of the oil and gas sector.

Through the PWA, New Mexico encourages the treatment and reuse of produced water to enhance fresh water sustainability and support new economic development opportunities in New Mexico, while also protecting the environment and public health.

To fill the scientific and technical gaps associated with treatment and reuse of produced water outside the oil and gas sector, in 2019 the New Mexico Environment Department and New Mexico State University. (NMSU) entered into a Memorandum of Understanding to create the **New Mexico Produced Water Research Consortium**.

- Establish a robust research and development program to address the challenges of produced water reuse.
- Inform future development of science-based policies and regulations.
- Identify current infrastructure gaps for new economic opportunities and applications.
- Establish protocols for research, development, and demonstration testing and cost and performance evaluation requirements
- Establish an efficient produced water quality and quantity data archiving and analysis portal
- Define produced water sampling and analysis approaches for toxicology and risk analysis
- Conduct laboratory and pilot-scale testing to demonstrate technical performance and cost-effectiveness of treatment technologies
- Develop an education and outreach program to discuss public risk and safety concerns of treated produced water use

The Consortium has developed testbeds for pilot testing of innovative produced water treatment technologies at NMSU, Brackish Groundwater National Desalination Research Facility (BGNDRF) in Alamogordo, and the Permian Basin.



Fig. 1. Student demonstrating a high recovery reverse osmosis pilot unit



Fig. 2. Produced water storage tanks in BGNDRF for pilot projects

How does it benefit New Mexico?



Public and Environmental Health

- State-of-the-science risk and toxicology testing
- Provide human cell-line testing to protect human health
- Fate and transport verification for environmental contaminants



Fresh Water Sustainability

- Provide a new water resource
- Create drought-proof water supplies to support resiliency
- Support water compact delivery
- Reduce fresh water demand



Economic Development

- Water for new and growing industries that create jobs
- Create a high-tech water sector
- Support regional development
- Support clean energy production

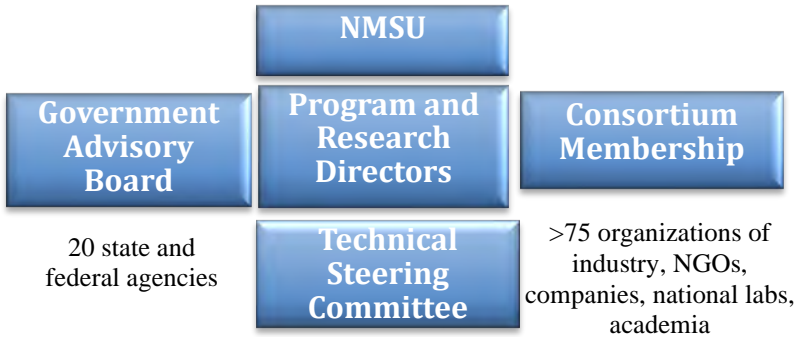
Energy Security

- Reduce the risks of seismicity
- Support oil and natural gas production
- Reduce energy production costs
- Support energy security through new waste management strategies

- The **\$370,000 expansion** request will support the characterization of physical, chemical, and biological water quality parameters; conduct whole effluent toxicity tests and risks assessment; coordinate data acquisition to obtain, process, synthesize, and deliver data. The goal of the expanded research is to assess the risks and toxicology of produced water reuse to assist regulatory agencies in making science-based policies and regulations

Advance science and technology for safe reuse of treated produced water to improve water sustainability

A public-private partnership with 160 participants



NM state funds will support

- Improved characterization of physical, chemical, microbiological, and environmental toxicity analysis of produced water and treated produced water
- Developed state-of-the-science in produced water quality sampling and analysis
- Expanded web-based produced water quantity and quality data portal
- Enhanced public and environmental health, safety, and risk analyses
- Technical and economic assessment of integrated treatment systems including pretreatment, treatment/desalination, and post-treatment for fit-for-purpose applications
- Improved evaluation of economic, social, and environmental risks/benefits of produced water reuse
- Information and data to assist in NMED to make science-based decision in regulations and policy.
- Mentoring and training opportunities for postdocs, graduate, undergraduate and high school students to address energy, water, and environmental challenges.
- Hands-on experiences in both laboratory and field to better prepare students with skills and knowledge needed to complete their degrees and move forward with their career paths. The experience of working with industry and policy makers will strengthen students' capabilities of service-learning, experiential learning, and research engagement.

New Mexico Produced Water Data Portal

Highlights of Recent Accomplishments

- Selected by U.S. EPA to lead national research, development, and demonstration efforts on the treatment and fit-for-purpose reuse of produced water within their National Water Reuse Action Plan (WRAP).
- Completed several pilot and field demonstration projects of produced water treatment, and proceeding with several additional pilots demonstrations.
- Supported NMED on 5 state-wide public meetings and hosted 4 public outreach workshops across New Mexico to date.
- Expanding public outreach programming to ensure all stakeholders are informed of the science and technology research and development efforts of the Consortium, including a web portal and updates for real-time and online access to Consortium public meetings, workshops, technical information and public education efforts.
- Developed a system model for assessing the economic, societal, and environmental benefits of produced water fit-for-purpose treatment and reuse.
- Supported the research of 4 postdocs, 2 PhD students, 4 MS students, 8 undergraduate and 3 high school students.
- Published 12 peer-reviewed papers on top scientific journals and technical reports with Sandia National Laboratories and New Mexico Water Resources Research Institute.



Leveraged

- Since 2019, the Consortium has received over \$1.25M in industry funded support and an additional \$1M through in-kind services. We have also received over \$1.5M in federal funds from the Department of Energy, Department of Agriculture, and Bureau of Reclamation to support produced water related research.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	New Mexico Produced Water Research Consortium

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$500,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$130,000

Type of Project (X for Type)			
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input checked="" type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input checked="" type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:
N/A

1. Number of years the project has received General Fund support (Disregard if new program):	1
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2. Project Description / Executive Summary:

In passing the 2019 Produced Water Act (PWA), the New Mexico legislature established a legal and policy framework for the ownership, management, and reuse of produced water inside and outside of the oil and gas sector. Through the PWA, New Mexico encourages the treatment and reuse of treated produced water to enhance fresh water sustainability and support new economic development opportunities in New Mexico, while also protecting the environment and public health.

To fill the scientific and technical gaps associated with the treatment and reuse of produced water outside the oil and gas sector, in 2019 the New Mexico Environment Department (NMED) and New Mexico State University (NMSU) entered into a Memorandum of Understanding to create the **New Mexico Produced Water Research Consortium (NMPWRC)**.

2. Project Description / Executive Summary:

To inform future development of science-based policies and regulations, the NMPWRC has identified current science and technology gaps and established a research roadmap to address these challenges, and included:

- Establish protocols for research, development, and demonstration testing, and specify cost and performance evaluation requirements;
- Conduct bench- and pilot-scale experiments to study a variety of produced water pre-treatment, desalination, and post-treatment technologies;
- Establish an efficient produced water quality and quantity analysis data archiving portal;
- Define produced water sampling and analysis approaches to assess human and environmental toxicology and risk associated with reuse;
- Establish an education and outreach program to discuss public risks and safety concerns of treated produced water use; and
- Identify current infrastructure needs to support emerging economic development opportunities and applications.

Since its launch in late 2019, the NMPWRC has attracted the engagement of over 160 participants from academia, industry, national labs, NGOs, technology developers, and federal, state and local government agencies. Both in terms of the caliber of technical experts on the NMPWRC and the aggressive and detailed research plan, the NMPWRC is widely recognized as leading the way on collaborative produced water research in the U.S. The NMPWRC's role in regional and national research is highlighted in the U.S. Environmental Protection Agency's (EPA) National Water Reuse Action Plan (WRAP), Action 4.2, which identifies "the New Mexico PWRC will Identify and fill Science and Technology Gaps for Off-Field Use of Treated Produced Water." In early 2022, the NMPWRC published the Research Plan and Gap Analysis for Produced Water Reuse in New Mexico (available at https://nmpwrc.nmsu.edu/_assets/public_information/NMPWRC-Research-Plan-1-12-22-Final.pdf). The gap analysis describes strategic program areas and priority tasks informed by the consortium's extensive research and technical discussions during 2020 and 2021. Objectives listed in the research plan include methods to reduce the risks of using treated produced water while guarding the state's socioeconomic, environmental and ecological systems. For the NMPWRC to achieve its critical research objectives and set the scientific stage for environmentally protective regulations in New Mexico and beyond, NMSU needs dedicated funding to invest in this nationally significant research and better position New Mexico for a resilient future in the face of increasing drought and freshwater shortages.

With New Mexico funding, the NMPWRC can support the following research priorities to assist NMED in making science-based regulations and policies for treated produced water reuse. The priorities include:

- State-of-the-science physical, chemical, microbiological, and toxicity analysis of produced water and treated produced water to support public and environmental health, safety, and risk assessment
- Technical and economic assessment of integrated treatment systems including pretreatment, treatment/desalination, and post-treatment for fit-for-purpose applications
- Evaluation of economic, social, and environmental risks of produced water reuse for different applications

2. Project Description / Executive Summary:

- Evaluation of using treated produced water for energy transitions, including clean H2 production, and valuable minerals recovery

The state funds would support faculty, staff, postdoc, graduate students, and undergraduate students' research on produced water testing, water quality analysis, risks and toxicity assessment, and social-economic-environmental evaluation for fit-for-purpose applications. The expected outcomes of the NMPWRC's activities directly benefit New Mexico by supporting fresh water sustainability, environmental and public health, economic development, energy security, as well as workforce development of next generation of professionals in the water and energy sectors.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

NMPWRC is requesting recurring funding of \$500,000, which includes a \$370,000 expansion request to support faculty, postdoctoral researchers, staff, graduate research assistants, and undergraduates salary and fringe; continue ongoing research and updates on the social, economic, and environmental assessment of produced water reuse applications; and to fund faculty and student water research with required water treatment equipment, chemicals, materials, and supplies. The \$370,000 expansion request will support the characterization of physical, chemical, and biological water quality parameters; conduct whole effluent toxicity tests and risks assessment; coordinate data acquisition to obtain, process, synthesize, and deliver data. The goal of the expanded research is to assess the risks and toxicology of produced water reuse to assist regulatory agencies in making science-based policies and regulations.

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

Implementation of the Produced Water Act, enacted in 2019, supported policy objectives of creating more resilient communities and strengthening the economy in the face of increased drought associated with climate change and to support NM's energy transition. Research to fill the science and technology gaps associated with the safe and protective reuse of treated produced water for activities outside the oil and gas sector is an essential step to securing a new potential water source for New Mexico that would help relieve current demands on freshwater resources. Furthermore, this research may advance opportunities for blue and green hydrogen production in NM by creating a safe and abundant source of water for steam reforming of natural gas and electrolysis as an alternative to deep injection disposal of produced water. The program will benefit the entire state because oil and gas production and clean energy are important drivers of New Mexico's economy. More importantly, the research program will benefit New Mexico by enhancing public and environmental health; improving water sustainability by creating drought-proof supplies to support resilience and reducing demand for freshwater; promoting economic development by creating additional water for new and growing industries that create jobs; supporting regional development; reducing seismicity risks by reducing the volume of produced water for deep-well injection; and supporting energy security through enhanced waste management.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Research: The funding will continue to support the experimental research on developing low-cost, highly energy-efficient produced water treatment technologies and characterization of produced water for fit-for-purpose use beyond the oil and gas sectors. The project will support critical research that has been identified as "gaps" required for effective rule making by the NMED as outlined in the New Mexico Produced Water Act and the Research Plan developed by the NMPWRC to meet the ongoing needs of the state of New Mexico.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Teaching and advising: The workforce development and education is a core mission of the NMPWRC. The Consortium has trained postdoctoral researchers, PhD and Master graduate students, undergraduate students, and high school students to address energy, water, and environmental challenges. The research projects have provided hands-on experiences in both laboratory and field to better prepare students with skills and knowledge needed to complete their degrees and move into New Mexico's job sector.

Public outreach and service: Science-driven and public health-based education and outreach is the foundation of discussing fit-for-purpose treatment and reuse of treated produced water. Realizing the need to inform and educate the public on the benefits and impacts of produced water reuse, the Consortium established a comprehensive Consortium **Communication, Outreach, and Education Plan** to engage stakeholders in the state-of-the-science of produced water treatment and reuse. The Consortium has prepared materials (e.g., brochures, factsheets), updated the NMPWRC website for the consortium members and the public for easy access to information on Consortium efforts and activities, conducted several public education workshops in New Mexico, and published scientific papers and technical reports in top journals and conferences.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

The top objectives for the current FY are to:

- Establish and develop sampling and analysis methods for constituents of concern in treated produced water;
- Establish advanced analytical methods to measure the physical, chemical, and biological constituents in produced water and treated produced water;
- Quantify volumes and characterize the quality of produced water generated in New Mexico, including identification of constituents found in respective basins and formations and chemical additives used for hydraulic fracturing and drilling;
- Develop integrated treatment trains including pre-treatment, treatment/desalination, and post-treatment to meet the water quality requirements for different beneficial use applications;
- Measure the cost and effectiveness of different treatment approaches that can meet the quality criteria specific to uses such as road construction, rangeland rehabilitation, agriculture, livestock production, industrial applications, municipal applications, mining, and other uses;
- Quantify the cost and effectiveness of brine management, disposal, and potential minerals recovery technologies;
- Assess the health and safety effects of the use of treated produced water including risks and toxicity to public health and the environment;
- Outreach to the public through educational programs to improve the public understanding of the implication of research results in terms of expected impacts to public and environmental health and safety for fit-for-purpose reuse of treated produced water.

While the Consortium has made extensive progress in establishing the formal operational protocols and has begun initial research, there has been disruption to scheduled activities and significant reductions

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

from industry and NGO funding commitments as a result of the timing of the COVID pandemic. Consequently, there is an urgent need to immediately secure additional financial resources to ensure the required research is conducted with sufficient breadth and depth, and without undue delays or disruptions that undermine the integrity of the research outcomes. Investment of state funds into the ongoing work of the Consortium also serves to diversify revenue sources that will help maintain momentum and contribute to the overall program mission.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

The NMPWRC was created to assist in the implementation of the Produced Water Act and support policy objectives of creating more resilient communities and strengthening the economy in the face of increased drought associated with climate change and NM’s energy transition. Research to fill the science and technology gaps associated with the safe and protective reuse of treated produced water for activities outside the oil and gas sector is an essential step to securing a new potential water source for New Mexico and relieving demand on freshwater resources. Utilization of treated produced water could account for an additional 100 million gallons per day of water available for municipal, commercial or industrial applications. Furthermore, this research may advance opportunities for green hydrogen production in NM by creating a safe and abundant source water for electrolysis as an alternative to deep injection disposal of produced water. The NMPWRC has attracted over 160 participants including industry experts, research scientists, and government policy experts from the southwest region, intermountain west and east coast. In addition to industry and technology developers, the federal, state, and local organizations partnering in or supporting the Consortium research activities include the NM Department of Environment, NM Oil Conservation Division, NM Office of State Engineers, NM Department of Public Health, NM Desalination Society, NM Oil and Gas Association, NM Desalination Society, Lea County, Eddy County, Bureau of Reclamation, Brackish Groundwater National Desalination Research Facility, US Environmental Protection Agency, US Department of Energy, and Sandia National Laboratories. The NMPWRC has coordinated a robust research and development program including funding nine laboratory and pilot-scale testing projects, and six working groups on water quality and quantity, treatment technologies, risks and toxicology, socio-economic-environmental assessment, infrastructure, and data portal. The NMPWRC has provided support to NMED to organize and conduct 5 statewide public meetings, 3 public education and outreach workshops, supported undergraduate research and design contest programs on produced water treatment for fit-for-purpose reuse.

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

The Consortium has received support from the membership and several industry sponsors to begin the research effort. In addition, the Consortium has acquired funding from the Department of Energy, Department of Agriculture, and the Bureau of Reclamation to develop innovative produced water treatment technologies. The consortium has collaborated with the New Mexico Water Resources Research Institute on the New Mexico Universities Produced Water Synthesis Project to inform solutions to

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

water scarcity and water quality using technology and community involvement to better treat and utilize produced water.

The Consortium will continue to seek funding from the U.S. Department of Energy, Bureau of Reclamation, Department of Agriculture, Nation Institutes of Health (NIH), industry, and other groups.

9. Accomplishment/ Highlights (bullet form)

Accomplishments to date:

- The Consortium has been selected by the U.S. EPA to work with the Ground Water Protection Council to lead the U.S. research, development, and demonstration efforts on the treatment and fit-for-purpose reuse of produced water within their National Water Reuse Action Plan. The Consortium continues to work closely with U.S. EPA and the Ground Water Protection Council to establish a National Coordination Council for Produced Water in support of EPA's Water Reuse Action Plan (WRAP).
- The Consortium has developed a robust research and education program with over 75 organizations, agencies, NGOs, and companies with over 160 participants who have joined and participated in various Consortium efforts.
- NGL Energy Partners has led industry support for this critical research with funding of \$500k and an additional \$500k through in-kind services.
- Additional research funding includes \$500k from ExxonMobil and a \$475k commitment from Chevron, and funding from TallGrass Midstream.
- To date, the Consortium has completed or has underway several research projects and several large pilots that are moving to mobilization and start-up phases.
- Consortium members are actively engaged in 6 working groups and 7 task committees in a broad range of technical issues associated with treatment and reuse of produced water including -
 - treatment technology research and evaluation,
 - improved understanding of public and environmental risk and toxicology associated with reuse,
 - improved analysis of produced water constituents and associated hazards,
 - produced water data portal to provide the public access to all produced water quality and quantity data,
 - and development of socio-economic models to evaluate the cost/benefits of the treatment and reuse of produced water to local communities.

9. Accomplishment/ Highlights (bullet form)

- The Consortium has provided support to NMED to organize and conduct 5 statewide public meetings on produced water treatment for fit-for-purpose reuse issues and concerns.
- The Consortium has been active in mentoring education activities of high school students and undergraduate students, such as 1) participated in the Navajo Tech-New Mexico Tech Navajo Nation Water Purification Project (N4WPP) held on April 23, 2022 at Farmington High School to judge and advise high school students on research projects to help solve some of the most important water challenges in New Mexico and across the Navajo Nation; 2) Developed a produced water treatment task for the WERC Design Contest participated by over 20 student teams from universities in the U.S.
- The Consortium hosted public education workshops at San Juan College, NMSU Carlsbad, and sessions in Hobbs, since October 2021. The workshops provided an overview of the status of current research and development of the fit-for-purpose treatment and reuse of oil and gas produced water. Attendees included a diverse cross-section of representatives from private industry, residents interested in finding out more about PW and the NMPWRC, County Economic Development leaders, and elected officials.
- The Consortium is currently expanding public outreach programming to ensure all stakeholders remain informed of the science and technology research and development efforts of the Consortium (i.e., web updates with relevant information, online access to Consortium public meetings and workshops, and an array of public education efforts).
- The New Mexico Produced Water Reuse data portal was developed through an agreement between the Consortium and the Ground Water Protection Council (GWPC) in support of the New Mexico Water Data Initiative. The WaterSTAR product of the GWPC was used as the basis of the data portal. The data sources used in the development of the data portal are provided by the New Mexico Oil Conservation Division (OCD) and the Petroleum Recovery Research Center: A Division of New Mexico Tech. In the portal, water quantity data is grouped monthly by ¼ Township and only produced water identified as being disposed through Saltwater Disposal Wells (SWD) are being displayed in the interface. Produced water quality data is also grouped and anonymized by the same ¼ Townships. This is designed to allow for the future addition of confidentially supplied produced water quality data. The data portal is available for public access from the Project Website at: <https://NM.WaterSTAR.org/> NM Water Data Catalog: <https://catalog.newmexicowaterdata.org/dataset/https-nm-waterstar-org>
- The Consortium is currently coordinating with several other states including, TX, OK, CA, PA, WY, CO, AZ, and KS, with discussions underway with UT. The TX Produced Water Consortium is especially interested in participation from NM Consortium. Through 2023, the NMPWRC will continue to increase interactions with other states to try and identify collaborative efforts and activities that support a consistent national effort on fit-for-purpose treatment and reuse of produced water.

9. Accomplishment/ Highlights (bullet form)

- The Consortium has developed a number of foundational documents and guidance on research roadmap and gap analysis, guidelines for produced water pilot testing, sampling protocols for produced water and operation. The research results have published in 12 peer-reviewed papers in top scientific journals.

Medical Projects

10. How many graduates stay in practice in New Mexico	N/A
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FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	New Mexico Produced Water Research Consortium
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
--

The NMPWRC's goal is to support policy objectives of creating more resilient communities and strengthening the economy in the face of increased drought associated with climate change and New Mexico's energy transition. Research to fill the science and technology gaps associated with safe and protective reuse of treated produced water for activities outside the oil and gas sector is an essential step to securing a new potential water source for New Mexico and relieving demand on freshwater resources. The program aligns with the NMSU mission and achieves the following LEADS 2025 Goals:

Enhance student success and social mobility: The NMPWRC provides mentoring and training opportunities for postdoctoral researchers, graduate, undergraduate and high school students to address energy, water, and environmental challenges. The research projects provide hands-on experiences in both laboratory and field to better prepare students with skills and knowledge needed to complete their degrees and move into New Mexico's job sector. The experience of working with industry will strengthen students' career pathways through service-learning, experiential learning, and research engagement. Up to date, the NMPWRC has supported the research of 4 postdocs, 3 PhD students, 4 MS students, 8 undergraduate, and 3 high school students.

Elevate research and activity: The NMPWRC supports the experimental research on developing low-cost, highly energy-efficient produced water treatment technologies and characterization of produced water for fit-for-purpose use beyond the oil and gas sectors. The program has been identified by the USEPA to lead the national produced water reuse research together with Ground Water Protection Council. The NMPWRC will facilitate the convergence of cutting-edge research on the energy-water-environment nexus with undergraduate and graduate education to address local and global water challenges. This will include supporting students' research projects and integrating new knowledge and information developed from the NMPWRC research activities into undergraduate and graduate curricula. In addition, the NMPWRC provides opportunities for NMSU students to work with international researchers in Australia and Europe, which amplifies the impact of their research on global economy and promote international collaborations.

Amplify extension and outreach: Science-driven and public health-based education and outreach is the foundation of discussing fit-for-purpose treatment and reuse of treated produced water. Realizing the need to inform and educate the public on the benefits and impacts of produced water reuse, the NMPWRC has established a comprehensive Consortium Communication, Outreach, and Education Plan to engage stakeholders in the state-of-the-science of produced water treatment and reuse. Since 2019, the NMPWRC has attracted the engagement of over 160 participants from academia, industry, national labs, NGOs, technology developers, and federal, state and local government agencies.

Build a robust university system: The NMPWRC has engaged the participation of minority and underrepresented students in research projects, and has developed collaborations with faculty, staff, and students across the campus. The NMPWRC will continue to advance equity, inclusion, and diversity, and effectively cultivate faculty and staff excellence, enhance productivity and improve work climate at NMSU.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.**

In passing the 2019 Produced Water Act (PWA), the New Mexico legislature established a legal and policy framework for the ownership, management, and reuse of produced water inside and outside of the oil and gas sector. Through the PWA, New Mexico encourages the treatment and reuse of produced water to enhance fresh water sustainability and support new economic development opportunities in New Mexico, while also protecting the environment and public health. To fill the scientific and technical gaps associated with treatment and reuse of produced water outside the oil and gas sector, in 2019 the New Mexico Environment Department (NMED) and New Mexico State University (NMSU) entered into a Memorandum of Understanding to create the New Mexico Produced Water Research Consortium. The program will benefit the entire state because oil and gas production and clean energy are important drivers of New Mexico's economy. More specifically, the research program will benefit New Mexico by enhancing public and environmental health; improving water sustainability by creating drought-proof supplies to support resilience and reducing demand for freshwater; promoting economic development by creating additional water for new and growing industries that create jobs; supporting regional development; reducing seismicity risks by reducing the volume of produced water for deep-well injection; and supporting energy security by enhanced waste management. The program will also support public education and outreach and provide training to next generation professionals on energy, water, and environmental sectors.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	N/A
Federal G&C Expenditures	Click or	Click or	Click or	Click or	N/A
Private G&C Awards	Click or	Click or	Click or	Click or	N/A
Private G&C Expenditures	Click or	Click or	Click or	Click or	N/A

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<p><input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment</p> <p><input type="checkbox"/> 2. Increase student learning, retention, and degree attainment</p> <p><input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences</p> <p><input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement</p> <p><input checked="" type="checkbox"/> 5. Elevate graduate education</p> <p><input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<p><input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education</p> <p><input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity</p> <p><input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges</p> <p><input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<p><input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development</p> <p><input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility</p> <p><input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education</p> <p><input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement</p> <p><input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<p><input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff</p> <p><input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate</p> <p><input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization</p>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: New Mexico Produced Water Research Consortium</p> <p>Contact Name: Pei Xu</p> <p>Contact Email: pxu@nmsu.edu</p>	<p>FY24 Request</p> <p align="center" style="background-color: yellow; border: 1px solid black;">\$500,000</p>
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NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Workforce development for next generation professionals on water and energy sector

RPSP Objective 1: Elevate graduate education and strengthen career pathways through engaging students, postdoc, and faculty for produced water related research		Measure Targets		Comments (Briefly state your case)
		FY23	FY24	
RPSP Measures:				
1	Number of students involved in NMPWRC research	4	7	
2	Number of postdoc researchers supported by NMPWRC	2	3	
3	Number of students funded in NMPWRC research	2	3	
4	Number of undergraduate courses integrated with energy-water research	2	2	CE356 - Introduction of Environmental Engineering; CE355V - Technology and Global Environment
5	Number of graduate/senior undergraduate courses integrated with energy-water research	1	4	ENVE 452/552 - Unit Operation of Wastewater Treatment; ENVE 556 - Advanced Water Treatment and Reuse; ENVE 598 - Special Research Topic; Graduate Seminar

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: New Mexico Produced Water Research Consortium</p> <p>Contact Name: Pei Xu</p> <p>Contact Email: pxu@nmsu.edu</p>	<p>FY24 Request</p> <p align="center" style="background-color: yellow; border: 1px solid black;">\$500,000</p>
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NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: Integrate research with student education and accelerate technology and knowledge transfer

RPSP Objective 1: Facilitate the convergence of cutting-edge research on the energy-water-environment nexus with undergraduate and graduate student education to address local and global water challenges		Measure Targets		Comments <i>(Briefly state your case)</i>
		FY23	FY24	
RPSP Measures:				
1	The number of projects funded by Federal agencies or industrial partners	3	3	
	The number of projects recognized by federal agencies or industrial partners	3	3	
2	The number of new technologies developed by the consortium	2	3	Produced water characterization methods using toxicity tests and chemical analysis
3	Number of research projects with international collaborations	0	1	with CSIRO
4	Number of journal publications authored/co-authored by students and postdocs	5	5	
5	Number of conference presentations for technology transfer and promoting economic development	5	5	

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: New Mexico Produced Water Research Consortium</p> <p>Contact Name: Pei Xu</p> <p>Contact Email: pxu@nmsu.edu</p>	<p>FY24 Request</p> <p align="center" style="background-color: yellow; border: 1px solid black;">\$500,000</p>
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NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: Strengthen and elevate public-private engagement; amplify public outreach and services

RPSP Objective: Continue to provide data and information to industry, regulators, managers, and general public		Measure Targets		Comments (<i>Briefly state your case</i>)
		FY23	FY24	
RPSP Measures:				
1	Update NMPWRC website with news, reports, publications, presentations, and maps	Provide monthly updates on information	Provide monthly updates on information	
2	Continue monthly/biweekly meetings with stakeholders to maintain and lead the public-private partnership on produced water research	72 meetings a year	72 meetings a year	
3	Provide the results of socio-economic-environmental assessment on produced water treatment and reuse to stakeholders to promote economic and community development	2 public meetings	2 public meetings	

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: New Mexico Produced Water Research Consortium</p> <p>Contact Name: Pei Xu</p> <p>Contact Email: pxu@nmsu.edu</p>	<p>FY24 Request</p> <p align="center" style="background-color: yellow; border: 1px solid black;">\$500,000</p>
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NMSU LEADS 2025 Goal: 4 - Build a Robust University System

RPSP Goal: Cultivate collaboration and advance equity, inclusion and diversity

RPSP Objective 1: Engage the participation of minority and underrepresented students in research projects	Measure Targets		Comments (Briefly state your case)
RPSP Measures:	FY23	FY24	
1 Number of minority and underrepresented students and postdocs engaged in research projects	2	3	

RPSP Objective 2: Cultivate faculty and staff excellence, enhance productivity and improve work climate	Measure Targets		Comments (Briefly state your case)
RPSP Measures:	FY23	FY24	
1 Number of joint publications with NMSU faculty and industry partners	3	3	
2 Number of joint proposals submitted with NMSU faculty	3	3	

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 130,000.00	\$ (130,000.00)	\$ -	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund		\$ 500,000.00	\$ 500,000.00	\$130,000 Recurring in SB1 and budget for FY22
Local		\$ -		
Total Appropriations	\$ -	\$ 500,000.00	\$ 500,000.00	
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	\$ -	\$ 500,000.00	\$ 500,000.00	
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				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries	0.28	0.12	0.40	Three faculty 1 month summer salary: 0.11 FTE each, in total 0.33 FTE
Professional Salaries		0.88	0.88	Program manager
Other Staff Salaries		1.61	1.61	1 full-time postdoc
Student Salaries (GA/TA)	0.50	1.37	1.87	3 full-time students, each as 0.5 FTE
Other Salaries	0.50	(0.28)	0.22	Admin support staff
Total All Salaries	1.28	3.69	4.97	
Fringe Benefits				
Travel				travel for conferences and sample collection
Utilities				
Institutional Support Charges				
Plant Operation and Maintenance Charges				
Supplies and Expenses				chemicals and supplies
Equipment				small equipment for chemical analysis and treatment
Other Expenditures				Chemical analysis fees and sample shipment
Total Expenditures	1.28	3.69	4.97	
Ending Fund Balance	\$ -	\$ -	\$ -	

Sunspot Solar Observatory Consortium

BE BOLD. Shape the Future.

FY 23 Actual: **\$367,500**
FY 24 Request: **\$400,000**
Change: **\$32,500**

New Mexico State University leads the Sunspot Solar Observatory (SSO) consortium in operating the world-renowned Dunn Solar Telescope and surrounding facilities that sit atop Sacramento Peak in Sunspot, NM. This is one of the preeminent places for studying the Sun. The project brings about \$1.3 million of revenue into the state annually. The National Science Foundation (NSF) provides 50% and NMSU, with commitments from the state of New Mexico, consortium partners, and grants, provides the other 50%.

This project strengthens the state's leadership in astrophysics and geospace research, enhances PhD student research and recruitment, improve a popular education and public outreach visitor center, and retain high-paying jobs in Otero County

The SSO oversees scientific and educational directives for the project, and its ongoing success depends on each consortium partner, including NMSU, to provide its own investment during operations. In FY24, we will continue to lead the SSOC, employ and train telescope personnel, provide for scientific and student research, employ and train STEM outreach personnel and organize STEM outreach events. State funding is used to enable NMSU to lead this project. All telescope personnel are NMSU employees and contribute to the mission of the university to serve the diverse needs of the state through education, research, extension, outreach, and public service.



Putting New Mexico at the Forefront

NMSU, together with the NSO and the NSF, lead the consortium of US and international universities and institutes dedicated to funding and operating the facility over the next decade.

This leadership places NMSU in a national forefront role in addressing the global challenges of space weather and solar astronomy, subjects of tremendous interest to NSF, NASA, DoD, and DoE.

This directly retains high-paying jobs in Otero County and provides indirect economic benefits to the local region. Beyond maintaining about 11 FTE at the site, annual meetings and workshops will bring over 100 week-long scientists into the area from out of state, and about 20,000 public visitors.



Research, education and jobs

The Sunspot Solar Observatory delivers

- A diverse consortium to operate the Dunn Solar Telescope
- An amplified outstanding reputation of New Mexico in cutting-edge research
- 11 FTEs in STEM jobs in Otero County
- A reinvigorated Sunspot Astronomy Visitor Center with new programs and attractions to boost tourism in Otero County
- Student training in areas of fundamental importance to the state's national laboratories
- Expanded outreach and education programs with NM public schools

Sunspot Solar Observatory Consortium

In FY24, with NM funds we seek to:

Lead the consortium: establish strong leadership in areas of science, education, instrumentation, and outreach to ensure broad interest from the solar physics community; Obtain sufficient financial commitment to allow for full operations and to establish scientific agreements with institutes that provide instrumentation at the telescope.

Employ and train telescope personnel: supply mission-critical staff to continue development of scientific and educational operation plans for the site.

Provide for scientific research: provide for graduate recruitment and retention opportunities and

Employ and train STEM outreach personnel: Lead this premier STEM visitors center for the public.



Sunspot Astronomy and Visitor Center

Due to strong public interest in astronomy and the many visitors to astronomy facilities, the Sunspot Astronomy and Visitor Center opened its doors on Sacramento Peak in 1997. It is the result of a collaboration between the NSO/Sacramento Peak, Apache Point Observatory, and the USDA Forest Service. The Visitor Center attracts about 20,000 visitors per year.



Leveraged funds

Located at Sunspot, NM, the Dunn Solar Telescope specializes in high-resolution imaging and spectroscopy that allows astronomers worldwide to obtain a better understanding of the Sun and how space weather impacts Earth. The Dunn telescope continues to provide a versatile and user-friendly set-up to investigate a range of solar activity and provides a testbed for developing cutting-edge technologies.

This projects leverages \$650,000 of state and partner funding, matching the \$650,000 annual investment of NSF.

In leading this project, NMSU Astronomy has successfully won several other grants. In 2019, NSF awarded a \$1,449,022 5-year grant to NMSU to hire a new faculty member and provide for research start-up costs including graduate students. In 2019-2022 a 3-year \$368,015 grant was awarded to NMSU from NSF, in addition to a \$212,000 grant from NSO, to fund additional student and postdoctoral research on solar filament eruptions.

In 2020-2024, the availability of data from the DST led to two NASA grants totaling \$70,000 per year. One of these is to provide support data for the Parker Solar Probe instrument as it fly through the Sun's atmosphere. The second became part of a major NASA research 'DRIVE' initiative lead by UCLA that resulted in a second larger proposal to NASA in the fall of 2021. NMSU involvement in both these projects is only possible because of our leadership in SSO

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Sunspot Solar Observatory Consortium

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): 400,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): 367,500

Type of Project (X for Type)			
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	5
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2. Project Description / Executive Summary:

The goal of this RPSP is to continue to promote NMSU and the State of NM to lead a consortium in operating the solar astronomical research facilities at Sunspot, Otero County. This operation has an annual expenditure of ~\$1.3M in New Mexico, strengthens the state role as a leader in astronomical and geospace research, enhances PhD student recruitment for NMSU, improves a popular astronomical education and public outreach site, and retains high-paid jobs in Otero County. With this operating consortium and associated funding, the facility, now prospers as a world-class center for astrophysics research, education, and public outreach. NMSU leads the consortium for the the benefit of New Mexico in areas of scientific research of critical national importance, student training and education, advanced instrumentation, economic impacts to the state, and public outreach. In FY24, we will continue to employ observatory staff to provide for research in solar physics and space weather, provide graduate student training and enrich our public outreach program, and work with NSF to secure the long term future for the site.

Expansion Justification: In FY24 we will provide for 0.25FTE to integrate a new observation feature into the Visitors center in order to expand both our education for NMSU students, opportunities for more school visits, and extra open houses and special events for the public.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

In FY24, we will employ 6.5 FTES as part of the 11FTE team to provide for scientific research and public outreach in Sunspot. All FY23 budget for the RPSP is for NMSU personnel wages and fringes. Our request for FY24 is an expanded request of \$400,000.

In FY 24, the proposed budget is Professional Salaries: \$341, 858.92, this accounts for 7% increase in staff salaries during FY22, and addition 0.25 FTE to integrate a new telescope. Staff Salaries: \$43,719, this accounts for a 7% pay increase on FY22. Fringe Benefits: \$135, 559 Institutional Support: \$13,932.

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

As our closest star, the Sun is a critical plasma and astrophysical laboratory. As the dominant external influence on Earth, the tremendous energy generated by the Sun can be suddenly and spontaneously released, sending radiation and high-energy particles to Earth that wreak havoc with communication satellites and power grids. These Space Weather effects are a combination of physics, astrophysics, and geophysics that makes studies of the Sun of fundamental importance to national funding agencies, including NASA, NSF, DOD and DOE. The Sunspot Solar Observatory has ran the Dunn Solar Telescope as a U.S. site for this interdisciplinary solar physics research at Sunspot, NM for over 5 years. In 2016, the previous operator, NSO, began to move most personnel to operate a new solar telescope. In 2017, the international research community recognized that facilities at Sunspot continue to be of significant scientific value and started the Sunspot Solar Observatory consortium. Since 2018, the state of New Mexico has invested in the scientific research and public outreach of the consortium in order to reinvent the facility to enable science, education, and public outreach focused on our nearest star. NMSU leads this consortium of national and international universities and institutes dedicated to funding and operating the facility over the next decade. NMSU leads and directs the project that brings about \$1.3M annually into the state. This retains high-paying jobs in Otero County, and provides economic tourism benefits to the local region. Beyond maintaining about 11 FTE at the site, annual meetings and workshops bring over 100 visitors to the area from out of state, and 50 scientists and engineers visit the facility each year for research and technical development. In total, using all available sources of funding in the consortium, the SSO fund 3 personnel at the telescope, 2 at the visitor's center, 2 at NMSU, and NSF continue to fund 4 personnel for site operations. The SSO manages daily observing at the telescope, provides these data to the scientific community, operates a critical training facility with high-tech instrumentation for future scientists and engineers, contributes to a national graduate education program in solar physics, and operates the visitor center to attract about 15,000 visitors per year. No other facility in the country provides this combination of opportunities.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

In FY24 the 5 objectives of this RPSP are to continue to lead the consortium, employ and train telescope personnel, provide for scientific and student research at the telescope, employ and train STEM outreach personnel, and organize STEM outreach events.

Expansion Justification: The expansion refers to objectives 3, 4, and 5.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Given the science, instrumentation, and educational opportunities afforded by continued operation of the DST, the Sunspot Solar Observatory, consisting a consortium of several academic institutions and the NSF, provides for scientific research and public outreach centered on solar physics and space weather.

In FY22, we have four NMSU graduate student thesis using data from the telescope, have 5 ongoing MOUS, invested a federal NSF grant for FY22 to FY25, and completed a new instrument at the telescope. NSF continue to commit to their overall responsibility for the operations permit for the site, that included \$344,906 to NSO to retain their 4 staff at the site and a contribution of \$64,397 to NMSU in the first half of the year, and a new grant, currently in processing, of \$451,646 to NSO and \$224,041 to NMSU. Together this means that NSF will have contributed \$1,084,990 to the project in FY22, of which \$288,438 will have been awarded to NMSU. Other partners and NASA grants have contributed \$230,000 since 2018. In FY22

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

we also worked on the purchase of a new scientific instrument using \$100,000 capital outlay funds from the state of New Mexico.

The major obstacles to our success in FY22 were associated with the return to full reopening after the site closures due to COVID19 restrictions, budget pressures from our partners, and a new effort to seek out a new operator for FY24. We were open the entire year, but with limited visiting hours and mandatory masks in the telescope building. This affected our visitor numbers and visitor center income (which were both on track for a 35% increase), our professional visitor total, and our number of STEM and public outreach events. We have mitigated these effects by using this time to improve aspects of the project's long term viability. We redesigned computer control boards for the telescope, provided new extensive documentation for staff, and upgraded computing resources. We have enhanced the visitor experience through new exhibits and creating a new audio tour of the site.

Due to financial pressures, our two university partners were again unable to commit to a new funding agreement. To mitigate this loss of \$115,000/yr, in collaboration with NSO we submitted the expanded request of \$1,084,990 to NSF, and submitted 4 grants for a total of to NASA for \$252,766 of which two (\$67,728) as funded.

At the end of FY24, NSF are seeking a new site operator for the land use agreement. We have formed, and funded a environmental and risk assessment committee to look into NMSU taking over as operator. To this end, the expanded funding from NSF included a dedicated \$120,000 from NSF to personnel to complete this assessment, \$35,000 to fix the car park surface, \$150,000 to perform a site assessment, \$100,00 to upgrade the internet, and \$200,000 to simply infrastructure.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

The initial endeavor to lead the formation of the Sunspot Solar Observatory consortium made NMSU a new national hotspot for solar physics research. Leading this consortium to operate the Sunspot site now contributes directly to training and jobs in critical STEM areas in New Mexico. The major state research centers of Sandia, LANL, and AFRL are all concerned with replenishing their workforces with young, well-trained workers with precisely the set of STEM skills that the project provides and NMSU now has an education agreement and strong personal research connection with AFRL. The Sunspot site provides a unique setting for interdisciplinary research across the nation. For students in areas of space science, astrophysics, engineering and computer science, Sunspot offers a real-life research opportunity as part of their degree. In leading the program to retain and enhance Sunspot as a site for scientific discovery, we impact the local community with ~11 highpaying jobs in Otero County, and attracting visitors to the areas. The Sunspot visitor center provides outreach to the public and K-12 students, attracting ~15,000 visitors annually

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

The project receives substantial external awards, and we continue to expand upon these.

In our ongoing MOU with NSF, beginning October 2019, they provide about \$350,000/yr channeled through NSO to retain site personnel, and \$250,000/yr to NMSU as their contribution to fund scientific operations. In FY20 and FY21, University partners provide an additional \$240,000 to NMSU to obtain their own observation. In FY20, Dr McAteer won to additional grants (total of \$70,000/yr) in which Sunspot is a 'Phase I' partner in two nationwide efforts funded by NASA. One of these, led by UCLA, was turned into a larger 5 year Phase II proposal submitted in FY 22.

In FY 22 we held several discussions and a site visit with NSF and Jacob's consulting to take over the entire site operations in Sunspot beginning Oct 2024. We partnered with NSO and submitted a proposal to fund NSO to perform essential deferred maintenance items, and thereby to allow NMSU to perform site inspections and permitting over the next years. This was used

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

to employ two extra people in the environmental and safety office at NMSU, including a full time project manager and increase to the amount coming to NMSU to \$288438/yr, and additional amount of \$485,000 for site upgrades.

Leading this Sunspot Solar Observatory consortium enables NMSU to obtain more research funding success. In FY19, NMSU Astronomy (PI McAteer) was awarded a \$394,000 (3-year) science proposal from NSF, and a \$212,000 (3-year) science proposal from NSO to fund student and postdoctoral research at NMSU to perform scientific research with the data from Sunspot and provide new space weather data products to the community. In August 2019, NMSU Astronomy was awarded a \$1.5million (5-year) faculty development grant from NSF to provide for a new tenure-track faculty position (including all start-up funds), with a focus on connecting DST research to other new national facilities and space weather prediction. With this, a new faculty member was hired to lead science planning and data acquisition.

In FY20, NMSU was awarded a \$350,000 NASA grant to build a instrument at Sunspot to observe Jupiter. This provides complementary solar system observations with international partners and graduate student participation, in addition to interdisciplinary instrument development with the College of Engineering. Each of these grants are key contributions to NMSU as it seeks to obtain Carnegie-R1 status, and are only possible due to our leadership in Sunspot. This grants runs through FY24.

In FY22, the visitor center has rebounded from a low of 3000 during the COVID-closure back up to an estimated 15,000. All proceeds in admission and purchases is redirected back into community outreach and enhanced visitor experience.

We stress that the continued NSF financial investment in Sunspot is dependent on NMSU obtaining RPSP funds. In return, we fully expect that continued state funding will be dependent on continuing NSF funding. Only by working together can we retain the ~11FTES on site, provide scientific research opportunities, and fully utilize the Visitor Center to attract tourists to the area.

9. Accomplishment/ Highlights (bullet form)

In our last year of completed RPSP funding (FY22), the program

- has 5 full time NMSU personnel in Sunspot
- completed the acquisition and commissions of a new scientific instrument
- published 3 astrophysics research papers using data from the telescope
- has three academic partners (Cal. St. Univ. Northridge, UC Boulder, NMSU) to scientific and financial investment into the consortium
- has 5 MOUs with partners
- had 5 PhD students performing graduate student research at the telescope in space weather research

Medical Projects

10. How many graduates stay in practice in New Mexico

Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Sunspot Solar Observatory Consortium
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

The Sunspot Solar Observatory serves the diverse needs of the state in space physics through its education, research, outreach and public service. As the state’s space grant institution, NMSU’s leadership in Sunspot Solar Observatory, delivers learning and inquiry, and service to the broader community. The program is directly aligned with NMSU LEADS 2025 objectives.

By continuing to lead the SSO with full membership, the program is aligned to obj. 2.3 which specifically sets out to “leverage NMSU space-grant missions... and research program”, and “expand research by leveraging NMSUs unique physical assets such as Sunspot Solar Observatory.” By integrating research across interdisciplinary areas as part of a consortium for solar physics, the SSO promotes NMSU to foster new ideas and leverage existing space grant and observatory assets, in order to amplify their research findings.

By continuing to lead the SSO with full membership, the project is aligned to obj. 1.4 and 1.5 which emphasize the critical elements to “strengthen career pathways” and “elevate graduate education” By establishing this leadership, the SSO promotes NMSU to provide our graduate students the best training and career pathways possible, on their way to becoming professional space scientists.

By employing and training telescope personnel, and providing for scientific and student research, the program is aligned to obj. 2.1 and 4.4 to “facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education” and should “identify grand challenges and mobilize the University system to execute effective solutions.” In leading these research opportunities, NMSU lead faculty and student work across the nation on the study of the drivers of space weather as a clear global challenge.

By employing and training STEM outreach personnel, and organizing STEM outreach events, the program is aligned to obj 3.3 and 3.4 to “improve PK-20 STEM education” and “strengthen and elevate public private partnership” through “promoting NMSU as a resource for ground-breaking research for students from diverse backgrounds.” In providing this outreach, NMSU leads one of the premier STEM centers in Otero County.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

NMSU leads a diverse consortium of institutes and universities to operate the Sunspot Solar Observatory. The mission of Sunspot Solar Observatory is to provide for scientific research and public outreach at one of New Mexico's premier sites for astronomy. Its scope is specifically focused on science and education, as we partner with an external operator to provide for site maintenance. The program benefits the state with a \$1.3M annual budget to provide for ~11FTEs in Sunspot. It provides student training in areas of fundamental importance to the state’s national laboratories and expand outreach and education programs with NM public schools. It brings over 100 week-long researchers and visitors from out-of-state. Sunspot Astronomy Visitor Center continues to receive approximately 15,000 visitors per year. The consortium (which includes this RPSP) provides about 1/2 the annual funding, with NSF providing the other 1/2

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	509,253	NCE	66468	1767985	Click or
Federal G&C Expenditures	254626	255122	251056	1746435	Click or
Private G&C Awards	115000	NCE	NCE	115000	Click or
Private G&C Expenditures	Click or	Click or	96336	96336	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input checked="" type="checkbox"/> 5. Elevate graduate education <input checked="" type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: Sunspot Solar Observatory Consortium - Note: received first time non recurring funding in FY19	FY23 Request
Contact Name: R.T.James McAteer	\$400,000
Contact Email: mcateer@nmsu.edu	

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: The goal of this RPSP is to continue to promote NMSU and the State of NM to lead the consortium for the operations of solar astronomical research facilities at Sunspot, Otero County.

RPSP Objective 1: Lead the consortium		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	The number of NMSU graduate students in the program	3	3	3	4	3	3	3	4	4	5	Increase of 2 for FY24
2	The number of NMSU graduate students in national career pathways in space physics	3	3	3	4	3	3	3	4	4	5	Increase of 2 for FY24

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: The goal of this RPSP is to continue to promote NMSU and the State of NM to lead the consortium for the operations of solar astronomical research facilities at Sunspot, Otero County.

RPSP Objective 1: Lead the consortium		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of Memoranda of Understanding (MOUs) ongoing with other universities, research institutes, and funding agencies.	5	5	5	5	5	5	5	5	5	6	One new MOU for FY24
2	Total dollar amount agreed upon in the MOUs that will be sought by consortium partners.	710,089	750,000	126,932	999,912	750,000	750,000	750,000	750,000	750,000	750,000	New funding with NSF (total 675, 687) only started in Oct 2021.
3	Number of ongoing agreements reached with principal investigators of current telescope instruments	4	4	4	4	4	4	4	4	4	4	

RPSP Objective 2: Employ and Train telescope personnel		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	The number of qualified personnel successfully hired and retained	5	5	5	5	3	5	5	5	5	6	Expansion request raise in FY24

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: Sunspot Solar Observatory Consortium - Note: received first time non recurring funding in FY19	FY23 Request
Contact Name: R.T.James McAteer	\$400,000
Contact Email: mcateer@nmsu.edu	

RPSP Objective 3: Provide for scientific and student research		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	The number of NMSU graduate students performing research at the telescope	4	4	4	5	3	4	4	4	4	5	Expansion request raise in FY24

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: The goal of this RPSP is to continue to promote NMSU and the State of NM to lead the consortium for the operations of solar astronomical research facilities at Sunspot, Otero County.

RPSP Objective 4: Employ and Train STEM outreach personnel		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	The number of professional participants attending STEM education events	168	25	0	50	40	40	40	40	40	50	No events in FY21, due to COVID19. Expansion request raise in FY24
2	The total number of STEM events for educators	9	6	0	2	NA	9	9	9	9	12	No events in FY21, due to COVID19. Expansion request raise in FY24
2	The total number of coordinated agreements with private companies to sell products in visitors center	2	2	2	2	NA	2	2	2	2	2	

RPSP Objective 5: Organize STEM outreach events		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	The number of schools contacted statewide to discuss future education and outreach efforts.	58	30	30	30	30	30	30	30	30	35	Expansion request raise in FY24. Expansion request raise in FY24
2	The number of students on trips to Sunspot	393	150	0	100	NA	200	200	200	200	250	No events in FY21, due to COVID19. Expansion request raise in FY24
3	The total number of visitors to Sunspot Visitors Center	11,095	8,115	2,409	11,000	15,000	15,000	15,000	15,000	15,000	20,000	FY21 affected by COVID site restrictions. FY 22 estimate of 8000 from June 2021 to April 2022.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: Sunspot Solar Observatory Consortium - Note: received first time non recurring funding in FY19 Contact Name: R.T.James McAteer Contact Email: mcateer@nmsu.edu	FY23 Request \$400,000
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NMSU LEADS 2025 Goal: 4 -Build a Robust University System

RPSP Goal:		The goal of this RPSP is to continue to promote NMSU and the State of NM to lead the consortium for the operations of solar astronomical research facilities at Sunspot, Otero County.										
RPSP Objective 3: Provide for scientific and student research		Measure Results				Measure Targets						Comments <i>(Briefly state your case)</i>
RPSP Measures:		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	The number of students and professional participants attending a workshop and observing at the telescope.	60	30	0	30	40	40	60	60	60	75	
2	The number of national partnerships and projects set up in Space Weather research as a Grand Challenge	NA	3	3	3	NA	3	3	3	3	3	

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments			
Revenue and Transfers							
Beginning Fund Balance	\$ -	\$ -	\$ -				
Appropriations							
Federal		\$ -					
State plus Tobacco Settlement Fund	\$ 367,500.00	\$ 32,500.00	\$ 400,000.00				
Local		\$ -					
Total Appropriations	\$ 367,500.00	\$ 32,500.00	\$ 400,000.00				
Grants and Contracts							
Federal	\$ 112,020.00	\$ 23,049.00	\$ 135,069.00	\$409,303 request submitted to NSF			
State		\$ -		\$657,687 submitted for partner funding			
Local		\$ -					
Total Grants and Contracts	\$ 112,020.00	\$ 23,049.00	\$ 135,069.00				
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	\$ 479,520.00	\$ 55,549.00	\$ 535,069.00				
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							
	FY23 FTE	Change FTE	FY24 FTE				
Faculty Salaries		0.00					
Professional Salaries	4.76	\$ 299,171.00	0.50	\$ 42,687.82	5.26	\$ 341,858.82	7% pay rise + additional 0.25FTE
Other Staff Salaries	1.20	\$ 40,859.00	0.00	\$ 2,860.13	1.20	\$ 43,719.13	7% pay raise
Student Salaries (GA/TA)		0.00		\$ -			
Other Salaries		0.00		\$ -			
Total All Salaries	5.96	\$ 340,030.00	0.50	\$ 45,547.95	6.46	\$ 385,577.95	
Fringe Benefits		\$ 126,690.00		\$ 8,869.05		\$ 135,559.05	
Travel				\$ -			
Utilities				\$ -			
Institutional Support Charges		\$ 12,800.00		\$ 1,132.00		\$ 13,932.00	3.50%
Plant Operation and Maintenance Charges				\$ -			
Supplies and Expenses				\$ -			
Equipment				\$ -			
Other Expenditures				\$ -			
Total Expenditures	5.96	\$ 479,520.00	0.50	\$ 55,549.00	6.46	\$ 535,069.00	
Ending Fund Balance		\$ -		\$ -		\$ -	



The Alliance for the Advancement of Teaching and Learning

BE BOLD. Shape the Future.™ – New Mexico State University

The Alliance for the Advancement of Teaching and Learning

FY23 Actual: \$211,400

FY24 Request: \$211,400

Change: \$0

College of Health, Education, and Social Transformation

Dr. Rachel Boren (SOAR) rboren@nmsu.edu

Crystal Chavez (Educators Rising NM) crychave@nmsu.edu

Alliance Goals

- 1. To **increase the new teacher pipeline** in New Mexico by supporting teacher initiatives in middle/high schools by having Educators Rising chapters throughout the state. The state office works to increase relationships between EPP’s and Ed Rising chapters. The goal is to have the Educators Rising program return to pre-pandemic numbers and increase to 40 chapters by 2023.
- 2. To **increase partnerships** with existing NMSU STEM Outreach Programs, school districts, community agencies Regional Education Cooperatives, State agencies, and National agencies to support teacher recruitment, research and STEM Education in New Mexico.
- 3. To **increase the research capacity of the College of Education** through the Southwest Outreach Academic Research (SOAR) Center. SOAR provides research and internship opportunities for both graduate and undergraduate students from various disciplines. These students work with existing STEM programs to develop research plans, create data collection instruments, analyze data, write publications, give presentations and conduct program evaluations.

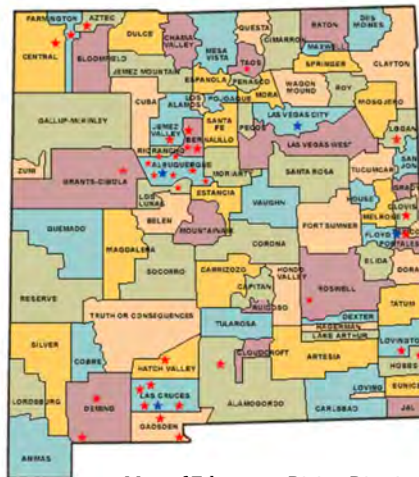
GOAL 1: Increase the Teacher Pipeline in New Mexico



Why Educators Rising?

New Mexico continues to have a high need for teachers, especially bilingual teachers, SPED teachers, and teachers in rural areas. The enrollment in Educator Preparation Programs throughout NM has been decreasing for over 10 years. In an effort to reverse this enrollment trend and to support high school students who have a desire to pursue education as a career, The Alliance established the Educators Rising NM State office in 2015. Educators Rising serves over 500 students enrolled in 31 active high school chapters across New Mexico plus three College chapters. The Alliance has hosted seven successful state student leadership conferences and supported student travel to the 2016, 2017, 2018, 2019 and 2022 national conferences.

The funds will be used to continue staffing the Educators Rising State Office as it continues to grow. We will establish a regional support system for teachers and students throughout the state of New Mexico.



Map of Educators Rising Districts



Hatch Valley High School – Bilingual Chapter

IMPACT OF EDUCATORS RISING 2021-2022

- 31 Active High School Chapters
- 550+ registered high school students
- 2 Student Ambassadors
- 160+ students at 2022 State Conference
- 250+ total attended 2022 State Conference
- 28 competing at national conference
- 30 Teacher Leaders trained
- 3 College Chapters: NMSU, NMHU, ENMU-Portales
- 14 professional learning opportunities
- 6 national delegates

Education Pathways Programs in NM
 2015: 6 2022: 31

<http://educatorsrisingnm.nmsu.edu>

The Alliance for the Advancement of Teaching and Learning

Goal 2: Increase partnerships to support Teacher Recruitment in New Mexico

Alliance Partners: Outreach and Research				
Educators Rising High Schools 2022	State & National Partners	Education and STEM Outreach	External Funding FY22	
Alamogordo High School Atrisco Heritage Academy High School Aztec High School Bernalillo High School Centennial High School Chaparral High School Clovis High School Freshman Academy Clovis High School Del Norte High School Eldorado High School Espanola Valley High School Gadsden High School Grants High School Hatch Valley High School Hobbs High School Las Cruces High School Logan High School Los Lunas High School Manzano High School	Mayfield High School Newcomb High School Organ Mountain High School Piedra Vista High School Rio Grande High School Rio Rancho High School Santa Teresa High School Taos High School V. Sue Cleveland High School West Mesa High School Goddard High School Artesia Senior High School	ENMU DACC NMSU NMHU Educators Rising PDK NM Public Ed Department Anne E. Casey Foundation New Mexico Activities Assoc. Golden Apple of New Mexico	<ul style="list-style-type: none"> Asombro Institute Bridge of Southern New Mexico Learning Alliance New Mexico NMSU STEM Outreach Center NMSU Scientifically Connected Communities (SC²) NMSU Pre-Engineering Program (Prep) NMSU Learning Games Lab New Mexico Coalition of Education Leaders NM Regional Education Cooperatives NMSU Cooperative Extension Service NSF HSI STEM Hub 	<p>Educators Rising: NMPED (\$65,000) CES NM (\$25,000) NM Oil & Gas Assoc. (\$1,000) ENMU (\$2,500) NMAA (\$1000) SOAR (\$135,000 from different grants)</p> <p>Research Partners: *NMSU College of Engineering *NMSU STEM Outreach Center *NMSU Learning Games Lab *NMSU Agriculture Education *NMSU Biology and Biochemistry Departments *Non-Profits Statewide</p>

Goal 3: Increase the Research Capacity in the College of Education



SOAR: Southwest Outreach Academic Research Evaluation and Policy Center

- Established the SOAR Lab in Fall (Now Center) in 2016
- SOAR Evaluation and Policy Center effective 2019
- Employ graduate students in a multi-disciplinary research team.
- Provide expertise in developing research protocols, instruments for data collection, data entry, qualitative and quantitative data analysis, producing reports, writing publications, presentations, and project evaluation services.
- Students have also published reports that have been used for policy making decisions (New Mexico Educator Vacancy Reports, 2015 - 2021)
- Partner with NMSU faculty and external groups in grant writing, serving as evaluator or research advisor.

For more information on SOAR activities, please visit <https://alliance.nmsu.edu>



We provide graduate students with hands-on research experience by helping K-20 Education Outreach programs close the Outreach-Research Gap.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Alliance Teaching and Learning Advancement

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$211,400

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$211,400

Type of Project (X for Type)			
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input checked="" type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

N/A

1. Number of years the project has received General Fund support (Disregard if new program):	16
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2. Project Description / Executive Summary:

The Alliance for the Advancement of Teaching and Learning focuses on two major initiatives: Educators Rising and the Southwest Outreach Academic Research (SOAR) Evaluation and Policy Center.

Educators Rising, established in 2015, is a "Grow Your Own" teacher pipeline program that supports high school students interested in education careers. The program is recognized by the U.S. Department of Education, the New Mexico Activities Association, and the NMPED as a Career Technical Student Organization (CTSO). There are currently 31 active high school chapters and 4 collegiate chapters with over 500 Educators Rising students throughout New Mexico. Educators Rising coordinates an annual state conference and support for students to attend the annual national Educators Rising conference. Educators Rising also provides curriculum support and professional learning opportunities for Teacher Leaders throughout the state.

The SOAR Evaluation and Policy Center, established in 2016, employs staff and graduate research assistants who work with NMSU Outreach programs and several departments across campus and organizations all over the state, to close the outreach-research gap through serving as evaluators on sponsored projects in K-12, higher education, and workforce development. SOAR also puts out the Annual Educator Vacancy Report, which is utilized by several groups statewide.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

The Alliance is asking for continued support for the rapid expansion of Educators Rising. Teacher Leaders need consistent and frequent support and training to help them establish their program. New Mexico is the first EdRising state to recognize bilingual chapters and competitions. Funds will be used to recruit, support and certify bilingual teacher leaders. In order to help with hitting our target chapters numbers, we are adding two regional coordinators to help support, train and recruit teachers in the central and northern regions of New Mexico. New Mexico is a large state and adding the regional coordinators will help us recruit and support more chapters.

Educators Rising is asking for its continued office support for 100% for the State Director, 25% Program Coordinator, 50% Administrative Assistant, and \$16,000 for the two part-time regional coordinators. Funding will be used to grow relationships with EPP's, recruit, support and retain new middle/high school chapters.

We are also supporting a faculty director position for Educators Rising. This person will serve as an umbrella figure of support for the Program Manager, assist with data collection, analysis of programming and showcasing of program outcomes for the state, spearhead partnerships between the program and the university and state, and will collaborate on new funding submissions.

We are also asking for support for the SOAR Director's salary. SOAR recently hired a full time postdoctoral researcher and continues to support doctoral students, which are great for the R1 goal. Having Alliance support for the director will help the entire center.

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

MISSION -The mission of the Alliance for the Advancement of Teaching and Learning is to contribute to the academic success of children and youth in New Mexico by supporting a statewide organization for future teachers known as Educators Rising and providing research support for K-12 STEM outreach programs through the Southwest Outreach Academic Research (SOAR) Center.

VISION - The vision of the Alliance is to serve as a catalyst in supporting educational initiatives in New Mexico, specifically those that focus on increasing the number of qualified teachers and raising the quality of education outreach programs.

Educators Rising has 31 active high school chapters: Alamogordo High School, Artesia Senior High School, Atrisco Heritage Academy High School, Aztec High School, Bernalillo High School, Centennial High School, Chaparral High School, Clovis High School, Clovis Freshman Academy, Del Norte High School, Eldorado High School, Espanola High School, Gadsden High School, Goddard High School, Hatch Valley High School (bilingual chapter), Hobbs High School, Grants High School, Las Cruces High School, Las Montañas Charter High School, Logan Middle/High School, Los Lunas High School, Manzano High School, Mayfield High School, Newcomb High School, Organ Mountain High School, Piedra Vista High School, Rio Grande High School, Rio Rancho High School, Santa Teresa High School, Taos High School, V. Sue Cleveland High School, West Mesa High School.

In terms of populations served, the SOAR Center partnered with several organizations at NMSU and across the state that reach thousands of faculty, students, teachers, and service providers in several diverse districts. This includes Las Cruces Public Schools, the Gadsden Independent School District, Espanola Schools, and Taos as well. Many of our evaluations are for projects that focus on underserved students in particular, including K-12 and higher education students who need additional supports to progress through school, obtain a degree, or gain employment.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

MISSION -The mission of the Alliance for the Advancement of Teaching and Learning is to contribute to the academic success of children and youth in New Mexico by supporting a statewide organization for future teachers known as Educators Rising and providing research support for K-12 STEM outreach programs through the Southwest Outreach Academic Research (SOAR) Center.

Objectives in the metrics form are:

- Increase the number of students involved in Educators Rising Activities.
- Provide professional development and technical assistance to meet the cultural, linguistic, and diverse needs of New Mexico students and teachers
- The Alliance staff will host conferences for students, teachers, and administrators, present at conferences, and publish articles relevant to Alliance Activities.
- To increase the amount and quality of outreach provided to include an increase in linking of resources, strengthening relationships, and creating new partnerships.
- Increase collaboration with state agencies to improve the quality and quantity of professional development and technical assistance provided by Alliance staff and Alliance affiliates.
- Increase the number and type of opportunities created for networking and dialogue about important education issues, the amount and type of research provided and the number of opportunities created for education advocacy.
- The Alliance will assist faculty at NMSU and partner school districts with grant writing support.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Educators Rising:

- 1) The first New Mexico home grown Teacher Academy professional learning workshop for Educators Rising teacher leaders.
- 2) Translation of Educators Rising competition guidelines and rubrics into Spanish. New Mexico is the first state to recognize bilingual chapters and the national office does not provide the translation. This is something we have decided to do in-state to provide support and recruitment for bilingual educators. After continued push for bilingual competitions at the national office. We are finally in talks of starting with two competitions in Spanish at the national level for 2022-23 academic year.
- 3) First year with State Ambassadors. These collegiate students created relationships and were mentors for high school students throughout the year.
- 4) This year we held two state conferences to accommodate travel restrictions in place at the district levels.
- 5) We lost a few chapters and teachers due to post COVID internal changes. Some teachers were reassigned to teach CORE subjects for their schools. This leaving schools only to sponsor an after-school program, if that.
- 6) We had 28 state qualifiers who competed at the national conference. Out of those, a few students came in as a top 10 national qualifier and one 1st Place Winner from V. Sue Cleveland in Lesson Planning & Delivery – Arts. There were over 1000 competitors at the national conference.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

- 7) Awarded 6 Educators Rising national delegate seats for the 2022-23 academic year. These delegates are high school students representing New Mexico students at a national level.
- 8) Working with NMPED/CTE to create CANVAS professional learning courses for Teacher Leaders who need support throughout the academic year.

SOAR also had a number of accomplishments in FY22:

- 1) Brought in over \$130,000 in grant funding for evaluation work across many projects in and outside of campus.
- 2) Supported three doctoral students and one master's student and a new postdoctoral researcher.
- 3) Worked with the state 21st Century Community Learning Centers office at the NM Public Education Department to conduct the first of a five year statewide evaluation of this afterschool program.
- 4) Published the 2021 Educator Vacancy Report, which garnered a great deal of media attention.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

Educators Rising is a critical component of creating a solid pipeline of K-12 educators and addressing the teacher shortage in the state. This organization creates a pipeline of teachers, including elementary and math and science teachers, which help address the Governor's initiatives of elementary and STEM education. Additionally, the Educators Rising state office provides a relationship between middle/high school pathway programs guiding them into EPPs. These relationships are starting to be seen in the schools.

For SOAR, our evaluations impact thousands of students, educators, social service providers, community members, and other stakeholders across the state. Our evaluations have shown the impact of different professional development and educator support programs on their pedagogy and attitudes that are important for student outcomes, improvements in student math engagement and achievement, interest in career and technical education, and research skills in several different disciplines. In terms of STEM education in particular, SOAR supports individuals in New Mexico who are involved in the different areas under this umbrella. The SOAR Center provides valuable information for leadership and stakeholders about impacts of these programs/grants, what needs to improve for them to achieve their goals, and key information they need to consider for scaling up their efforts.

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

External support for the state office has grown over the years for Educators Rising. Funding for the 2021-22 fiscal year has come from New Mexico Public Education Department (Perkin V) funds, Cooperative Educational Services (CES), New Mexico Oil and Gas Association, New Mexico Activities Association, and Eastern New Mexico University. At this time we are also working with the Foundation office in talks with the Kellogg Foundation for additional funding. Reorganization of grant projects under the LANLF has redirected that funds go directly to the chapters and not through the state office. We continue to look for additional avenues for funding and support of the state office.

For FY22, SOAR was active on several different evaluations with funders that included the National Science Foundation, the New Mexico Public Education Department, the National Institutes of Health, the Bridge of Southern New Mexico, the Kellogg Foundation, and the United States Department of Agriculture, bringing in over

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

\$130,000 for our evaluation components of these grants alone. We have several continuing projects next year and are on a number of pending grants as of this report date. These funds support the Director’s salary, our full time postdoctoral researcher’s salary, and graduate students who help with our many projects.

9. Accomplishment/ Highlights (bullet form)

Educators Rising:

- 1) The first New Mexico home grown Teacher Academy professional learning workshop for Educators Rising teacher leaders.
- 2) Translation of Educators Rising competition guidelines and rubrics into Spanish. New Mexico is the first state to recognize bilingual chapters and the national office does not provide the translation. This is something we have decided to do in-state to provide support and recruitment for bilingual educators. After continued push for bilingual competitions at the national office. We are finally in talks of starting with two competitions in Spanish at the national level for 2022-23 academic year.
- 3) First year with State Ambassadors. These collegiate students created relationships and were mentors for high school students throughout the year.
- 4) This year we held two state conferences to accommodate travel restrictions in place at the district levels.
- 5) We lost a few chapters and teachers due to post COVID internal changes. Some teachers were reassigned to teach CORE subjects for their schools. This leaving schools only to sponsor an after-school program, if that.
- 6) We had 28 state qualifiers who competed at the national conference. Out of those, a few students came in as a top 10 national qualifier and one 1st Place Winner from V. Sue Cleveland in Lesson Planning & Delivery – Arts. There were over 1000 competitors at the national conference.
- 7) Awarded 6 Educators Rising national delegate seats for the 2022-23 academic year. These delegates are high school students representing New Mexico students at a national level.
- 8) Working with NMPED/CTE to create CANVAS professional learning courses for Teacher Leaders who need support throughout the academic year.

SOAR had a number of accomplishments in FY22:

-Brought in over \$130,000 in grant funding for evaluation work across many projects in and outside of campus.

-Supported three doctoral students and one master’s student and a new postdoctoral researcher.

-Worked with the state 21st Century Community Learning Centers office at the NM Public Education Department to conduct the first of a five year statewide evaluation of this afterschool program.

-Published the 2021 Educator Vacancy Report, which garnered a great deal of media attention.

Medical Projects

10. How many graduates stay in practice in New Mexico

N/A

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Alliance Teaching and Learning Advancement
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

The Alliance for Teaching and Learning Advancement is essentially two organizations: the Southwest Outreach Academic Research (SOAR) Evaluation and Policy Center and Educators Rising.

For Public Service, the Educators Rising office helps to build a robust career tech education pathway for high school students interested in education to understand what this career involves and to continue to foster their passion for the profession. Community service is an integral part of each chapter's scope of work throughout the year and as part of our state conference we have integrated a service-learning project where Educators Rising chapters can develop, plan, carry out, and evaluate service projects to improve the quality of life in their local communities.

In terms of Teaching, Educators Rising works to help address the teacher shortage in the state by creating a network of interested students from high school to Educator Preparation Programs. Educators Rising continues to collaborate with Dual Language Education of NM and representatives from a NMHED bilingual education grant to create more bilingual educators and options for bilingual students. Our curriculum development efforts with Educators Rising Teacher Leaders remain focused on culturally and linguistically responsive teaching and learning, as well as developing activities and opportunities for students to experience education in multiple contexts.

In terms of Research, SOAR actively contributes to the advancement of research at NMSU by writing well reviewed evaluation plans for grants to strengthen their proposals and then serving on projects to provide robust evaluation plans if these are funded. We are active on several grants across campus and with non profits across the state and are able to offer excellent evaluations at a reasonable cost due to our recognition as a University Internal Service Center. Many of these grants focus on working with teachers to improve their abilities to impact student outcomes in high need areas and among underrepresented populations and in rural areas. We also give graduate students hands on experience with research that they cannot learn in a classroom.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.**

Educators Rising is a community-based "Grow Your Own" model, where co-curricular and extracurricular chapters at high schools feed Educator Prep Programs at institutes of higher education with the support of State Departments of Education and local funders and foundations. Collegiate chapters provide Educator Prep and Education Policy Programs with a reliable pipeline of passionate aspiring educators from high school programs and help grow the profession by offering support to keep students on the path to graduation. We currently have 31 active EdRising high school chapters across the state, and several new chapters beginning this year. Educators Rising collegiate chapters are at four higher education institutions in New Mexico, with additional chapters in development. We host an annual state conference for aspiring teachers to compete in authentic performance-based events to demonstrate their knowledge skills, and leadership in education. The SOAR Evaluation & Policy Center serve as evaluators for grants, internal research, and external organizations in education, healthcare, and the social sciences. We are currently serving as the evaluator for grants and projects in several departments at NMSU that are funded through several organizations, including the National Institutes of Health, the National Science Foundation, the USDA, and others. We also partner with external organizations to serve as evaluators on their grants. We provide robust evaluations and ensure that our partners have the data they need to determine the impact of these programs and identify areas that are not working and need improvement.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	\$200,000	\$250,000
Federal G&C Expenditures	Click or	Click or	Click or	\$200,000	\$250,000
Private G&C Awards	Click or	Click or	Click or	\$65,000	\$90,000
Private G&C Expenditures	Click or	Click or	Click or	\$65,000	\$90,000

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input checked="" type="checkbox"/> 5. Elevate graduate education <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input checked="" type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities
<input type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Alliance for Teaching and Learning Advancement	FY24 Request
Contact Name: Dr. Rachel Boren; Crystal Chavez	\$211,400
Contact Email: rboren@nmsu.edu ; crychave@nmsu.edu	

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: To increase enrollment in the Educator Preparation Programs (EPPs) through Educators Rising efforts.

RPSP Objective 1: Increase the number of students involved in Educators Rising Activities		Measure Results				Measure Targets					Comments (Briefly state your case)	
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23		FY24
RPSP Measures:												
1	Number of students enrolled in Educators Rising	575	543	549	560	600	700	700	750	750	750	Post COVID membership is rising as chapters are reorganizing in schools. Many districts are reaching out to inquire about the organization and how they can start a chapter. This coming fiscal year will include middle school chapters as well.
2	Number of students attending the Educators Rising State Conference.	320	446	193	200	175	250	350	400	400	400	Educators Rising State Conference number increased in FY21 due to virtual conference. Additional students were able to attend the conference because of virtual flexibility and lack of fundraising requirements needed through an online platform but still many student were overwhelmed by this point and chose not to attend.
3	Number of students attending the National Educators Rising Conference.	0	0	11	12	50	30	35	40	30	35	Due to COVID the National conference was held virtually for FY21. This decrease the number of students who participated.
4	Number of Educators Rising students enrolled in a dual credit course at an HED in NM	77	100	185	190	30	25	100	125	125	200	Access to more dual credit courses has increase
5	Number of students enrolled in Educators Rising who register at NMSU in the College of Education.	14	10	11	15	25	20	25	30	30	25	Numbers of students who indicated that they were part of a EdRising high school chapter at NMSU is 11 but many graduating students start off at DACC which is not included in this number. Additional high school students graduating have registered for notifications with the collegiate chapter.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Alliance for Teaching and Learning Advancement	FY24 Request
Contact Name: Dr. Rachel Boren; Crystal Chavez	\$211,400
Contact Email: rboren@nmsu.edu ; crychave@nmsu.edu	

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility
RPSP Goal: To increase community and parent engagement

RPSP Objective 2: Provide professional development and technical assistance to meet the cultural, linguistic and diverse academic needs of all children and youth in the PK-12 school system. *		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual		FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures												
1	Number of community members to whom professional learning is provided.	40	28	31	65	200	220	60	70	40	200	Educators Rising professional learning opportunities offered monthly and seasonally through PD sessions. There are plans for additional sessions in collaboration with the PED.
2	Number of community members impacted by Alliance activities, focusing on STEM outreach and Educators Rising.	600	700	650	700	200	230	720	750	800	850	SOAR evaluations for grants that focus on teacher professional development; Educators Rising outreach includes State Conference, Professional Learning Workshops, Service Learning Projects, Educators Rising Week

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity
RPSP Goal: To Produce and present relevant research findings.

RPSP Objective 1: The Alliance staff will host conferences for students, teachers and administrators, present at conferences, and publish articles relevant to Alliance Activities.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of conferences hosted by Alliance staff.	1	1	2	2	2	2	2	6	2	2	The 2022 Educators Rising State Conference was held in two locations due to accomadating COVID district travel restrictions in place at the time. With limited staff additional events are sometimes difficult but we do participate in many conferences not hosted by our organization.
2	Number of articles published by Alliance staff and student employees.	1	1	2	3	5	5	2	3	2	4	SOAR article with Partnership for Advancement of Cancer Research about student education program and Educator Vacancy Report
3	Number of state, regional and national conference presentations given by Alliance staff about Educators Rising or STEM Outreach at NMSU.	1	2	5	6	5	5	5	3	4	6	SOAR presentation at American Society for Engineering Education, EdRising presentations at state conference, campus tours, Teacher Academy, NMPD events

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Alliance for Teaching and Learning Advancement	FY24 Request
Contact Name: Dr. Rachel Boren; Crystal Chavez	\$211,400
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NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach
RPSP Goal: To increase the amount and quality of outreach provided by the Alliance.

RPSP Objective 1: To increase the amount and quality of outreach provided to include an increase in linking of resources, strengthening relationships, and creating new partnerships.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of Alliance Districts	40	25	40	42	35	38	47	50	35	35	Districts involved with SOAR evaluation projects and Educators Rising.
2	Number of linkages between Alliance Partners	50	5	30	35	50	53	52	55	10	10	Non-profit groups across the state, Educators Rising, NMCEL, CES, LANLF, Golden Apple of NM plus the links with our STEM Outreach Efforts; overlap in SOAR evaluation projects
3	Number of Alliance Districts added through Educators Rising and STEM Outreach efforts.	6	2	5	5	10	5	8	10	6	8	New SOAR partnership with NM Highlands University plus EdRising districts Hobbs Municipal Schools, Lovington Municipal, Jemez Valley Public Schools
4	Number of linkages created between Alliance Partners.	6	2	11	15	15	18	9	10	6	10	

RPSP Objective 2: Increase collaboration with state agencies to improve the quality and quantity of professional development and technical assistance provided by Alliance staff and Alliance affiliates.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of events coordinated with NMPED.	3	3	3	4	2	3	4	4	5	6	SOAR collaborates with NMPED for regular statewide meetings with 21st CCLC site directors and the Educators Rising State Conference, summer professional learning workshops, plus CTE events coordinated through PED.
2	Number of events coordinated with an REC.	0	0	0	0	1	1	0	0	1	1	
3	Number of educators to whom professional development was provided	500	30	429	450	500	525	510	520	500	550	Additional Educators Rising professional development opportunities will be provided in collaboration with NMPED/CANVAS. Inquires about our PD had increase post COVID.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Alliance for Teaching and Learning Advancement	FY24 Request
Contact Name: Dr. Rachel Boren; Crystal Chavez	\$211,400
Contact Email: rboren@nmsu.edu ; crychave@nmsu.edu	

RPSP Objective 3: Increase the number and type of opportunities created for networking and dialogue about important education issues, the amount and type of research provided and the number of opportunities created for education advocacy.		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of opportunities for networking and policy discussions about education.	1	1	3	4	5	4	5	2	2	3	
2	Number of networking and policy discussions coordinated by Alliance efforts.	2	1	1	2	5	4	3	3	1	3	The national EdRising office and the EdRising NM state office had discussions with the Kellogg Foundation regarding a planning grant and state policies. We also networked with PED liaisons in Santa Fe during our presentation at the Roundhouse in December.

NMSU LEADS 2025 Goal:	4 - Build a Robust University System
RPSP Goal: To increase the number of grant funded projects at NMSU.	

RPSP Objective 1: The Alliance will assist faculty at NMSU and partner school districts with grant writing support.		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of grants submitted by Alliance staff.	3	2	8	10	5	5	4	4	3	12	
2	Number of grants awarded where Alliance staff is listed as a PI or Co-PI.	2	2	3	3	2	2	3	3	3	3	SOAR does not PI or co-PI as that would stretch us too thin and is not the role evaluators take. However, we are on over 15 active sponsored projects this year. Ed Rising is the PI on their grants.

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: Alliance Teaching and Learning Advancement Total: \$211,400

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments			
Revenue and Transfers							
Beginning Fund Balance	\$ 74,205.00	\$ 7,700.00	\$ 81,905.00				
Appropriations							
Federal		\$ -					
State plus Tobacco Settlement Fund	\$ 211,400.00	\$ -	\$ 211,400.00				
Local		\$ -					
Total Appropriations	\$ 211,400.00	\$ -	\$ 211,400.00				
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	\$ 211,400.00	\$ -	\$ 211,400.00				
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							
	FY23 FTE	Change FTE	\$ -	FY24 FTE			
Faculty Salaries	0.09	\$ 8,000.00	0.16	\$ 14,000.00	0.25	\$ 22,000.00	Ed Rising 2 - Regional Coordinators support, faculty director stipend
Professional Salaries	1.30	\$ 81,594.00	0.20	\$ 12,731.00	1.50	\$ 94,325.00	30% SOAR Director, 100% EdRising Director, 25% Program Coordinator
Other Staff Salaries	1.08	\$ 37,000.00	(0.42)	\$ (14,500.00)	0.66	\$ 22,500.00	Ed Rising Admin Asst.
Student Salaries (GA/TA)			0.00	\$ -	0.00		
Other Salaries	0.35	\$ 12,000.00	(0.10)	\$ (3,300.00)	0.25	\$ 8,700.00	Ed Rising Student Employee
Total All Salaries	2.82	\$ 138,594.00	-0.15	\$ 8,931.00	2.67	\$ 147,525.00	
Fringe Benefits		\$ 42,126.00		\$ 4,681.00		\$ 46,807.00	37.5% faculty and professional; 22.5% part time; .06% student
Travel		\$ 500.00		\$ 500.00		\$ 1,000.00	EdRising Travel to visit chapters & present at conferences
Utilities				\$ -			
Institutional Support Charges		\$ 7,300.00		\$ 3,270.00		\$ 10,570.00	5% of FY23 allocation
Plant Operation and Maintenance Charges				\$ -			
Supplies and Expenses		\$ 15,180.00		\$ (9,682.00)		\$ 5,498.00	Ed Rising office supplies, PSC's, membership/conference fees, Training Allowances/Scholarships, food for PD, meetings or conference
Equipment				\$ -			
Other Expenditures				\$ -			
Total Expenditures	2.82	\$ 203,700.00	-0.15	\$ 7,700.00	2.67	\$ 211,400.00	
Ending Fund Balance		\$ 81,905.00		\$ -		\$ 81,905.00	

FY23 Actual: \$ 0
FY24 Request: \$594,027
\$ Change: \$594,027

Top Objectives

- Expand funded research expenditures and educational experience by hiring a gap-topic faculty member in hypersonics.
- Hire two new graduate students.
- Expand NMSU's recognition through archival publications and conference presentations and attract industrial partners with direct engagement and dialogue.
- Increase enrollment of graduate and undergraduate students in aerospace engineering.
- Collaborate closely with New Mexico federally funded research and development centers (FFDRC's)
- Facilitate the creation of new aerospace business opportunities that diversify the state economy.
- Attract outside aerospace industry to New Mexico.
- Inspire the next generation of NM aerospace engineers and prepare/ retain them for professional positions in NM.



Two undergraduate students working with the subsonic wind tunnel

Overview

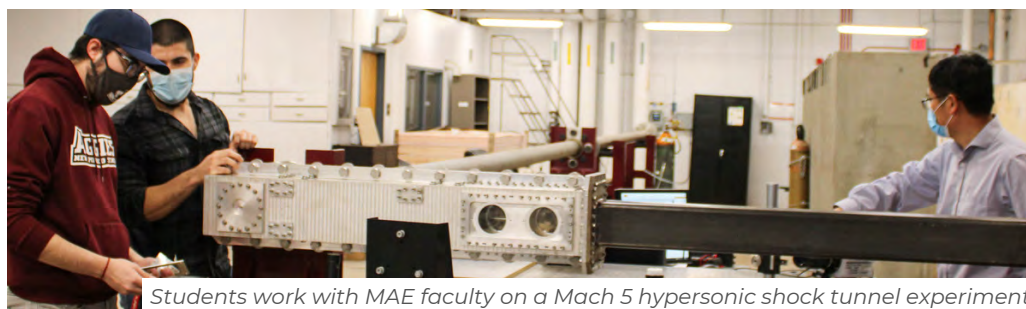
Hypersonics relates to speeds of more than five times the speed of sound (Mach 5). As a rapidly-evolving area, hypersonics requires a crucial core of disciplines for future space exploration and high-speed commercial airliners while solidifying U.S. national defense-related needs. Through Hypersonics, NMSU's HypRC will lead to state-wide growth, stability, and societal benefits.

NM currently has a formidable presence in the aerospace industry through its Federally Funded Research and Development Centers that includes Sandia National Laboratories (SNL) and Los Alamos National Laboratory (LANL), making it ideally suited for hypersonics. New Mexico State University's existing Hypersonics Roadmap with SNL will produce numerous scientific, educational, and economic benefits.

Potential

The HypRC vision has the potential to create many new opportunities for NM, including:

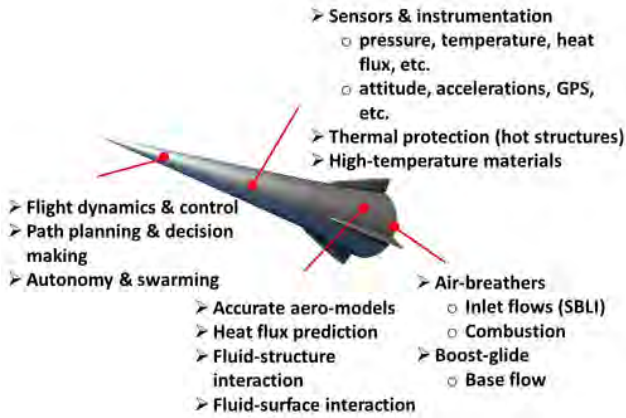
- Attracting new high-income jobs and revenue streams that will improve the lives of all New Mexico residents.
- Promoting economic development through new aerospace opportunities.
- Supporting education and retaining a diverse student population with in-demand degree programs.
- Contributing to the expanding NM aerospace workforce with state-of-the-art engineering education and a hypersonics work pipeline.
- Developing a reputation as a leader in hypersonics, leading to numerous national and international opportunities for growth and collaboration.



Students work with MAE faculty on a Mach 5 hypersonic shock tunnel experiment

Hypersonics Research Benefits

1. Multi-disciplinary yet encompasses many current NMSU research topics
2. Additional faculty will expand capabilities through diverse talents and attract competitive talent
3. More diversity and competition leads to more interest
4. Increased interest means more opportunities to educate NM students



"The future of NM hypersonics will rely on home-grown, educated students instilled with hard-working ethics and values"

Impact on Research, Education, and State Economy



The HypRC has national interest and will have lasting impacts. A few impacts to note are:

- **Create** a unique 'niche' at NMSU; no research or facilities will be duplicated.
- **Transform** NMSU into an advanced hypersonics 'hub' contributing to NM's economic growth.
- **Create** interest and attract industry to NM through HypRC's distinctiveness.
- **Leverage** enormous growth potential with minimal environmental impact.
- **Positively impact** NM's growing aerospace economy through new research and industry partnerships.
- **Educate** the state's future workforce and create much-needed high-paying jobs for rural NM.
- **Present** unprecedented career opportunities in aerospace to NMSU's diverse student population leading to a more diverse workforce.

Leveraged Funds

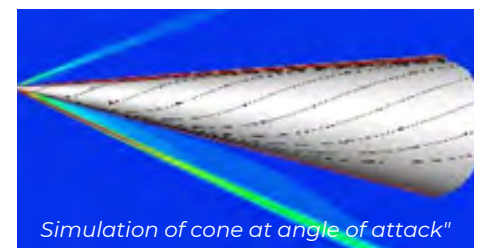
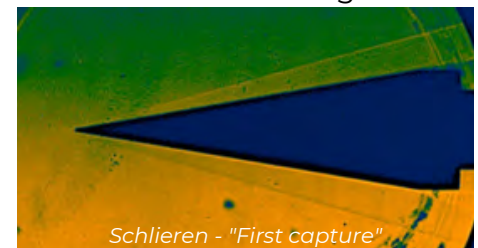
- \$193k from \$1.5M subcontract with the University Consortium for Applied Hypersonics with AF Academy (lead) and two Australian Universities (FY 2023)
- \$194k from \$770K subcontract with Notre Dame (FY 2023)
- \$1M from DoD EPSCoR Capacity Building Program (FY 2023)
- \$594k RPSP funds - Allows HypRC to hire new faculty & students and purchase HypRC-related materials (FY 2023)

The MAE Department at NMSU

The Mechanical and Aerospace Engineering (MAE) Department at NMSU offers the only aerospace engineering degree granting programs (BS, MS, ME and Ph.D.) in NM while being designated as a Land- and Space-Grant Institution. Having the largest student population in the College of Engineering, the MAE department has demonstrated its leadership role in educating tomorrow's engineers.

Capacity Building

May 2021 - The MAE Department at NMSU acquired a Mach 5 shock tunnel to improve numerous research capabilities, including hypersonics. This tunnel was brought online in record time. A Schlieren image from the first successful "capture" in January 2022 reveals an oblique shock wave over a cone (see images below). Cone shaped geometries are being considered for hypersonic gliders. A successful March 2022 open house, which offered a demonstration of these capabilities, was well-received and well-attended. This shock tunnel is a cost-effective way to generate hypersonic flow environments while being small enough for cost-effective student education and training.



**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	New Mexico State University Hypersonic Research Center (HypRC)

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$594,027

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$0

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	0
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2. Project Description / Executive Summary:

The State of New Mexico (NM) has an extensive, well-documented, and rich history in aerospace engineering. The aerospace industry is rapidly expanding across the nation as near-Earth space utilization increases and geopolitical security concerns grow. Hypersonics is a significant core discipline in space exploration and defense. This project provides crucially needed support for expanding the New Mexico State University (NMSU) hypersonics research and workforce development initiatives that are under the umbrella of an emerging Hypersonics Research Center (HypRC). The HypRC, situated in the Mechanical and Aerospace Engineering (MAE) Department, works closely with government labs and agencies, industry and quintessential universities for expanding research and training opportunities. NMSU has the only aerospace degree conferring program in NM. NMSU and Sandia National Labs have recently created a Hypersonics Roadmap that encourages substantial engagement. Faculty from the MAE are receiving substantial federal grants based on identifying technical and workforce gaps. The HypRC is striving for national strength by solving “gap” problems using small-to-medium test facilities while supporting rapid, on-the-floor workforce development. This center embraces the goals of NMSU LEADS 2025 for producing nationally recognized research and highly sought workforce outcomes. The Center will support and accelerate growth of

2. Project Description / Executive Summary:

aerospace research and economic activity in the State, and attract outside high-tech industry, both of which will lead to the creation of new high-income jobs, national coverage, and revenue.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

This RPSP project will support one (1) full-time AE faculty (\$95,000), one (1) postdoctoral research associate (\$80,000), two (2) graduate students (\$50,298), and necessary supplies for hypersonics research (\$300,000). The total requested budget fringe benefit and student tuition & insurance is \$594,027

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

The program mission involves serving the State of New Mexico and its constituents by promoting, supporting, and growing research and discovery, economic activity, and workforce development in hypersonics. New Mexico has a long history and strong presence in hypersonics through its federally-funded research and development centers. This puts the state in an ideal position to actively develop and attract (from outside the state) aerospace-related assets with the goal of providing a thriving business environment. Federal and private space and defense programs, as well as government labs, are crucially dependent on academic partners for research and facilities, and a steady workforce pipeline. New Mexico State University (NMSU) is a member of the “New Space NM Initiative” which supports growing hypersonics assets and research. Interactions with SpacePort America are underway for attracting industry to this region as well as working with local companies such as SpinLaunch to increase hiring NMSU graduates while promoting collaborative research. These connections and others make NMSU well poised to act as catalyst for research and high-revenue economic activity in hypersonics that will produce high-income jobs in the state. The proposed hypersonics program will support one of the largest (by student numbers) and most diversified (Hispanics, Native American) programs at NMSU. The program will educate future aerospace engineers that will remain committed to the State. It is estimated that thousands of engineers will be needed in NM over the next 5 years. The resulting high-paying jobs and high-revenue economic activity will improve lives for local, regional, and state constituents while bringing national recognition to the State.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

The key program objectives are:

1. Hire new faculty to strengthen and expand research, and educational initiatives,
2. Procure national and international recognition, and attract federal and industry funding,
3. Increase enrollment of graduate and undergraduate student population in aerospace engineering,
4. Collaborate closely with New Mexico’s federally-funded research and development centers (SNL, LANL, NASA, AFRL, ARL)
5. Help NMSU achieve highest Carnegie research status (R1) by doing its departmental part in the university effort,
6. Create new aerospace business opportunities that help diversify the State’s economy in a highly visual and positive framework,
7. Attract outside aerospace industry to New Mexico and provide professional development opportunities that augment hypersonics education (online professional Masters, Certificates, etc.) to form a showcase study in action,
8. Support forums and conferences in hypersonics held at NMSU that will increase public awareness and produce a new stream of local commerce that supports the City and expands the local tourist industry,
9. Further support economic activity with SpacePort America through joint presentations,
10. Inspire the next generation of aerospace engineers through demonstrated student immersion,
11. Seek follow-up support (Professorships, student fellowships, donorships) and develop a diversified plan that may include counter-hypersonics, autonomy, clustering or swarming, structures and materials for high-temperature applications, morphing behavior, etc., and

5. Key Project Objectives (Overview only – relates to separate performance measure form)

12. Produce a futuristic, 10-year vision and actionable effort that assures continual southwest leadership.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

The top objectives for the first FY are:

1. To bolster funded research and education by supporting the hiring of a new faculty member in hypersonics in an area that is presently not covered by MAE faculty (e.g., high-temperature materials, fluid-surface interactions, heat transfer experimentalist). Challenge: High competition for hypersonic graduates and Post Doc due to national shortage; hence, the reason to have such a Center of Excellence.
2. To strengthen and accelerate research by hiring two new graduate students. Challenge: Top universities offer larger financial packages (salary and tuition), and have more and extensive facilities with backers for glamorizing their hypersonic programs. Note these graduating PhD students will be highly competitive in the national market; however, it is desired to retain such talent in the NM (SNL, LANL, NASA, ARL, AFRL, NM Tech, UNM, NMSU).
3. To attract new federal and industry funding. Challenge: Most grants (even multi-million dollars) do not provide \$2-5M per test facility. NMSU is presently in “catch-up mode” with other state and private universities. This challenge is being addressed through other means.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

The project provides crucially needed momentum for turning NMSU into a hypersonics hub that will attract large federal grants while serving industry and federally-funded research and development centers both inside and outside the state. Ultimately this will foster the creation of new aerospace businesses and attract outside industry, all of which will help alleviate often tight fiscal budgets. The potential for growth is enormous and the impact on the environment is minimal. The resulting high-paying jobs in often deprived rural areas will support the local economy. Aerospace is perceived positively by most of the New Mexico constituents and growing economic activity in aerospace is a declared goal of the New Mexico Government. By working with government labs and already established industry (such as at Spaceport America), synergisms will multiply the positive outcomes of individual activities. New Mexico State University has a large percentage of minority students (Hispanics and Native Americans). The project will offer unprecedented career opportunities in aerospace to a highly inclusive student population. NM is the “place for space” and reinforces the goals of the HypRC.

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

The MAE faculty are highly proactive and aggressively seeking competitive funding from other sources as both a single entity submitter or working with faculty from other major research institutions as either proposal leader or partner. The Department of Defense (DoD) recently established the University Consortium in Applied Hypersonics (UCAH, JHTO-Pentagon) which is managed by and directed through Texas A&M University. The MAE Department is a member of UCAH and presently has one funded, subcontracted project resulting from collaboration with US AF Academy in partnership with two Australian universities. Currently, National Science Foundation is supporting another hypersonics study involving advanced data reduction. In May 2022, NMSU won a highly competitive & impactful capacity building and research grant from the DoD. This \$1M DEPSCoR Capacity Building program grant supports the development of a hypersonics research center within the MAE Department at NMSU. The Office of

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

Naval Research (ONR) granted Notre Dame University a substantial grant with NMSU as a partner (\$770,000). The MAE hired an Assistant Professor (URM) with expertise in computational hypersonics that will start January 2023. It should also be noted that several major proposals led by NMSU reached the final rounds consisting of 3-4 finalist (ex. AFOSR-ULI with 5 university partners). Other proposals are presently in review (ex. AFOSR/ONR) or development. The MAE faculty are developing strong research collaborations within the State (SNL, LANL, AFRL) and outside the State (Lawrence Livermore National Labs). The requested RPSP funds will provide additional momentum for the emergent hypersonics program at NMSU by supporting the hire of additional tenure track faculty members, graduate students, and purchasing of facility related items.

- 9. Accomplishment/ Highlights (bullet form)**
- NMSU was awarded highly competitive DoD capacity building proposal (\$1 million) for growing hypersonics program. As required by the contract, the VPR serves as the administrative Principal Investigation..
 - MAE team with US AF Academy and two universities in Australia was successful securing \$1.5 million project from UCAH
 - MAE team with Notre Dame University was successful securing \$770k proposal from ONR
 - Developed Roadmap document with Sandia National Labs for research and workforce development in hypersonics
 - Acquired Mach 5 shock tunnel and had first successful “shot” in January 2022
 - Publications in hypersonics and related areas are already in MAE publication portfolio with several in preparation for submittal
 - Hired one new faculty in hypersonics from underrepresented group and presently has an open advertisement and well positioned to hire a new faculty member in support of this proposal effort.
 - PhD students are in pipeline for hypersonics and seeking additional students at the present time.

Medical Projects	
10. How many graduates stay in practice in New Mexico	N/A

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	New Mexico State University Hypersonics Research Center (HypRC)
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)

Research

Public Service

Teaching

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

The proposed hypersonic research and workforce development program will serve the state by increasing research and economic activity and by offering cutting-edge education and training in a high-tech area that is of crucial relevance to space exploration and commercialization as well as national defense. The requested funds will allow the Mechanical and Aerospace Engineering (MAE) Department at New Mexico State University (NMSU) to hire a new aerospace faculty and a postdoc. The funds will also support two graduate students. The MAE has one of the largest student populations on campus and houses the only aerospace program in the state. The MAE has recently secured substantial federal research grants for hypersonics, acquired a Mach 5 shock tunnel for research and education, and hired a new aerospace faculty from an under-represented group. This has put the MAE on track to becoming an authority in hypersonics research and education. The proposed hypersonics research will foster the creation of new aerospace businesses in the state and attract industry from outside. The NMSU hypersonics program will serve government labs and private companies in the state that seek to hire locally. To address common research and workforce development needs, the MAE has already developed a roadmap document with Sandia labs. New Mexico State University is a minority-serving institution and the hypersonics program allows under-represented students to enter high-paying careers in aerospace at government labs and industry in New Mexico. Students who graduate in NM are less likely to leave the state which helps improve retention. The expected significant increase in funded research activity, the anticipated near-term hiring of new faculty and postdocs, and the growing volume of creative activity will strongly support NMSU's goal to achieve the highest Carnegie research status (R1). Specific top goals that align with LEADS 2025 are

- Support one of the largest (by student numbers) and most diversified (Hispanics, Native American) programs at NMSU
- Increase student enrollment and degree attainment
- Elevate graduate education in aerospace through involvement in funded research
- Promote research and creative activity that addresses space-commercialization and defense needs while engaging undergraduate and graduate students
- Increase federal and industry funding for aerospace to become one of the top research revenue generators for NMSU
- Bring national recognition to NMSU for research in prestigious aerospace field
- Achieve Carnegie R1 status
- Support industry diversification in New Mexico by growing local businesses and attracting outside aerospace industry
- Bring high-paying jobs to structurally disadvantaged regions of New Mexico
- Engage in outreach activities that leverage existing NMSU programs to target the wider community

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. The program summary is limited to the box below. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.

New Mexico has a rich history and long involvement in aerospace engineering. Through its federally-funded research and development centers and considerable investments in Spaceport America, New Mexico is in an ideal position to grow aerospace into a substantial revenue generator and employer for the state. Aerospace is a high-profit margin industry with high-paying jobs, low environmental impact, and years of projected strong growth in the future. Hypersonics is one of the core disciplines in space exploration and defense. The RPSP will provide crucially needed support for growing a strong hypersonics research and workforce development center at New Mexico State University (NMSU). The center will work closely with government labs and industry while training a diversified aerospace workforce with strong roots in New Mexico. The center will support and accelerate growth of aerospace research and economic activity in the state and attract outside high-tech industry, both of which will lead to the creation of new high-income jobs and revenue. The center will be housed at the Mechanical and Aerospace Engineering (MAE) department at NMSU which offers the only aerospace engineering program in the state. The MAE is growing its funded research in hypersonics and was recently awarded a larger federal grant that includes partial funding for a new faculty member. Support from RPSP will provide additional necessary funds for the hiring of new faculty, postdocs, and graduate students. In addition, RPSP funds will be used to defray the cost incurred by experimental research.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment </div> <div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences </div> <div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement </div> <div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 5. Elevate graduate education </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity </div> <div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges </div> <div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility </div> <div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 4. Strengthen and elevate public-private engagement </div> <div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title:	FY24 Request
Contact Name:	\$594,027
Contact Email:	jfrankel@nmsu.edu

NMSU LEADS 2025 Goal: **1 - Enhance Student Success and Social Mobility**

RPSP Goal: The goal of this RPSP is to increase student enrollment, inspire the next generation NM aerospace engineers, and prepare them for professional positions in NM.

RPSP Objective 1: Enhance student enrollment and involvement in hypersonics		Measure Targets		Comments <i>(Briefly state your case)</i>
		FY23	FY24	
RPSP Measures:				
1	Number of graduate students supported by RPSP	NA	2	Two well defined problems of national importance
2	Number of graduate students in career pathways in hypersonics	NA	2	National Shortage of Hypersonics Experts
3	Number of undergraduate students participated in hypersonics research	NA	5	Workforce and graduate pipeline are nationally needed
4	Number of new courses in hypersonics	NA	2	New courses are important for start-of-art dissemination
5	Number of students participated in Atomic Aggies rocket club	NA	50	Highly competitive group that excites students

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title:		FY24 Request
Contact Name:		\$594,027
Contact Email:		jfrankel@nmsu.edu

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity
RPSP Goal: Expand funded research expenditures and NMSU's recognition through archival publications in hypersonics

RPSP Objective 1: Increase funded research		Measure Targets		Comments (Briefly state your case)
		FY23	FY24	
RPSP Measures:				
1	Number of submitted proposals	NA	8	Already aggressively pursuing topic, demonstrating group dynamic is in place
2	Number of funded proposals	NA	2	DEPSCoR (1M, 24mn), University Consortium for Applied
3	Number of postdoctoral research associates supported	NA	1	
4	Number of tenure track faculty supported	NA	1	

RPSP Objective 2: Increase NMSU recognition through archival publications and conference presentations		Measure Targets		Comments (Briefly state your case)
		FY23	FY24	
RPSP Measures:				
1	Number of published journal papers	NA	4	Important to disseminate results nationally for NMSU reputation
2	Number of conference presentations	NA	8	Real time interaction with domestic colleagues for teaming
3	Number of reports produced	NA	4	

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title:	FY24 Request
Contact Name:	\$594,027
Contact Email:	jfrankel@nmsu.edu

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach
RPSP Goal: Attract students to fast-growing aerospace area.

RPSP Objective: Foster students' interest in hypersonics		Measure Targets		Comments <i>(Briefly state your case)</i>
		FY23	FY24	
RPSP Measures:				
1	Number of meetings with potential undergraduate students	NA	50	
2	Number of specialty conferences/workshops offered	NA	4	
3	Number of participants at specialty conferences/workshops	NA	80	Inverse Problem Symposium (IPS, April 2023) will have Hypersonics Sessions (Las Cruces, NM)

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: New Mexico State University Hypersonic Research Center (HypRC)

Total: **\$ 594,027.00**

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ -	\$ -	\$ -	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund		\$ 594,027.00	\$ 594,027.00	
Local		\$ -		
Total Appropriations	\$ -	\$ 594,027.00	\$ 594,027.00	
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	\$ -	\$ 594,027.00	\$ 594,027.00	

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

	FY23 FTE		Change FTE	\$	FY24 FTE		
Faculty Salaries			1.00	\$ 95,000.00	1.00	\$ 95,000.00	One 9-mo full-time faculty
Professional Salaries			1.00	\$ 80,000.00	1.00	\$ 80,000.00	One 12-mo post-doc
Other Staff Salaries			0.00	\$ -			
Student Salaries (GA/TA)			0.00	\$ 50,298.00		\$ 50,298.00	2 graduate students
Other Salaries			0.00	\$ -			
Total All Salaries	0.00	\$ -	2.00	\$ 225,298.00	2.00	\$ 225,298.00	
Fringe Benefits				\$ 51,178.00		\$ 51,178.00	
Travel				\$ -			
Utilities				\$ -			
Institutional Support Charges				\$ -			
Plant Operation and Maintenance Charges				\$ -			
Supplies and Expenses				\$ 300,000.00		\$ 300,000.00	
Equipment				\$ -			
Other Expenditures				\$ 17,551.00		\$ 17,551.00	Student insurance and tuition, IDC.
Total Expenditures	0.00	\$ -	2.00	\$ 594,027.00	2.00	\$ 594,027.00	
Ending Fund Balance		\$ -		\$ -		\$ -	



Manufacturing Development Sector

Aggie Innovation Space and Economic Development

FY24

Title: Manufacturing Development Sector

FY23 Actual: \$647,800

FY24 Request: \$947,000

Change: \$300,000

The Need

As a direct result of strategic efforts by the New Mexico Economic Development Department, manufacturing is experiencing a renewed interest in communities across the state. Driven by national efforts to re-shore, near shore and foster a sustainable green supply chain, the state is aggressively pursuing collaborations to grow this critical industrial sector.

Building on institutional and infrastructural assets, NMSU is well positioned to lead higher education's engagement by supporting businesses with technology expertise, and to develop an aligned workforce to support this growing economic sector.

The Opportunity

1. Transform traditional educational programs to meet today's multifaceted learning environments, while preparing a highly competitive workforce.
2. Ensure laboratory equipment and educational facilities are state-of-the-art to support high-tech learning.
3. Expand outreach programming to accelerate economic development, technical assistance to businesses, and entrepreneurship.
4. Enhance cross-disciplinary research opportunities that support tech-to-market applications.



Serving New Mexico

- Design, prototype and evaluate manufacturing processes, components and systems.
- Provide manufacturing support for local industry.
- Develop manufacturing-aligned education and outreach programming.
- Foster sustainable green supply chain and service sector through energy efficient and waste minimization technical services.
- Advance cutting-edge tech-to-market research to support business development.
- Build entrepreneurship capacity among students and faculty.
- Prepare students who are career-ready.
- Support career pathways in manufacturing through K-12 outreach.



ON THE PATHWAY TO SUCCESS

Where we are

- Growing demand for services and programming by industry, university students,, and K-12 stakeholders, Post COVID
- National and state emphasis on re-shoring, near shoring and green shoring of manufacturing sector.
- Growing demand for sustainable green manufacturing and service sector assistance.
- Unproven concepts and ideas requiring design for manufacturing assistance.

Where we are going

- Increase assessment services to businesses.
- Increase number of businesses served through energy efficiency and waste minimization assistance to foster sustainable green supply chain and service sector.
- Create micro-credential courses in collaboration with industry to upskill workforce.
- Increase student and faculty engagement in high-tech manufacturing.

Budget Increase Justification

The \$300,00 request in additional funding will be used to support additional personnel i.e., technical staff and students in the AIS to support on-demand courses and professional staff to support delivery of pollution prevention and energy efficiency assessment services to NM businesses.

- Assessment services will expand beyond current EPA National Emphasis Areas.
- Continue to grow our outreach educational programming which serves over 500 businesses, with 17 onsite assessments completed and 14 requests pending.
- Grow our micro-credential courses with industry to upskill workforce. This has tremendous potential

2022 Programmatic Outcomes

Student Projects

- 41 capstone projects with over 170 students
- Projects funded by industries such as PNM, Honeywell, SNL, LANL, and others.
- WERC – annual design competition.
- Over 40 student course, organization, and personal projects
- Management of NM Technology Student Organization (NMTSA).

Research Projects

- Supported over 39 student and faculty research projects
- Worked with faculty to secure \$250,000 metal powder printer funded by AFRL



- Worked with faculty and LANL to secure funding for \$647,743 CMM machine and software

Community-based Projects

- Green Business Resource Fair with NMEDD
- Green Business Webinar Series with NMED & NMEDD
- Clean energy business accelerator – 8 businesses
- Energy efficiency and pollution business assistance – 10 businesses (2 receiving LEDA funding)
- Arrowhead Center Foster Innovation Exchange (FIX) program - 13 projects
- Industry outreach projects – 7 projects
- Arrowhead Center NMSBA program – 8 projects
- K-12 STEM Outreach – over 1500 student participants

Workforce Development

Workshops and Trainings

- 3D printing, Advanced 3D Printing
- Solid Works – Basic, Drafting and Assemblies
- Python, MATLAB
- Fusion 360 – Basic, Intro to CAM
- Energy Efficiency
- Pollution Prevention
- Raspberry Pi, Arduino

On-Demand Courses

- Innovation and Product Development
- Model Based Systems Engineering
- Applied Model Based Systems Engineering
- Entrepreneurship
- Manual Mill Operation
- Manual Lathe Operation
- CNC Machining

Secured Funding

- NM PED funding - \$70,000
- Corporate grant funding for STEM Outreach and Design Contest - \$50,000
- WERC design contest - \$35,500
- Tech Fee Funds for computer upgrade and project management software - \$20,000

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Manufacturing Sector Development Program

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$947,800

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$647,800.00

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	24
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2. Project Description / Executive Summary:

New Mexico is home to a growing manufacturing base driven by shifts in the global supply chain and the emergence of entrepreneurial and business start-ups. A report by Deloitte Consulting estimates that 3.5 million manufacturing jobs will likely be needed over the next decade, with 2 million positions expected to go unfilled. With the Southwest comprising the fastest growing region in the U.S., state leaders are aggressively pursuing manufacturing enterprises. Additionally, the resurgence in North American manufacturing, proximity to Mexico’s maquiladoras and Santa Teresa’s extensive manufacturing distribution hub, New Mexico-based manufacturers are well-positioned for success. NMSU’s College of Engineering is focused on supporting the businesses (manufacturers, supply chain and related service industries) through technical assistance and working with the State and employers to filling ensure a robust,highly-skilled and aligned workforce in four strategic areas:

1. Foster partnerships with industry and national labs to prepare an aligned workforce - degreed programs, micro-credentials, workshops, webinars);
2. Provide technical expertise in manufacturing-related areas to ensure businesses remain competitive within the supply chain and related service sectors - prototype development and validation, operational assistance for adoption of energy efficiency and waste minimization practices)
3. Increase economic development - collaboration with Arrowhead Center, NM Economic Development Division, industry trade associations and Chambers of Commerce; and

2. Project Description / Executive Summary:

4. Engagement of all stakeholders – students, faculty, industry, government agencies, entrepreneurs and NGOs.

The MSDP program effectively prepares engineers to support the State's growing manufacturing sector. Recent investments at NMSU by the State, industry, and alumni have resulted in state-of-the-art manufacturing facilities, open workspaces, and expanded capabilities to support manufacturing-based needs through teaching, research, and public service. Over the past several years, manufacturing capabilities at NMSU have literally transformed from 1960's equipment and technology to one of the most state-of-the-art in facilities the region. The MSDP program has elevated manufacturing as an integral component across all majors as automation and robotics, computer and process technologies, control systems, high-precision technologies are the future of advanced manufacturing. These facilities have allowed a direct alignment with statewide businesses and national labs to meet both manufacturing needs and foster careers in high-demand areas. Complimentary educational and outreach programs have been developed to support the state's target economic sectors of intelligent manufacturing, sustainable and green energy, aerospace, and global trade. Outreach services for existing businesses in the area of energy efficiency and waste minimization have enhanced economic viability while contributing to a robust supply chain and service sector. Lastly, partnerships with the national labs have provided additional access to high-tech equipment and technical expertise to develop on-demand courses to upskill, reskill, and new-skill university students and the current workforce. These efforts directly address a need for employer alignment providing opportunities for high paying careers in NM and retaining graduates within the state.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

NMSU manufacturing-related programs are poised for growth and are on track to position the College of Engineering as the lead academic program in NM for creating an aligned high-tech workforce, research and partnerships. Recent investments of over \$1.3 million in facility and equipment renovations have propelled this leadership role into reality, with ongoing partnerships that include NM Economic Development Department, NM Environment Department, NM Public Education Department, Sandia National Labs, Los Alamos National Lab, National Renewable Energy Laboratory, SpacePort America, BorderPlex Trade Alliance, Border Industrial Alliance, NM Green Chamber of Commerce, NM Manufacturing Extension Program, Albuquerque Hispano Chamber of Commerce, Mesilla Valley Economic Development Alliance, Permian Basin Strategic Partnership, 4 Corners Economic Development Alliance, and ReNewMexico.

This growing demand on program services and facilities, post COVID, has now exceeded current funding, and our ability to meet this demand is now constrained by staffing limitations. **The requested program funding and expansion in additional funding is directly focused on building capacity to serve these partnerships by:**

1. increasing access to high-tech equipment and technical expertise,

Through funding from AFRL we have acquired a new \$250k metal printer: Metal additive manufacturing is now a new capability within the College that is expected to contribute to growing demand on services over the next few years. Metal additive manufacturing provides a unique manufacturing capability and research resource to southern New Mexico and will allow local industry to leverage this capability to grow their business and allow researchers a resource to expand their research effort and seek funding in the metal additive manufacturing area. Additional staffing is needed to support and grow this area.

Through funding from LANL, the College is in the process of acquiring a \$650,000 coordinate measurement machine (CMM) and laser scanner. Installation of this machine is expected in August 2022. This new capability will allow for staff to scan and reverse engineer parts as well as state-of-the-art quality control capabilities of manufactured parts. This is a unique resource to southern New

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Mexico and will allow local industry to leverage this capability to grow their business and allow researchers to expand their research effort and seek funding in the area of quality control. Note that this equipment complements the metal additive manufacturing capability as it allows researchers to investigate the quality of 3D printed metal parts. Additional staffing is required to support this growth area.

2. expanding related on-demand courses to upskill, reskill, and new-skill university students and the current workforce,

Several micro-credential courses and workshops have been developed in partnership with NMSU On-Demand to augment the engineering academic curriculum and has proven highly effective in engaging students to utilize state-of-the-art manufacturing resources irrespective of major. The AIS continues to work with faculty to update the courses to integrate the manufacturing capabilities of the AIS into their courses. This is an ongoing effort as the capabilities continue to grow. Additional funding is need to support this growth and to develop other on-demand courses to upskill, reskill, and new-skill university students and the current workforce.

3. expand access to technical services for businesses on sustainable green practices through energy efficiency and waste minimization, and

Partnerships with NM Economic Development, NM Energy Minerals and Natural Resources, and NM Environment Department have resulted in a new Green Business Webinar series that showcases businesses that have effectively adopted Lean and Green manufacturing processes via a Case Study model. Webinars focus on Best Practices for integrating green products and practices into the manufacturing process to improve employee health, product recyclability, integration of renewable energy, all of which contribute to a greening of the supply chain and service sector. These webinars have led to increased interest among businesses to seek services from the program for energy efficiency and waste minimization Best Practices. Current services are limited by staffing and travel-related funding for on-site assessments.

4. elevate manufacturing as an integral component of STEM education – K-16.

Expand STEM outreach programming to K-12 schools that incorporates manufacturing skills and knowledge– automation and robotics, 3D printing, programming, design for manufacturing concepts, computer aided design (CAD), electronics and sensors. Additional funding is required to increase materials and supplies required for “kits” for in-school and on-campus activities to a broader number of schools, travel for in-school visits, and undergraduate student employment for the summer NM PREP Academy program for middle and high school students.

The \$300,00 request in additional funding will be used to support additional personnel i.e., technical staff and students in the AIS to support on-demand courses and professional staff to support delivery of pollution prevention and energy efficiency assessment services to NM businesses. Focus areas for assessment services will expand beyond current EPA National Emphasis Areas. Through a partnership with NMED and NMEDD, NMSU has provided outreach educational programming to over 500 businesses, with 17 onsite assessments completed and an additional 14 requests pending.

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

The collective mission of the Aggie Innovation Space and associated outreach and economic development initiatives fulfill NMSU's Land Grant mission and provide relevant engineering programming and services to students, support research endeavors, and foster economic development and job creation for stakeholders across New Mexico. In particular, this mission focuses on the development of advanced manufacturing education and entrepreneurship. As a recognized leader in transformational engineering, the College of Engineering assists government and industry partners to deliver innovative technology solutions required of today's global economy and has developed an aligned and effective workforce development effort to bridge business and industry needs with experiential and entrepreneurial learning. Building on institutional strengths through NMSU On-Demand and Arrowhead Center, the Program is expanding its role as a leader in providing an aligned high-tech workforce, research and partnerships

Populations Served

- *Undergraduate and graduate engineering students from all disciplines (~2,100);
- *under-represented minority students (~50 percent of the student population), particularly Hispanic and first-generation students;
- *faculty researchers across campus from multiple disciplines in engineering, business, agriculture, and arts and sciences;
- *individual entrepreneurs in the region and state;
- * small and medium-sized businesses in New Mexico; and
- *high-tech employees statewide involved in advanced manufacturing sectors.

Specific goals of the MSDP program encompass the following:

Economic Development: Entrepreneurs working with the Arrowhead Center, an NMSU initiative that helps regional businesses develop into viable companies, bring their ideas to the AIS to connect with researchers and students who can transform entrepreneurial ideas into reality. Together with researchers and students, they build and test their products and effectively contribute to economic development in the region and the state with a particular emphasis on the advanced manufacturing sector. Projects would include the use of high-technology to develop solutions for New Mexico-based industries, such as agriculture, water, computer engineering and defense.

The collective mission of the Aggie Innovation Space and associated outreach and economic development initiatives fulfill NMSU's Land Grant mission by providing relevant engineering programming and services to students and faculty, while fostering economic development and job creation for stakeholders across New Mexico. This mission focuses on the development of advanced manufacturing education across K-16 pipeline, aligned outreach services to the business community, and serves as a resource for entrepreneurs. As a recognized leader in transformational engineering, the College of Engineering assists government and industry partners to deliver innovative technology solutions required of today's global economy and has developed an aligned and career-ready workforce by integrating manufacturing-related experiential and entrepreneurial learning across educational programs. Building on institutional strengths through NMSU On-Demand and Arrowhead Center, the Program has expanded its role as an academic leader in providing an aligned high-tech workforce, research and partnerships to support the State's focus on target industrial sector growth.

Populations Served:

- Undergraduate and graduate engineering students from all disciplines (~2,100);
- Under-represented minority students (~50 percent of the student population), particularly Hispanic and first-generation students;
- Faculty researchers from multiple disciplines in engineering, business, agriculture, and arts and sciences;
- Individual entrepreneurs in the region and state;
- Small and medium-sized businesses from across the state; and
- High-tech employees at industry and national labs associated with advanced manufacturing and green manufacturing areas.

Specific goals of the MSDP program are:

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

1. Education: Engage students by integrating manufacturing-related knowledge and skills in class projects, senior design projects, and team projects requiring hands on learning. Engage faculty and regional entrepreneurs as mentors to guide students in making connections between classroom knowledge, real-world projects, and professional innovation. Bridge technical and soft skills concepts necessary to succeed as employees and entrepreneurs. Foster relationships between students and employers to advance knowledge of high wage employment opportunities in NM.
2. Research: Provide faculty with access to state-of the-art facilities to develop cutting-edge and commercially viable research in advanced manufacturing, computer engineering, and materials development, green manufacturing, and others.
3. Economic Development:
 - a) Collaborate with state agencies and industry trade organizations to advance sustainable manufacturing practices among the businesses within related supply chain and service sectors.
 - b) Serve as the technical resources for entrepreneurs working with the Arrowhead Center to assist in design, prototype and evaluation of products. Projects would include the use of high-technology to develop solutions for New Mexico-based industries, such as agriculture, water, computer engineering and defense.
4. STEM Outreach: Expand STEM outreach programming to K-12 schools that incorporates manufacturing skills and knowledge– automation and robotics, 3D printing, programming, design for manufacturing concepts, computer aided design (CAD), electronics and sensors.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

The project objective is to position the College of Engineering as the lead academic program in NM for creating an aligned high-tech workforce, research and partnerships in the area of advanced manufacturing. This objective specifically focuses on building capacity within the College to support the State's focus on growing a robust manufacturing sector, support current and new businesses to remain competitive within the supply chain and service sectors, support growing entrepreneur-based business development, and foster integrated educational opportunities K-16 for students to learn and refine skills in manufacturing-based areas. Specific program objectives are listed below:

- Broaden educational capabilities and knowledge in advanced manufacturing areas that both align educational programming and integrates opportunities for direct engagement by students in real-world and hands-on activities.
- Develop expertise in the State's target economic sectors – intelligent manufacturing, sustainable green energy, aerospace, and global trade.
- Increase number of manufacturing-related businesses served via energy efficiency and waste minimization assessment services, including supply chain and service sectors.
- Increase engagement by industry, government agencies and national labs in senior design projects.
- Increase the number of design challenges, workshops, and courses focused on interdisciplinary hands-on learning to increase student engagement from all engineering disciplines, with emphasis on current needs and challenges in advanced manufacturing.
- Prepare students so they are uniquely positioned to tackle advanced manufacturing challenges in the state of New Mexico and are therefore retained as job creators within the state.
- Teach students how to use modern manufacturing techniques, tools, and software.
- Collaborate with K-12 administrators and educators to increase enrollment in the dynamic and high-tech areas of manufacturing. Support student competitions, workshops, demonstrations, and summer immersion STEM outreach activities.
- Support student organizations to enhance their ability to efficiently and effectively form teams to design, build, test and compete. This will provide them with hands-on technical experience and soft skills needed to become successful entrepreneurs.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

- Support interdisciplinary and collaborative research by increasing research collaborations within the college and across the university to advance cutting-edge technology and commercially viable research, leveraged by external funding sources.
- Nurture research excellence by providing services to faculty members that enable them to realize their vision in the advanced manufacturing areas.
- Continually identify and fill meaningful gaps in manufacturing techniques, equipment, and new subdisciplines in advanced manufacturing.
- Build interdisciplinary communities of faculty and students to increase engagement in new and evolving themes of manufacturing.
- Strengthen ties with Los Alamos National Laboratory and Sandia National Laboratories to help ensure our students are learning the right skills and our researchers are aware of collaboration opportunities in various sub-disciplines of advanced manufacturing.
- Enhance economic development and technology in New Mexico by developing an increased number of partnerships to support all types of product-based businesses through design, analysis, prototyping, and testing of manufacturing processes. Expand ties with Arrowhead Center and Studio G in increased number of manufacturing areas to transform our students and faculty members into entrepreneurs, as well as spark economic development within the state.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Student Projects

- 41 capstone projects with over 170 students
- Projects funded by industries such as PNM, Honeywell, Sandia National Labs, Los Alamos National Laboratory, Jacobs Technology, General Dynamics, X2NSat, and others.
- WERC – annual design competition supported by 9 corporate sponsors and 36 judges from industry, and over 120 university student participants.
- Over 40 student course, student organization, and personal projects
- Assumed management of NM Technology Student Organization (NMTSA) under MOU with NM Public Education Department with an expanded focus on STEM-based student competitions.

Research Projects

- Supported over 39 student and faculty research projects
- Worked with faculty to secure \$250,000 metal powder printer funded by AFRL –located in AIS
- Worked with faculty and LANL to secure funding for \$650,000 CMM machine and software – to be located in AIS (to be installed in August)

Community-based Projects

- Green Business Resource Fair with NMEDD
- Green Business Webinar Series with NMED & NMEDD
- Clean energy business accelerator – 8 businesses
- Energy efficiency and pollution business assistance – 10 businesses (2 receiving LEDA funding)
- Arrowhead Center Foster Innovation Exchange (FIX) program - 13 projects
- Industry outreach projects – 7 projects
- Arrowhead Center NMSBA program – 8 projects
- K-12 STEM Outreach – over 1500 student participants

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Workforce Development

- Held 16 workshops on Solid Works, program languages, manufacturing software, and hardware programing.
- Created and taught 4 on-demand micro-credential courses, developed another 3 another courses to be taught when we have more staff

Secured Funding

- Over \$170,000 in funding secured to support the efforts of the program.

Obstacles and Issues

Limitations on Growth: Increased growth and expansion will be achieved with the addition of more full-time staff and student employees to help grow our outreach efforts. We have already add a full time staff member to the AIS. With this addition we are just able to meet the current demands of the AIS. The pandemic hit at a time when the renovations of the AIS were completed which limited our capabilities to work with local manufacturing businesses. Now that the restrictions of the pandemic have been lifted, we can now concentrate our efforts on meeting the demands of local industry.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

The MSDP program has statewide impact and directly supports the Governor’s initiatives in advancing economic development and fostering development of a competitive workforce.

Student use of the MSDP’s Aggie Innovation Space will give them the technical and soft-skills that employers require. They will graduate having hands-on real-world experience. Additionally, they will have project management, teamwork, communication, and reporting experience which will enable them to enter the workforce as well-rounded employees ready to navigate the business world and help meet the workforce needs of the state. Increased collaborative efforts with state businesses will allow them to advance economically. Emphasis of the MSDP on entrepreneurship will open their horizons to new possibilities. They will be job creators in the region and the state as opposed to job seekers. In addition, the proposed growth areas have an amplified impact on economic development in the state readily by engaging local industries in its research and education programs. It fulfills the spirit of Land-Grant mission of the university by making service in the manufacturing sector as an integrated component of the MSDP program.

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

The college of engineering has been successful in leveraging broad support from industry, government, and the community.

In 2020, the College worked with the NMSU Foundation to launch a campaign to gain financial support from donors to support the development of the new integrated Aggie Innovation Space. Through these efforts the AIS received over \$120,000 in private funding. Through the Capstone Design Program, the AIS receives approximately \$40,000 in company sponsored capstone project. Consultations are ongoing with several companies to become active partners in the expanded mission of AIS.

Additionally, the MSDP program has received varying degrees of state support since its inception in 2000 and has garnered numerous contracts to support business ventures. Noteworthy projects include:

Community-based projects funded from Federal CARES Act

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

- Personal Protective Equipment (PPE) manufactured and provided to Dona Ana County Emergency Management Operations for distribution (i.e. Las Cruces medical providers, Las Cruces Public Schools, Emergency Response personnel, Dona Ana Early Childhood Care program)
- Design and manufacture of disinfecting mister for COVID-19 response

Funded Student capstone projects

- Electrostatic Discharge Study (Los Alamos National Laboratory)
- NASA Optical Communications (NASA)
- Mobile HF Communication with SDR (Honeywell)
- Method to Characterize Sensor Performance (General Dynamics Mission Systems)
- Ocean water temperature measurement (X2NSat)

Funded Research projects

- Clean Energy Manufacturing and Workforce Development grant for U.S. Economic Development Administration (\$750k)
- Self-Extracting Annelid Inspired Geoprobe
- Prototype testing of bio-inspired radially expansive pile systems
- Solar desalination for produced water

Arrowhead Center NMSBA projects

- Engineering design consultation, modeling and analysis, manufacturability for evaporative cooler valve (Chavez Plumbing)
- Material analysis, 3-D printing, simulations of exposed weather conditions (Concrete Impressions New Mexico LLC)
- Magnetic Hook and Strap System (Dankart Inc.)

The MSDP program has statewide impact and directly supports the Governor's initiatives in advancing economic development and fostering development of a competitive workforce.

Serving the Needs of New Mexico:

From an initial enrollment of just five students in 1891, NMSU's College of Engineering now annually prepares more than 2,100 undergraduate and graduate students for careers in civil, mechanical, electrical, computer, chemical, aerospace, and industrial engineering. Engineers proudly call themselves problem-solvers, and NMSU's graduates enthusiastically find solutions to some of the world's most complex challenges. A few highlights of our program follow.

Enhanced Education: Student success is our primary goal. When they leave us, our graduates are ready not only for employment or furthering their education, but to provide leadership and service and contribute to the enhancement of human welfare.

*We have expanded our programs to provide students with hands-on experiential learning.

*In conjunction with the NM Professional Surveyors Association, the college has revamped its surveying program into a state-of-the-art geomatics program. We have recently receive over \$70,000 in scholarship funding for students in the geomatics program.

*The new Aggie Engineering Capstone Design Program will provide students with a capstone experience that is interdepartmental and is more attuned to real-life experience.

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

*Launched a year ago, the Eloy Torrez Family Learning Communities provides a one-stop shop for tutoring, advice for financial assistance or academic programs, to get involved with other students, or just to have someone listen to them.
 * This past year we also received \$12,000 in private funding with additional funding over the next 5 years for a total of \$60,000 to build an Engineering Entrepreneurship Program for students in the college of engineering.
 *Each of these programs was devised with the purpose of retaining our student population, helping them graduate in a timely manner with 100 percent placement in jobs.

Broadened Research: Research is the lifeblood of our educational programs, sustaining their relevance to new technology and societal needs. With a state-of-the-art manufacturing facility faculty can leverage the capabilities of the AIS to help their research proposals be more successful.

9. Accomplishment/ Highlights (bullet form)

New Economic Development Opportunities: As a land-grant institution, one of our main functions is to serve the state of New Mexico. We have achieved success on this front over the years providing engineering assistance. We now have increased focus on growing entrepreneurial ventures.
 *The college has provided long-term support of the state’s agricultural industry by designing and manufacturing harvesting and processing equipment and provided design and prototyping support for advanced ranching.
 *More than 600 New Mexico-based companies have received engineering design services, prototyping and manufacturing process development from the college.
 *Students, faculty, alumni and New Mexico businesses and entrepreneurs have access to support with NMSBA grants, entrepreneurial endeavors, and intellectual property licensing through a strong and ongoing partnership with NMSU’s Arrowhead Center. Currently, there is a faculty project and student project going through the patent process now. In both projects the Aggie Innovation Space played a key role in design and manufacturing of a prototype.
 *The state of New Mexico and beyond are the benefactors of an ongoing pipeline of engineering graduates geared toward meeting and growing manufacturing needs.

Medical Projects

10. How many graduates stay in practice in New Mexico

Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Manufacturing Sector Development Program
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)

Research

Public Service

Teaching

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

Research

The program supports interdisciplinary and collaborative manufacturing-related research with a primary goal to increase collaborations within the college and across the university to advance cutting-edge research with commercial value, leveraged by external funding sources and industry collaborations. It advances collaboration among interdisciplinary communities of faculty and students to increase engagement in new and emerging areas of advanced manufacturing including sustainable green practices.

Public Service

As a direct result of strategic efforts by the New Mexico Economic Development Department, manufacturing is experiencing a renewed interest in communities across the state. Driven by national efforts to re-shore, near shore and foster a sustainable green supply chain, the state is aggressively pursuing collaborations to grow this critical industrial sector. Building on institutional and infrastructural assets, NMSU is well positioned to lead higher education’s engagement by supporting businesses with technology expertise, and to develop an aligned workforce to support this growing economic sector

This program specifically serves to build institutional capacity by supporting all aspects of product-based businesses through design, analysis, prototyping, and evaluation of manufacturing processes. The program has strong ties with Arrowhead Center and Studio G to increase entrepreneurship in manufacturing-related areas. The program also partners with state and federal agencies and business to ensure alignment with both technical and workforce needs. Further it serves as a resource to develop and offer relevant workshops, certificate programs, and micro-credential courses that support industry needs to upskill, reskill, and graduate a career-ready workforce.

Teaching

The program is an invaluable resource to broaden knowledge and high-tech skill sets in advanced manufacturing across all engineering disciplines and others. The significant investment of state-of-the-art equipment over the past several years by the state has contributed to the College’s ability to transform the curriculum to ensure highly prepared students that graduate career-ready. Some of the transformative strategies include the integration of manufacturing capabilities in and outside the classroom (3D printing, programing, and green manufacturing). In addition, micro-credential courses and workshops have been developed to augment the academic curriculum and has proven highly effective in engaging students to utilize state-of-the-art manufacturing resources irrespective of major.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

This program effectively prepares engineers to support the State’s growing manufacturing sector. Recent investments by the State have resulted in state-of-the-art manufacturing facilities, open workspaces, and expanded capabilities to support manufacturing-based needs through teaching, research, and public service. Over the past several years, manufacturing capabilities at NMSU have literally transformed from 1960’s equipment and technology to one of the most state-of-the-art in the region. This program has elevated manufacturing as an integral component across all majors as automation and robotics, computer and process technologies, control systems, high-precision technologies are the future of advanced manufacturing. These facilities have allowed a direct alignment with statewide businesses and national labs to meet both manufacturing needs and foster careers in high-demand areas. Complimentary educational and outreach programs have been developed to support the state’s target economic sectors of intelligent manufacturing, sustainable and green energy, aerospace, and global trade. Outreach services for existing businesses in the area in energy efficiency and waste minimization have enhanced economic viability while contributing to a robust supply chain and service sector. Lastly, partnerships with the national labs have provided additional access to high-tech equipment and technical expertise to develop on-demand courses to upskill, reskill, and new-skill university students and the current workforce. These efforts directly address a need for employer alignment providing opportunities for high paying careers in NM.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input checked="" type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input checked="" type="checkbox"/> 5. Elevate graduate education <input checked="" type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input checked="" type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Manufacturing Sector Development Program Contact Name: Lakshmi N Reddi Contact Email: lnr@nmsu.edu	FY24 Request <div style="border: 1px solid black; padding: 2px; display: inline-block;"> \$ 947,800 </div>
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NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility
RPSP Goal: Facilitate innovation, student success, economic development in the manufacturing sector

RPSP Objective 1: Increase student engagement in Aggie Innovation Space (AIS)		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of Pop-Up workshops offered	20	20	14	16	15	18	20	20	25	16	
2	Number of Design Challenges offered	1	2	2	2	8	10	2	3	3	3	
3	Number of students utilizing AIS	558	910	1,226	1,300	1,300	1,500	1,500	1,500	1,500	1,500	
4	Number of senior capstone project utilizing AIS	16	29	27	30	30	50	50	50	30	30	

RPSP Objective 2: Accelerate technology commercialization & transition to Arrowhead Studio G		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actuals	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures												
1	Number of student-based technologies transitioned to Arrowhead Center	7	7	3	7	30	35	6	6	7	6	

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Manufacturing Sector Development Program
Contact Name: Lakshmi N Reddi
Contact Email: lnr@nmsu.edu

FY24 Request

\$ 947,800

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: Drive economic and educational development

RPSP Objective 1: Increase number of individuals/entrepreneurs served		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actuals	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of individuals/entrepreneurs served through technology business assistance	59	21	19	19	400	120	75	150	30	26	
2	Number of individuals served through professional development short-courses/workshops	673	456	137	150	900	1,200	1000	1250	600	150	
3	Number of individuals served through career development	1,145	1,230	575	625	1,600	1,800	1500	1750	1500	800	
4	Number of K-12 students participating in STEM outreach activities*	4,596	900	1500	2352	5,000	5,000	5000	6500	2000	1700	
5	Number of educational insitutions participating in the contest (NEW FY22)	NA	NA	12	12	NA	NA	NA	NA	22	15	This is a new measurement as of FY22
6	Number of undergraduate students participating in STEM outreach activities (WERC Environmental Design Contest) - (NEW FY22)	NA	NA	116	112	NA	NA	NA	NA	135	125	This is a new measurement as of FY22
7	Number of tasks offered - (NEW FY22)	NA	NA	5	5	NA	NA	NA	NA	6	6	This is a new measurement as of FY22
8	Number of industries engaged - (NEW FY22)	NA	NA	7	10	NA	NA	NA	NA	24	12	This is a new measurement as of FY22
9	Number of judges mentoring students - (NEW FY22)	NA	NA	36	29	NA	NA	NA	NA	36	36	This is a new measurement as of FY22
10	Dollars leveraged through sponsorships - (NEW FY22)	NA	NA	\$ 23,000	\$ 38,000	NA	NA	NA	NA	\$ 35,000	\$ 28,000	This is a new measurement as of FY22

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Manufacturing Sector Development Program Contact Name: Lakshmi N Reddi Contact Email: lnr@nmsu.edu	FY24 Request <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10px; text-align: center;">\$</td> <td style="text-align: right; font-weight: bold;">947,800</td> </tr> </table>	\$	947,800
\$	947,800		

RPSP Objective 2: Expand geographic impact of outreach services		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actuals		FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of cities served by technology business assistance	17	10	10	9	25	28	20	30	15	12	
2	Number of school districts served by STEM outreach services	31	35	11	12	40	63	45	60	40	15	

RPSP Objective 3: Expand economic sectors impacted by technology business assistance outreach services.		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actuals	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of entrepreneurial start-ups served through technology business assistance	12	11	8	8	30	35	35	20	20	20	
2	Number of small businesses served (less than 50 employees)	22	0	10	14	15	18	25	35	22	20	
3	Number of other businesses served	4	2	3	4	15	18	7	10	15	5	

NMSU LEADS 2025 Goal: University System												
RPSP Goal: Optimize resources to effectively support service												
RPSP Objective 1: Leverage state resources to expand impact of services		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Dollar value of grants/contracts leveraged	\$840,353	\$393,721	\$480,000	\$550,000	\$ 500,000	\$750,000	\$750,000	\$750,000	\$750,000	\$800,000	

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: Manufacturing Sector Development Program Total: **\$ 947,800.00**

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 13,088.00	\$ (9,218.00)	\$ 3,870.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 647,800.00	\$ 300,000.00	\$ 947,800.00	\$300 Expansion Request
Local		\$ -		
Total Appropriations	\$ 647,800.00	\$ 300,000.00	\$ 947,800.00	
Grants and Contracts				
Federal		\$ -		
State		\$ 70,000.00	\$ 70,000.00	NM PED funding for TSA
Local		\$ -		
Total Grants and Contracts	\$ -	\$ 70,000.00	\$ 70,000.00	
Private Gifts, Grants and Contracts		\$ 50,000.00	\$ 50,000.00	Corporate grant funding for STEM Outreach and Design Contest
Land & Permanent Fund or Local Property Taxes		\$ -		
Tuition and Fees		\$ 20,000.00	\$ 20,000.00	Replace outdated computers and project management software
Endowment		\$ 35,000.00	\$ 35,000.00	WERC Design Contest Endowment
Sales and Services		\$ -		
Other Sources - Detail in Comments		\$ -		
Total Revenues	\$ 647,800.00	\$ 475,000.00	\$ 1,122,800.00	

Transfers (to) from				
Instruction and General		\$ -		
Student Social and Cultural		\$ -		
Research	\$ (106,973.00)	\$ -	\$ (106,973.00)	
Public Service		\$ -		
Internal Service		\$ -		
Student Aid		\$ -		
Auxiliary Enterprises		\$ -		
Athletics		\$ -		
Independent Operations		\$ -		
Capital Outlay		\$ -		
Renewal and Replacement		\$ -		
Total Transfers	\$ (106,973.00)	\$ -	\$ (106,973.00)	

Expenses						
	FY23 FTE		Change FTE	\$	FY24 FTE	
Faculty Salaries	0.23	\$ 20,000.00	0.12	\$ 10,000.00	0.35	\$ 30,000.00
Professional Salaries	1.59	\$ 100,000.00	4.38	\$ 275,000.00	5.97	\$ 375,000.00
Other Staff Salaries	1.90	\$ 65,000.00	0.94	\$ 32,000.00	2.84	\$ 97,000.00
Student Salaries (GA/TA)	5.21	\$ 127,245.00	(1.99)	\$ 2,755.00	3.22	\$ 130,000.00
Other Salaries	0.97	\$ 33,000.00	(0.00)	\$ -	0.97	\$ 33,000.00
Total All Salaries	9.90	\$ 345,245.00	3.44	\$ 319,755.00	13.34	\$ 665,000.00
Fringe Benefits		\$ 76,800.00		\$ 119,655.00		\$ 196,455.00
Travel		\$ 2,000.00		\$ 13,000.00		\$ 15,000.00
Utilities				\$ -		
Institutional Support Charges		\$ 26,200.00		\$ 11,712.00		\$ 37,912.00
Plant Operation and Maintenance Charges				\$ -		
Supplies and Expenses		\$ 99,800.00		\$ 5,530.00		\$ 105,330.00
Equipment				\$ -		
Other Expenditures				\$ -		
Total Expenditures	9.90	\$ 550,045.00	3.44	\$ 469,652.00	13.34	\$ 1,019,697.00
Ending Fund Balance		\$ 3,870.00		\$ (3,870.00)		\$ -

STEM Alliance for Minority Participation (STEM AMP)

FY 23 Actual: \$357,900

FY 24 Request: \$357,900

Change: \$0



BE BOLD. Shape the Future.

Background of STEM AMP

Established in 1993, the STEM AMP program is a partnership of the state’s two- and four-year colleges and universities, with a primary goal of increasing the number of B.S. STEM degrees awarded to underrepresented (URM) students in New Mexico. Funded by National Science Foundation (NSF), with support from the New Mexico Legislature and NMSU, STEM AMP helps prepare students for academia and industry. Managed by NMSU, the Lead Institution, STEM AMP supports students with stipends for research- and transfer-related programs; professional development; and teaching, learning, and mentoring.



SCORE Program – Field Trip

Purpose of Request and Program Rationale:

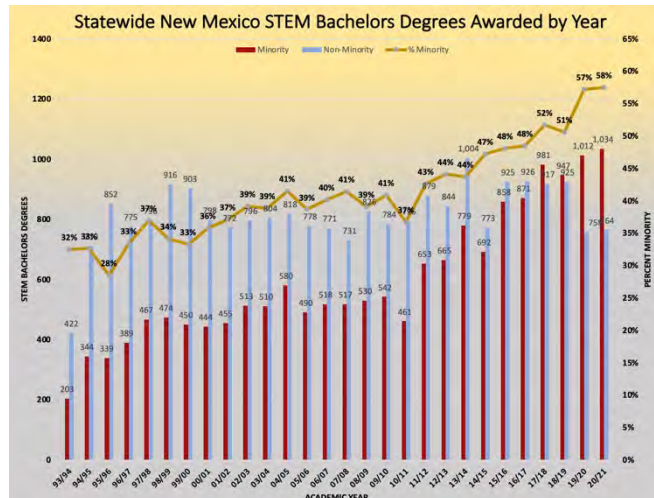
- Change and development in the educational fabric of New Mexico facilitated through state-level contributions.
- STEM student retention through research and transfer programs, encouraging social mobility for URMs.
- Research-focused programs [Undergraduate Research Scholars (URS), Summer Community College Opportunity for Research Experience (SCORE)], create opportunities with implications for New Mexico, our nation and world.
- Economic and personal benefits of STEM AMP training, meeting the challenges of the STEM workforce for URMs.

Student Success

- **Dominick Martinez**, Student from Northern New Mexico College (NNMC): Book Stipend Award (Fall 2020); URS Award (Spr 21, Spr 22); IDeA Networks of Biomedical Research Excellence (IMBRE); Sustainable Research Pathways High Performance Computing (SRP-HPC) Internship at Lawrence Berkeley National Lab.
- **Andrea Loya Lujan**, Student from New Mexico State University (NMSU): Former SCORE participant (Su 2019); NM AMP Transfer Stipend Award (Fa 2020); URS Award (Fa 2021, Spr 2022, Su 2022); Presenter at Undergraduate Research Creative Arts Symposium (URCAS) (Spr 2022); Hadley Honors Scholarship, S-STEM STAR Program (Fa 2021 and Spr 22).

Program Impact:

Collaborations with many statewide STEM programs have resulted in significant increases in number & percentage of B.S. STEM degrees earned by URM students in New Mexico. Numbers have risen from 203 (32%) in 1993-94 to 1,034 (58%) in 2020/21. A linear regression shows that over the life of STEM AMP, the number of URM STEM degree recipients have grown by an average of 25 students per year, reflecting most of the growth of STEM degrees produced.



STEM AMP Quick Facts:

- **B.S. STEM Degree Graduates, 2016-2021:** N=353 (avg. 70 per yr.)
- **STEM AMP Retention Rate, 2016-2021:** 97%
- **In 2021-2022,** Direct Support: N=192; Indirect Support: TBD; Graduates with B.S. STEM Degrees: N=105, with those matriculating to graduate school: N=28
- **In 2020-2021,** Direct Support: N=216; Indirect Support: N=141; Graduates with B.S. STEM Degrees: N=79, with those matriculating to graduate school: N=18
- **In 2019-2020,** Direct Support: N=198; Indirect Support: N=133; Graduates with B.S. STEM Degrees: N=110, with those matriculating to graduate school: N=5

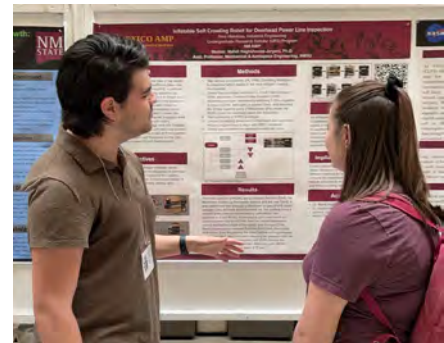
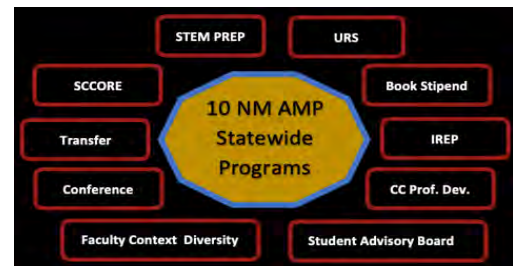
STEM AMP Alliance Includes 13 Institutions:

Universities

- ENMU NM Tech
- NMSU
- NMHU UNM WNMU
- NNMC

Community Colleges

- Central New Mexico CC
- Luna CC
- NMSU-Alamogordo CC
- NMSU-Dona Ana CC
- Santa Fe CC
- San Juan CC



How STEM AMP impacts NMSU:

- *Research evidence shows that undergraduate research experiences in academic/professional socialization activities help cultivate scientific identity and facilitate URM STEM persistence (Thiry, H., et al.; Graham, M., et al.)*
- NMSU STEM AMP research-related student program involvement (N=97), includes URS (81), STEM PREP (12), SCCORE (4) Stipends.
- NMSU Student participation in internships (N=24), STEM AMP Conference (N=49), & other conferences (N=35), Total N= 108 students.
- NMSU 2021 STEM AMP Student Research Conference student participation (N=49); Total NMSU attendees at conference (N=87).
- NMSU students' scholarships (N=26); awards and accomplishments (N=44): Some of these include Dean's List, Crimson Scholar, Aggie Achiever Sch.
- Eleven (11) NMSU faculty in diverse STEM disciplines participated in the Social Science Research Project, the STEM AMP Faculty Context Diversity Workshops, to learn more about Multicontext Theory and different approaches to teaching URM minority students. The feedback from faculty and interviews showed that faculty learned and some are practicing different approaches in their classrooms and labs.



**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	STEM Alliance for Minority Participation (STEM AMP)

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$357,900

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$357,900

Type of Project (X for Type)			
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	27
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2. Project Description / Executive Summary:

STEM AMP is a statewide National Science Foundation (NSF) organization that serves underrepresented minority (URM) students in STEM. State funding provides critically important leverage for securing federal dollars to expand support for student interventions and stipends that focus on high impact practices of undergraduate research and intensive faculty mentoring, both in 2-year and 4-year partner institutions. STEM AMP also provides transfer-related experiences and stipends that encourage the community college student to progress to and remain in university to achieve the B.S. STEM degree, and to gain experience, confidence, and self-efficacy by attending and presenting at national and statewide conferences, including STEM AMP’s annual Student Research Conference, and participating in internships. STEM AMP collaborates with 13 alliance partners, including the Lead Institution, NMSU, and six other New Mexico university institutions and six New Mexico community colleges. The university partners include New Mexico Highlands University, NMSU, Univeristy of New Mexico, New Mexico Institute of Mining and Technology, Eastern New Mexico University, Northern New Mexico College, and Western New Mexico Univeristy. The Community Colleges in the STEM AMP alliance include Central New Mexico Community College, Luna Community College, Santa Fe Community College, San Juan Community College, Dona Ana Community College, and NMSU-Alamogordo Community College. STEM AMP values its collaborations with other STEM-focused programs in the state, including NM EPSCoR, NMSU CAMP, the New Mexico Mathematics, Engineering, Science Achievement program (NM MESA), the NMSU TRIO Upward Bound Gadsden and Las Cruces High School Program, Indian Resource Development (IRD), the NMSU NSF S-STEM program, the NMSU NSF STAR S-STEM program, the NMSU Dept. of Education SSS STEM-H program, the Quality

2. Project Description / Executive Summary:

Control of Additive Manufacturing (Q-CAM) Program, and the NASA Minority University Research and Education Project (MUREP) Advancing Regolith-related Technologies and Education (MARTE) Program, the Brookhaven National Laboratory, and others. Our primary focus is research and research-related programs that give students knowledge that can be transferred to coursework and one day, the workplace. Our goal is to increase the numbers of underrepresented minority (URM) students to succeed and to graduate with the B.S. STEM degree.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Support is provided for faculty, staff, and student assistant salaries, which support project administration. Graduate students' support assists with data collection and analysis used to complete annual reporting. Also supported is the project administration portion of the Summer Community College Opportunity for Research Experience (SCCORE) program held for community college students in the STEM AMP alliance. In addition, the state funding supports SCCORE students' travel during the program, such as costs of rental of vans for field trips and networking meetings with other SCCORE students. State funding also supports student dorm housing and meals for nonlocal SCCORE students; and associated costs for the four-week SCCORE residential program held annually in June. Additional State funding supports conference travel for statewide students and staff, including travel to NSF Conferences; other national conferences and meetings with the purpose of presenting research, networking, and training; and visits to partner campuses statewide for symposiums our students and staff attend at some of our partner universities (for example, the NM Tech Symposium and the Northern New Mexico College Symposium in the spring). STEM AMP helped with sponsorship of the Undergraduate Creative Arts Symposium (URCAS) held by the NMSU Center for Undergraduate Research and Creative Activity (CURCA) this Spring 2022, and 31 of the STEM AMP Undergraduate Research Scholars (URS) NMSU students presented at the event. At times, State funding assists with Undergraduate Research Scholars (URS) who are able to only participate part-time because of hardships occurring in their lives that require them to also work outside of research programs (NSF only supports full-time students). Further, state support funds insurance costs for students who participate in the Aggies Without Limits program. These students travel internationally to complete engineering projects to provide solutions for infrastructure and potable water solutions. Other funding needs are also supported for the program. NSF highly values State funding because it demonstrates the strong investment of the State legislature, and this provides credibility for future Federal and State funding. Importantly, NSF provided reduced funding for the alliances in existence for over 10 years in this funding cycle (STEM AMP has been in existence for 29 years), and NSF has informed us that alliances over 10 years will have even more reduced funding in the next cycle of funding, so we will have an even greater need for the state support.

NOTE: Some of the activities were curtailed at partner institutions, in particular, for community college participation, because of the pandemic and the spring 2022 fires in the state which have burned more than 600,000 acres across NM this spring. Hermits Peak and Calf Canyon fires, reported to be the largest fire in the U.S. so far this year and the largest ever recorded in NM., have forced evacuations from students in Las Vegas, NM, areas and areas east of Santa Fe, and other mostly rural communities in the Sangre de Cristo Mountains, damaging or destroying more than 350 homes by June 1, 2022. Also, other wildfires across NM, such as the Black fire in Gila National Forest and another springtime 2022 wildfire near Ruidoso destroyed or damaged more than 200 structures and left two people dead. (NY Times 6/1/22). See the end of #7 in this document that evidences the decline of university and community college enrollment throughout the nation since the pandemic.

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

-STEM AMP was established in 1993-94 as an undergraduate organization whose focus is on increasing the number of degrees awarded to Science, Technology, Engineering, and Mathematics (STEM) underrepresented minority (URM) students. This mission aligns with the 2025 LEADS Mission Statement, "to serve the needs of New Mexico's diverse population through education, research, and service. . ." NMSU, the Lead Institution of STEM AMP, is the state's land-grant and space-grant university and is recognized as an Hispanic-Serving Institution (HSI). Eleven of our thirteen alliance partner institutions are also recognized HSI's, and our alliance includes a total of seven universities (including NMSU) and six community colleges (two of which are in the NMSU system.) STEM AMP looks to the LEADS 2025 Mission, Vision, Values, and Strategic Goals to align the purposes, values, mission, and goals of our organization and its programs and activities. Importantly, STEM AMP aligns with NMSU's 2025 Mission to foster diversity, learning, inclusion, social mobility, and service to the broader community, which has provided the vision for the ongoing development of our programs. Our STEM AMP statewide programs reflect this stated

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

mission and our program aligns with the LEADS goals that follow: Goal 1: To enhance student success and social mobility; Goal 2: To encourage leadership through the highest level of excellence in research, scholarship and creative activity; Goal 3: To amplify outreach; and Goal 4: To build a robust university by advancing equity, inclusion and diversity; by cultivating faculty and staff excellence, and by responding to a dynamic higher ed environment. These statewide programs that strive to fulfill the mission of STEM AMP and LEADS 2025 include the following (Later in this document the major program outcomes and numbers are highlighted):

Research-related Programs that Relate Primarily to Goals 1 and 2:

- The Undergraduate Research Scholars (URS) Program: In the URS, students are provided with a faculty-mentored research assistantship experience, professional development training, and opportunities to develop poster presentations and present research at professional symposiums. This program leads to retention by providing a learning community in which students can belong and be accepted and further, the URS research program leads to engagement with relevant research. It also provides social mobility with statewide and national internships, leading to future careers. Many studies have been conducted to show the important connection between participation in the research experience and retention and student success. For example, Thiry, H. et al and Graham, M., et al, and other researchers evidence that undergraduate research experiences in academic/professional socialization activities help cultivate scientific identity and most importantly, facilitate URM STEM persistence.
- The STEM-PREP Program: This program allows participants who are Freshmen 2nd-semester or Sophomore 1st- or 2nd-semester to participate in research activities, training, and an opportunity to locate a faculty mentor that prepares them for the URS and internships. STEM PREP provides an introduction to research at an earlier point in the student's academic career, often leading to retention in STEM and providing the confidence and vision of the possibility of progression to the B.S. STEM degree.
- The International Research and Education Participation (IREP) Program: In this program, students are provided global perspectives by directing them to available international research experiences and providing small stipends to complete the total funding needs.
- STEM AMP Student Research Conference: The annual STEM AMP Student Research Conference brings together students in Science, Technology, Engineering, and Mathematics (STEM) from statewide alliance partner community colleges and universities to present research and to participate in professional development workshops and networking activities.
- The Summer Community College Opportunity for Research Experience (SCCORE) program: SCCORE provides community college students with research opportunities, fosters academic success, and assists in the transition to the university to which they want to transfer. With a residential program at alliance partner universities, SCCORE orients community college students to university life and the culture of research. Because most community colleges do not offer the opportunity for research, this program is key for encouraging student retention and progression to university and, eventually, progression to the B.S. STEM degree, offering a 4-week residential program. Community college students are allowed to attend SCCORE two times.
- The Community College Professional Development Workshops at the STEM AMP Conference: The STEM AMP Student Research Conference includes pre- and post-conference workshops the day before and the day after the conference to help community college students navigate the conference; learn to read abstracts, so they can select the most relevant presentations to attend at the conference; learn more about transfer to the 4-year institution; and reflect on the conference experience.

Other Programs That Lead to Recruitment, Transfer, and Retention in STEM : (Relate to Goals 1, 2, 3, and 4):

- Book Stipend Award: This award is offered annually in the fall only, and is intended as a recruitment tool to attract non-AMP students who are interested in or uninformed about NM AMP and its programs. Students are required to attend the STEM AMP Conference and other STEM AMP activities, all of which inform the students experientially and stimulates interest in STEM AMP programs and opportunities.

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

- The Student Advisory Board: Comprised of one representative from each of the 13 partner institutions on a rotating basis, the Student Advisory Board represents the institution's STEM AMP program and influences other students to participate. In addition, the Student Advisors' valued perspectives assist the leadership of STEM AMP with possible improvement of the programs, events, and activities offered by STEM AMP. This program is on a volunteer basis, which allows the Student Advisors to give back to the program what the STEM AMP program has provided them and to serve the STEM AMP community.

-Transfer Stipend Award: Transfer stipends for students are available for STEM AMP participants in the first semester of transfer from partner 2-year institutions to 4-year partner institutions. Institutional Coordinators at the university of transfer follow-up with advising and guidance to assist the students' transition to university, and they inform these students of the research opportunities and other activities and events that STEM AMP provides.

- The Community College Professional Development Workshops (see more details above in the Research-Related Program section) is also a pathway for transfer to the 4-year institution for community college students.

The following component of the STEM AMP program is a required social science research project that leads to more understanding about the impact of our program and an improved approach to assisting our URM students. LEADS Goals 1, 2, and 4 are primarily the goals that align with this research component:

- Social Science/Education Research Component: National Science Foundation (NSF) requires that all Louis Stokes Alliances for Minority Participation (LSAMP organization of which STEM AMP is an alliance) who have existed 10 years or over, perform a social science research/education study led by Social Science experts (STEM AMP is in its 29th year). A study is being performed by NMSU Sociology faculty experts on scientific identity in science and engineering. To share the findings and outcomes of the research study, the sociologists are presenting at various national conferences and writing manuscripts for journal publication, which contributes to the overall research of NMSU and to the STEM disciplines.

- Social Science Context Diversity Workshop Program: In Spring 2021 of Year 3 and Fall 2022 of year 4, STEM AMP offered eleven STEM faculty the opportunity to participate in a workshop program that introduces a different way to view diversity and inclusion through focus on the academic culture rather than on the individuals. Though the workshop covers inclusion for many aspects in academic life, the program focused on Multicontext Theory, which forms the core of a larger institutional level organizational learning model and explains the implication of the cultural imbalance by offering a new understanding of diversity in valid ways of knowing and doing. At the end of this program, faculty were 1) introduced to Multicontext Theory and Context Diversity; 2) assisted to see how Context Diversity may influence their teaching, research, and academic careers; 3) provided with a \$1200 stipend for attending the 2 workshops; and 4) provided with examples of how to activate Context Diversity concepts in their departments and classrooms. The workshop program was facilitated by two of STEM AMP UNM partner institution faculty, one in the discipline of Sociology, and the other, in the discipline of Earth and Planetary Science, and the workshops were presented as a pilot program or model that we will hope to use at other partner institutions in the future. The outcomes of the workshop, reflected in the interviews with attendees, appear later in this report in Sections 6 and 9.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Project Objectives focus primarily on the increase of the number of STEM B.S. degrees awarded to Underrepresented Minority (URM) students in New Mexico through quality STEM-specific services and programs, including undergraduate research, professional development, and transfer support, with a primary focus on student research. As previously stated, aligning with the NMSU LEADS 2025 Strategic Plan and Goals 1-4 and some of their Objectives, STEM AMP's project goals and objectives focus on this increase of URM numbers by assisting statewide students with research-focused experiences, professional development training and experiences, and guidance and support to assist 2-year students with transfer to the 4-year institution. Explaining the NMSU LEADS 2025 goals more thoroughly and how they align with our program goals, STEM AMP has a primary focus on LEADS Goal 1) Enhancing student success and social mobility; LEADS Goal 2) Elevating research and creativity and offering programs and opportunities in research that develop confidence, knowledge, and self-efficacy; Goal 3: Amplifying Outreach (STEM AMP, by its statewide composition and nature, amplifies outreach beyond its Lead Institution's

5. Key Project Objectives (Overview only – relates to separate performance measure form)

borders); and Goal 4: Building a More Robust University. These goals and some objectives of the goals are recognized in the Research and Public Service Projects (RPSP) Reporting in the Performance Measures (PM) form and are discussed below:

As a performance measure, these goals are carried out by the specific objective of increasing student retention and degree attainment (LEADS Goal 1 Enhancing Student Success and Social Mobility, Objective 1.3), especially through our Undergraduate Research (URS) Program, The Summer Community College Opportunity for Research Experience (SCCORE) Program and our transfer-related programs that provide a pathway for transfer, the STEM PREP program that exposes students to research and assists students to find a faculty research mentor for their next research experience of the URS. The STEM AMP URS strengthens career pathways through experiential learning and research engagement that address local and global challenges (LEADS Goal 2: Elevating Research and Creativity, Objective 2.1) and encourages progression to graduate school (LEADS Goal 2: Elevating Research and Creativity, Objective 2.1). Students are also encouraged by all of our programs and our STEM AMP Student Research Conference to become leaders by valuing the inclusion of diverse participants by viewing diversity as an asset among minority-serving institutions (Goal 4: Build a Robust University, Objective 4.1). Our focus on faculty's understanding of how to assist all students to thrive in an inclusive environment, attract a diverse population, and value a broad view of success in STEM was the focus of STEM AMP's Virtual Faculty Culture and Context Diversity Workshop. The workshop, entitled "A New Paradigm to Help Everyone Thrive in STEM" that STEM AMP held in Year 3 (Spr 2021) and Year 4 (Fa 2021) was one way to meet the objective of cultivating faculty and staff excellence (Goal 4: Build a Robust University, Objective 4.2). STEM AMP provided stipends for 11 STEM faculty for these workshops, and the final focus groups and interviews with those attendees reflected growth and more understanding. Also, in Goal 4: Building a Robust University System, STEM AMP works hard at streamlining methods and approaches of collecting and maintaining data (Obj. 4.3.4). STEM AMP's database that includes REDCap that provides an efficient method of student application and archiving data securely, T-Tracker that maintains up-to-date tracking of students, and Power-BI that generates reports (T-Tracker and Power BI are still in progress of development at STEM AMP, with the help of ICT) establishes operational excellence through a metric-driven, service-oriented approach to those who need the data (NSF, the State, the STEM AMP External Evaluator, the Institutional Coordinators statewide, and administration of STEM AMP who do reporting). NSF requires of STEM AMP and all other LSAMPs in existence for over 10 years to complete an educational/social science research project.

As stated in section #4 above, there is strong evidence from the research literature and the evaluation STEM AMP has done that undergraduate research experiences and professional socialization activities help cultivate scientific identity and facilitate STEM persistence for URM students. For our focused social science project for this funding period of 2018-2023, social science experts funded by STEM AMP are studying the factors that lead to scientific identity development and subsequent success in STEM. Understanding the mechanisms underlying the success of broadening participation programs, such as STEM AMP, remains incomplete. To elucidate these mechanisms, our social science research project is focusing on these factors leading to students' scientific identity development and STEM success. This social science study aligns with LEADS Goals and Objectives, particularly those that enhance student success, social mobility, and that achieve comprehensive excellence while learning from social scientists how to improve our programs for our target URM student populations. This may lead to more understanding about the needs of URMs and successful outcomes for them. Our Context Diversity Workshop Program for STEM faculty, described previously, is a component of the Social Science Research Study. This aligns with Goal 2 of Elevating Research, Objective 2.1 by addressing local and global challenges of understanding differences of diverse groups and creating best practices to do this. This research component also aligns with Goal 4, Objective 4.1 and Objective 4.2, which both focus on advancing equity, inclusion and diversity and effectively supporting students, faculty, and staff, in addition to cultivating faculty and staff excellence and enhancing productivity.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

(NOTE: The primary obstacle to our increase of numbers of URMs has been the pandemic and its affects on student participation. However, even during the pandemic, we continued to recruit students and run our programs as successfully as possible. Also, New Mexico has experienced several serious fires in the northern part of the state by which several of our institutions are located; therefore, students were displaced from their homes and institutions, resulting in less STEM AMP participation.)

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Major Accomplishments are the following:

- STEM AMP impacted students throughout the state of New Mexico through outreach, research mentoring, orientations, workshops associated with the research-related Undergraduate Research Scholars program (URS), STEM PREP program, the STEM AMP Student Research Conference in fall 2021, the International Research Education Program (IREP), and a credit-bearing course (SMET 201): Research for Visiting Community College Students) associated with the Summer Community College Opportunity for Research Experience (SCCORE) Program in Su 2022. Transfer-related programs include the Transfer Stipend Award for 2-year students transferring to a 4-yr institution; the Community College Pre- and Post-Conference Professional Development Workshops, Materials are regularly disseminated to students, and activities and opportunities that inform students about the opportunities STEM AMP offers are consistently held, such as Brown Bag lunch meetings, STEM Club meetings, peer tutoring activities, and other outreach venues. The Student Advisors from the institutions help the Institutional Coordinators with recruitment.

- Graduation Outcomes: 105 STEM AMP students graduated in 2021-2022; of these graduates, 27% (N=28) progressed to graduate school.

Research-related Outcomes: For Fall 2021, Spring and Summer 2022:

- Fa 2021, Spr 2022, and Su 2022 URS: 167 Undergraduate Research Scholars stipends provided to 117 students (Students may receive a URS stipend more than one semester). Two programs of faculty grants collaborated with the URS by partial funding support: The Quality Control of Additive Manufacturing (Q-CAM) Program and the MUREP (Minority University Research and Education Project) Advancing Regolith-related Technologies and Education (MARTE) Program.

- Fa 2021 and Spr 2022 STEM PREP: 50 STEM PREP stipends were provided to 50 students, which helped prepare them for the URS and other research experiences. Of these 50 STEM PREP participants, 20% (N=10) students progressed to the URS.

- Su 2022 SCCORE: 6 community college students from Central New Mexico CC and Dona Ana CC participated in the Summer Community College Opportunity for Research Experience (SCCORE) program in Summer 2022 at host university institutions, NMSU and UNM. The Quality Control of Additive Manufacturing (Q-CAM) program collaborated with SCCORE with partial funding of a student. The students were provided the following: Orientations by the host university; two field trips, one in which the Co-PI and professor of Civil Engineering provided a tour of his research in the southern part of NM and one in which the students visited NM Tech and networked with other SCCORE students and NM Tech students; participated in a program-end symposium at which they presented their SCCORE research. SCCORE students worked in the mornings with their research mentors and in the afternoons, they attended the SMET 201 class that provided the following: panel discussions on transfer and graduate school, lab tours, training on how to develop a research poster and how to write an abstract and personal statement, opportunities each day to develop confidence by presenting progress on their research in front of the entire class, and to present their research at a formal symposium. Some students had the opportunity to stay in a dorm and discover what university campus life is like, which was helpful because students had the opportunity to select the SCCORE host university at the institution to which they wanted to transfer. This tends to encourage students to transfer earlier because the idea of university life is less daunting and more familiar.

One of the primary purposes of SCCORE is to keep students retained in STEM. The Retention Rate for Su 2021 SCCORE is the following:

- 100% (N=13) of the Su 2021 SCCORE participants remain in STEM

- 38% (N=5) of the 13 Su 2021 SCCORE students transferred to a NM university in STEM fields

- Internships and Co-Ops: Forty-nine (49) STEM AMP statewide students participated in state or national Internships and 2 state or national Co-Ops in 2021-2022. The students were from the following partner institutions: NMHU (3 internships), NNMC (2 internships), UNM (15 internships), NM Tech (5 internships), NMSU (24 internships and 2 co-ops).

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

- Publications: Four STEM AMP students published in Conference Proceedings. The students who co-authored in these proceedings were from NMSU (2 students), NM Tech (1 student), and WNMU (1 student).

STEM AMP Virtual Student Research Conference:

- 255 attendees were present virtually for the fall 2021 NM AMP Virtual Student Research Conference that was held on October 8, 2021 (87 attendees from NMSU).

- At the STEM AMP Conference, there were 62 pre-recorded student presentations (53 university student presentations, 6 community college student presentations, and 3 high school students in the NMSU REinWEST Program), followed by Virtual Lightning Round 2-minute speeches presented by 9 students, and a Question and Answer session. There were First-Place, Second-Place, and Third-Place Poster Award Winners in both the university and community college categories and also two Lightning Round winners. Faculty, graduate assistants, and administrators also attended the conference, and some served as Judges for the competitions.

- The honorable Raymundo Lara, NM House of Representatives and long-time educator, served as the Keynote Speaker for the Conference. His talk centered around his own experience and journey into education and politics. He highlighted the type of opportunities for students in New Mexico, including entrepreneurship; career options created by the New Mexico/Mexico border development and commerce; Sandia and Los Alamos National Labs; the opportunities of serving the people of New Mexico through STEM opportunities, such as development of water resources; the promise of renewable energy; and other unlimited potential in New Mexico. He discussed the needs of small towns and villages in New Mexico and how the students can apply their knowledge to rebuild, repair, and develop these communities. Representative Lara offered the sage advice to pay forward what students have been provided by asserting that all of us have been assisted by someone, whether a teacher, parent, sibling, friend, or others. He recommended to the students that they create a pathway in life built on support and caring for others; so just as someone was there for them to spark their curiosity, they could create those opportunities for others. He talked about the importance of participating and investing in their own communities. With the role modeling of his own grandfather and father as farmers of pecans and onions, Representative Lara learned how to work hard and to focus not on the achievement but the service to others. He closed with the theme of his talk: to always be there to support others and give back what we have been provided.

- Attendees of the conference were provided a choice of two of three workshops: The first workshop was entitled, "Developing Your Professional Network: LinkedIn," with Hayden Randall, Civil Engineering Graduate Student and STEM AMP Graduate Assistant, presenting. With the emphasis on networking and finding employment after graduation, this workshop was very relevant to student's needs. The second workshop was presented by Lucas Rivera, a Master's student in the Civil Engineering program at NMSU and former STEM AMP undergraduate, and Holly Olivarez, a Ph.D. student in Environmental Studies at the University of Colorado Boulder and former STEM AMP undergraduate at University of New Mexico (UNM). Their workshop was entitled, "I Am Studying a STEM Field! Now What?!!," which focused on their greatest successes as well as the lessons they wished they had learned earlier. The talk offered time for discussion, questions, and student input. The third workshop was presented by Dr. Miriam Chaiken, a cultural anthropologist with more than three decades of experience working in both leadership in higher education and international economic development and humanitarian response. She also served NMSU as the Dean of the William Conroy Honors College. Dr. Chaiken presented "Applying for Graduate School: Strategies for Success."

- 13 Community College students participated in the STEM AMP Virtual Conference Community College Professional Development Workshops. These workshops were held the day before and the day after the Virtual STEM AMP Conference. At the workshops, the students learned how to navigate the conference, how to read abstracts so they could more knowledgeably select the presentations they wanted to visit at the conference, and they logged in their notes in a prepared booklet about all the events and activities in which they participated at the conference. On the day after the conference, the students had the opportunity to work in groups and present the impact of the conference on their future decisions and their lives.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

- Several faculty members from STEM AMP partner institutions participated at the conference on a Faculty Panel, chaired by Dr. Catherine Brewer, Professor of Chemical and Materials Engineering at NMSU. Panelists included Dr. David Hanson, Interim Associate Vice President for Research and Professor of Biology at UNM; Dr. Amanda Ashley, Professor of Biochemistry, NMSU; Dr. Curtis O'Malley, Assistant Professor in the Department of Mechanical Engineering at New Mexico Institute of Mining and Technology (NM Tech); Dr. David Torres, Department Chair of Mathematics and Physical Science, at Northern New Mexico College (NNMC); and Dr. Jose Cerrato, Associate Professor at UNM. The panel presented a discussion entitled, "Best Practices for Mentoring Undergraduate Researchers," and faculty and staff were invited to attend.

- The Advisory Board met virtually for their annual meeting at the Conference to discuss ways their organizations/agencies/companies can assist STEM AMP (i.e., providing internships for students, etc.) and the advisors offered their perspectives of ways STEM AMP can improve development of the program. A Working Group was formed at the meeting, and they have been meeting regularly to discuss diversity and inclusion and how to improve the recruitment of more ethnicities, such as the population of Native Americans and Black students. With a large population of Hispanics in New Mexico, STEM AMP tends to have more Hispanic students than any other ethnicity, and we want to increase the numbers of other ethnicities by better approaches of recruitment, so this group's purpose is very important. Serving on the Working Group are two directors of Native American programs and a woman of color who serves as Vice President of Diversity and inclusion at a partner institution.

- Institutional Coordinator Meeting at the Student Research Conference took place in the afternoon, See details below in the section that discusses the IC Meetings of the year.

- Attendance/Presentations at Other Conferences Besides the STEM AMP Conference:

In 2021-2022, some STEM AMP URS statewide students attended/presented at more than one conference besides the STEM AMP Conference. 70 students attended a total of 99 conferences throughout the U.S., and of the 70 students who attended these, 58 students presented.

- The Undergraduate Research and Creative Arts Symposium (URCAS) presented by the Center for Undergraduate Research and Creative Activity (CURCA) was held on April 29, 2022 and attended by students in STEM and the Creative Arts. Thirty-one STEM AMP URS students presented at the URCAS event. The event was held from 8:30 a.m.-4:30 p.m., and the Poster Session was from 11:00 a.m.-1:00 p.m. There were also five Oral Presentation sessions, and two of the STEM AMP URS students presented orally. The purpose of the URCAS is to get undergraduates involved in research and creative scholarship. Serving all NMSU students, the CURCA Center is a hub for connecting students with faculty mentors and opportunities, posting resources for student researchers, and organizing events to feature student and faculty research, art, and collaborations.

Transfer-related Programs:

-18 Book Stipend Awards were provided to better inform non-AMP students about STEM AMP, its purposes, programs, and opportunities

- 5 students were awarded Transfer Stipends (1 UNM-Taos to NMSU; 1 NMSU-Carlsbad to NMSU; 1 DACC to NMSU; 1 SFCC to UNM; and 1 CNM to UNM)

- The Community College Professional Development Workshops at the STEM AMP Virtual Conference were attended by 13 community college students from partner community colleges. See a more detailed description of the workshops above in #6 Research-related Outcomes. This program is both a research-related and transfer-related program.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Institutional Coordinator (IC) Events:

- The Virtual Institutional Coordinator (IC) Coffee Hours, held once a month, provided training and clarified processes of programmatic concerns. The Coffee Hours help ICs network and form collaborations and provide AMP leadership with feedback that helps develop and improve activities, events, and programs.

- NM AMP provided two training and networking meetings for the 14 NM AMP Institutional Coordinators (ICs) at the Conference IC Meeting in Fa 2021 and at the Spring IC Meeting in Spr 2022. At the Fall 2021 Conference IC Meeting, the External Evaluator gave a talk on the continuation of the URS and knowledge gained as well as a discussion of future plans and growth for the URS program. The Database Analyst, Sr. updated the latest data and how this is used in our primary reporting documents. The Director updated events, workshops, and discussed the proposal for the next cycle. The Social Science Expert Team gave a brief updated on the NSF-required Social Science Research Component. At the Spring 2022 Conference IC Meeting, the External Evaluator presented Reporting Outcomes and facilitated a discussion on programmatic improvements and distinction between institutionalization, sustainability, and impact, which the ICs were assigned to discuss further in Break-out Rooms. ICs also were assigned to discuss examples of institutionalization, sustainability, and impact, and to think of creative ways to broaden the way they think about these regarding their institutions. The ICs reported out to the larger group afterwards. The External Evaluator also facilitated a discussion about accomplishments, grants, opportunities for collaboration, symposiums, and other good news or challenges. In addition, the Database Analyst, Sr. gave a presentation of data for 2021-2022 and update on portal. The STEM AMP Director introduced several dignitaries and new ICs and discussed the proposal and NSF's focus for the next funding cycle of STEM Pathways Research Alliances (SPRA). Other speakers were Dr. Salim Bawazir, NMSU Civil Engineering Associate Professor and NM AMP Co-PI, and Claudia Trueblood, Director of Indian Resource Development (IRD). The Social Science expert team also presented the latest updates on their research activities and findings.

Economic Impact Statement:

- The Economic Impact of STEM AMP that Professor Jay M. Lillywhite, Academic Department Head of Ag Econ and Ag Business authored in May 2021, has been disseminated to various dignitaries, including the new President of NMSU who is the Principal Investigator for STEM AMP. STEM AMP also includes this Economic Impact Statement on the STEM AMP website (see nmamp.nmsu.edu). To review, this Economic Impact Statement performed an analysis of the majors of the direct and indirect impact of STEM AMP on the State of New Mexico. The direct and Indirect Impact includes the following:

Direct Impact:

1. STEM degrees to underrepresented minorities increased by total of 8,883 degrees after factoring out the baseline of 253 degrees per year over the lifetime of the program. 2. Based on the 2019 American Community Survey, the differential for STEM versus non-STEM occupations was \$34,752. 3. Using NMSU alumni data as a reasonable estimate, we assume that 53% of STEM graduates reported in (1) above reside in New Mexico. 4. The Labor Force Participation Rate of college graduates, ages 25-64 in New Mexico is 82.43%. This rate is drawn from the 2019 report referenced in (2) above. 5. Based on the earnings differential of \$34,752, we estimate that STEM graduates residing in NM had \$134,768,993 in higher earnings than would have been the case without a STEM degree. The earnings of graduates who have left the state of NM are not included in this conservative estimate.

Indirect Impact:

To measure the indirect impact of STEM AMP, Dr. Lillywhite using similar methodology that was used by Dr. Peach and his colleagues in 2013 with the IMPLAN economic modeling software to estimate that an additional 661 jobs resulted from the higher earnings of STEM graduates, producing an addition \$27,702,271 in labor income in the state attracting Addition Resources to Support NM Students. In addition to the economic impact described above, the STEM AMP has leveraged \$8.6 million to date from the NM Legislature (from 1996-2020) to support the goals of the program. This Economic Impact study was funded by State funding for the purpose of justification and credibility of our program for future Federal and State funding.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Summary of the Social Science/Education Component of the STEM AMP Program:

NSF requires that all alliances in existence for over 10 years, participate in a research study. For our focused social science project for this funding period of 2018-2023, social science experts funded by STEM AMP are studying the factors that lead to scientific identity development and subsequent success in STEM. Understanding the mechanisms underlying the success of broadening participation programs such as a STEM AMP remains incomplete. To elucidate these mechanisms, our social science research project is focusing on these factors leading to students' scientific identity development and STEM success. This social science study aligns with LEADS Goals and Objectives, particularly those that enhance student success, social mobility, and that achieve comprehensive excellence while learning from social scientists how to improve our programs for our URM student population, which points to align with the goal of diversity and inclusion.

During Year 3 of the grant, the social science experts surveyed approximately 950 additional early career STEM majors, followed 1450 respondents from Year 1 and 2 using institutional data and follow-up surveys, and conducted additional student interviews. The social scientists continued collecting, cleaning and disseminating the data and results from the longitudinal survey data. Faculty interview data collected in Year 2 was analyzed and presented at the American Educational Research Association (AERA) Conference. Student interviews of Latina community college students are ongoing. Starting in spring 2019, the social science research team has been administering baseline questionnaires to a sample of early academic career STEM majors from four STEM AMP institutions, two 2-year and two 4-year: Dona Ana Community College, Central New Mexico Community College, New Mexico State University, and the University of New Mexico. Since 2018 when the study began, the social scientists have made eleven presentations at national conferences, and they have published in one conference proceedings publication. They are working on two manuscripts for peer-reviewed journal publications, to be submitted in Year 4 (2021-22).

During year 4 (2021-22) of the grant, the social science research team continued to administer surveys, collect institutional data and conduct interviews with undergraduate and community college STEM students in New Mexico. Preliminary observations and findings from both the survey and interviews were presented at 4 conferences this past year. In addition, four manuscript drafts are currently being prepared to submit to peer reviewed journals and will be ready for submission in the next few months. Details provided below. The team surveyed approximately 1100 additional early career STEM majors this year. The baseline survey questionnaire was administered to a new cohort of students in Fall 2021 (cohort 6) and Spring of 2022 (cohort 7). In addition, the team also resumed surveying students from the University of New Mexico in Spring 2022. Approximately, 200 surveys were collected from UNM students. All New Mexico AMP program participants at NMSU and UNM were invited to participate in the survey. We also continued to follow the approximately 2400 respondents from year 1, 2 and 3 using institutional data and follow-up surveys. Two ASEE conference proceedings (2020 and 2021) reported on preliminary findings from the survey data collected from early cohorts. In year 4, we have updated the analyses and reported the findings in two articles. One article examines how factors such as first generation status, low-income, gender and race/ethnicity are related to engineering identity, while the other explores the potential impact of identity on retention and GPA. The team also made significant progress on the research examining the experiences of Latina community college STEM majors. An article addressed the question of how Latinas recognize and mobilize STEM capital on their academic pathway. The paper is the result of data analysis of 29 interviews with community college STEM students and those who had transferred to the 4-year institution. The paper will provide recommendations for both research and practice in STEM higher education, particularly at institutions that serve Hispanic populations. An article based on the findings from faculty interviews collected in year 2 and presented at the American Educational Research Association (AERA) conference in year 3, this study sought to illuminate the high-context learning strategies employed by STEM faculty mentors at a Hispanic Serving Institution to increase underrepresented minority (URM) participation. Findings of the semi-structured interviews (n=11) revealed that high context teaching strategies are likely to offset the sterile academic environment associated with STEM and force students to engage with their peers and faculty in non-conventional ways that may be more appealing to minoritized students and females. Additionally, these explore motivation of faculty mentors to be engaged in this way.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

- The Faculty Context Diversity Workshop Program, held in spring of Year 3 and fall of Year 4 at NMSU, the Lead Institution, may serve as a pilot program which may be presented in the future at other partner institutions. The training on Multicontext Theory and Context Diversity may influence the teaching, research, and academic careers of the eleven STEM NMSU faculty who participated. Participants earned a stipend for attendance at the workshops and participation on a private online space where faculty shared information, ideas, and experiences related to implementing what was learned in the workshops, with support from the workshop facilitators. The External Evaluator interviewed and surveyed participants for outcomes of the project.

STEM AMP had held an Informational Meeting for STEM faculty unfamiliar with STEM AMP and its opportunity to mentor students. Twenty-four faculty members attended and many of them were interested in how STEM AMP's research programs work and how to serve in STEM AMP as a mentor. The following colleges and departments were represented at the meeting: College of Engineering; Astronomy; Physics; the Honors' College Dean and the Honors' College Center Director; Agriculture, Consumer, and Environmental Sciences; and Biology. This meeting was held on April 20, 2022, from 4:00 p.m. to 5:00 p.m. in the Center for Undergraduate Research and Creative Activity (CURCA). It was a successful event, with several of the faculty members signing up to be research faculty mentors.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

Economic Impacts of STEM AMP:

Dr. Jay M. Lillywhite, Academic Department Head of Ag Economics and Ag Business, authored a document in May 2021 for STEM AMP focusing on the Estimated Economic Impacts of STEM AMP and Related Programs on New Mexico's Economy. STEM AMP has disseminated this document and used it in many reports, so it is a valuable document for STEM AMP's credibility. Dr. Lillywhite's assumptions, calculations, and results associated with the analysis included the following: 1) increases in underrepresented minority STEM degree graduates, above the baseline, 253 STEM degrees awarded in 1992-93 (the year before the organization of STEM AMP) can be attributed to efforts by STEM AMP and related programs. Using this assumption and STEM AMP records, 8,883 underrepresented minority students have earned STEM degrees since 1992-93 that would not have received the degree without STEM AMP and other STEM programs in the state. 2) Using the U.S. Census Bureau's 2019 American Community Survey for NM, differential earnings between individuals who hold STEM degrees and individuals who hold non-STEM college degrees, regardless of occupation, were calculated. The difference between earning for STEM degree holders (any occupation, \$104,272.86) and non-STEM degree holders (any occupation, \$69,520.67) i.e., \$34,752.19 was used to represent the earning differential between STEM and non-STEM degree holders. 3) NMSU's Foundation (Alumni Relations) reports that 52.95% of all living graduates currently live in New Mexico. This percentage was applied to the 8,883 net graduates of the NM AMP program (net of annual 253 baseline graduates to estimate the number of underrepresented STEM degree graduates, attributed to the work of STEM AMP and other STEM programs, live in New Mexico. That is, the analysis assumes that 4,704 (8,883 (Net STEM AMP graduates x 0.5295) (percent of NMSU alumni living in NM) underrepresented minorities associated with the STEM AMP program live in NM. Other findings by Dr. Lillywhite can be found in the document "Economic Impact on New Mexico AMP" on the STEM AMP website at nmamp.nmsu.edu.

Student Outcomes:

- Student Data Outcomes for 2021-22 show that STEM AMP students were awarded 259 stipends. Research-related Programs: URS: 167 Stipends; STEM PREP: 50 Stipends; CC SCCORE: 6 Stipends; Conference CC Professional Development Workshops: 13 Stipends; Book Stipends: 18 Stipends; and Transfer Stipends: 5 Stipends.

Internships In Which Students Participated:

STEM AMP students participated in 49 internships and 2 co-ops throughout the U.S.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

STEM AMP Conference Outcomes and Other Conferences Besides the STEM AMP Conference:

- 62 STEM AMP students presented at the STEM AMP Virtual Conference in Fa 2021, and 9 students presented in the Lightning Rounds (2 minute research presentations). In addition, 70 students attended other conferences besides the STEM AMP Conference. Out of the 70 who attended other conferences throughout the U.S., 58 presented research.

STEM AMP Impacts Aligning with Governor Initiatives:

- The STEM AMP program impacts that address the Governor of New Mexico's primary higher education initiatives are the following:

- Because there has been a large decrease of numbers of students returning to the university and community college, Governor Michelle Lujan Grisham has tried to attract students back to institutions of higher education with the Opportunity Scholarship that offers free tuition and fees. STEM AMP has continued our programs, even through the difficulties of the pandemic and the NM fires, but the numbers of students in our programs have decreased. We are continually developing new approaches to reach students who are enrolled in STEM fields. STEM AMP's mission is to increase the number of underrepresented minorities in our partner institutions.
- One initiative that the Governor has discussed is providing high speed internet and broad bandwidth for all regions. This will make a real difference to many of our students, especially those who live on the Native American reservations who do not have this technology. We lost many of our students in the pandemic who dropped out of their institutions because they could not virtually attend classes due to the lack of internet service.
- Another important item that the Governor has discussed is to improve educational outcomes in higher education that connect more closely to the workforce by providing skills and knowledge needed in the workplace. STEM AMP's research and research-related programs assist students' retention in STEM that leads to the B.S. degree and eventually, being a part of a strong STEM workforce.
- Governor Lujan Grisham is very focused on helping the underrepresented minorities (URMs) in the state, with a real focus on the Native Americans. She has mentioned that the native peoples have a strong conviction about the preservation of our environment and lands. We have many students who research in the environmental sciences and geology, and civil engineering and who research water solutions, especially for the Native American reservations that do not have potable water.

NOTE: STEM AMP has experienced a lower number of participants because of the effects of lower enrollment at our partner institutions, especially at our community colleges, that have resulted from COVID and the recent fires. According to national averages, this lower rate of community college enrollment is occurring throughout the U.S. In fact, a persistent decline in the number of Americans going to college is down by nearly a million since the start of the pandemic, according to newly released figures (qtd. in the Hechinger Report by John Marcus, 22 Jan, 2022, The Washington Post). A Report out of the National Clearinghouse reports that " in spring 2022, undergraduate transfer enrollment dropped another 6.9% over last year, resulting in a total two year decline of 16% since the beginning of the pandemic. Non-transfer enrollment also continued a downward trend, but the one-year declines were not as steep as among transfer students (-33.8% for non-transfer students).

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

Since 1993 when STEM AMP was established, over \$45.7 million (actual: \$45,749,609 million) in funding has been leveraged against state funding. It cannot be stressed enough that State funding is critical in securing future NSF funding because NSF factors sustainability into their perspectives of successful programming and Best Practices. The value NSF gives to the funding commitment of the State and the NMSU institution cannot be overstated. We are beginning to work on the proposal for the next phase of funding, and it is crucial to the granting of this funding that we reflect this sustainability. Further, NSF has announced that the next phase of funding for alliances over 10 years is to be reduced considerably, so the commitment of State and institutional funding bears even more significance. STEM AMP funding included the following: STEM AMP Phase VI funding, awarded in August, 2018, \$4 million (2018-2023) from the National Science Foundation LSAMP program; two NSF S-STEM programs and the U.S. Department of Education SSS STEM H are housed in the STEM AMP area and benefit from

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

administrative help from STEM AMP. The following provides details about these programs: National Science Foundation S-STEM program (2016-2022), \$1 million; Department of Education TRIO SSS STEM-H program (2020-2025), \$1,309,430; and NSF STAR S-STEM program (2020-2025), \$3.7 million.

9. Accomplishment/ Highlights (bullet form)

In addition to the significant program data outcomes presented in #6 of this form, the most significant highlights and accomplishments of FY 22 from #6 are presented in this section:

-Outcomes for the Social Science/Education Component of the STEM AMP Program: As reported earlier in this report, NSF requires that all alliances in existence for over 10 years, participate in a research study. For our focused social science project for this funding period of 2018-2023, social science experts funded by STEM AMP are studying the factors that lead to scientific identity development and subsequent success in STEM. Understanding the mechanisms underlying the success of broadening participation programs such as STEM AMP remains incomplete. To understand these mechanisms, our social science research project is focusing on these factors leading to students' scientific identity development and STEM success. During Year 4 (21-22) of the grant, the social science research team continued to administer surveys, collect institutional data, and conduct interviews with undergraduate and community college STEM students in New Mexico. Findings and observations from the interviews/surveys were presented at four conferences in Year 4. The team surveyed approximately 1100 additional STEM majors this year. The baseline survey questionnaire was given to a new cohort of students in Fall 2021 (cohort 6) and Spring 2022 (cohort 7). The team also surveyed students from the University of New Mexico in Spring 2022. Approximately 200 surveys were collected from UNM students. All program participants at NMSU and UNM were invited to participate in the survey. The team continued to follow the approximately 2400 respondents from Years 1, 2, and 3, using institutional data and follow-up surveys. The team presented at two conferences (2020 and 2021) to report on preliminary findings that were included in two articles, one examining how factors like first generation status, low-income, gender, and race/ethnicity are related to engineering identity and the other article exploring the potential impact of identity on retention and GPA. Progress was made on the research examining the experiences of the Latina community college STEM majors. An article to be submitted in August, 2022 addresses how Latinas recognize and mobilize STEM capital in their academic pathways. The article is a result of data analysis of 29 interviews with community college STEM students and those who had transferred to the 4 year institution. The paper provides recommendations for both research and practice in STEM higher ed, particularly those that serve Hispanic students. Other findings from faculty interviews collected in Year 2 and presented at a conference in Year 3 focused on the high-context learning strategies employed by STEM faculty mentors at a Hispanic Serving Institution to increase URM participation. These strategies may offset an often sterile environment in STEM and encourage students to engage with their peers and faculty in non-conventional ways more appealing to URM students and females. It will also open exploration of motivation of faculty mentors to be engaged that way. The social science team will present at a conference in August 2022, and have presented at 3 other conferences in Spring of 2022. Four Manuscripts will be submitted to Peer Reviewed Journals in 2022.

- The Faculty Context Diversity Workshop Program: The Faculty Context Diversity Workshop Program in Years 3-4 at NMSU, the Lead Institution, serves as a pilot program which may be presented at other partner institutions. The training on Multicontext Theory and Context Diversity may influence the teaching, research, and academic careers of the eleven (11) STEM NMSU faculty who are participating. Participants earn a State-funded stipend for attendance at the workshops and participation on a private online space where faculty can share information, ideas, and experiences related to implementing what is learned in the workshops, with support from the workshop facilitators. The External Evaluator will interview and survey participants for outcomes of the project.

- The Virtual Institutional Coordinator (IC) Coffee Hours, held once a month, provided training and clarified processes of programmatic concerns. The Coffee Hours help the ICs network and form collaborations and help AMP leadership with feedback that assists with development and improvement of activities, events, and programs.

9. Accomplishment/ Highlights (bullet form)

- NM AMP provided two training and networking meetings for the 14 NM AMP Institutional Coordinators (ICs) at the Virtual Conference IC Meeting and at the Virtual Spring IC Meeting. 1) At the IC Meeting, the External Evaluator presented Reporting Outcomes and also provided a discuss of the importance of sustainability and institutionalization of STEM AMP; she also facilitated a discussion of this with the ICs after they divided into Break-Out groups. In addition, the Director facilitated a discussion of programs statewide and approaches of recruitment, and she also facilitated a discussion of Best Practices in a Challenging time because of what we are experiencing with the residual effects of the NM fires and the pandemic, which has decreased enrollment numbers at our institutions and also our programs. The Data Analyst presented a model of spreadsheets to capture what is needed for WebAMP and other data reporting. The last part of the meeting allowed the Social Science experts to provide a brief update on the NSF-required Social Science research and study. 2) At the Spring IC Virtual Meeting, the External Evaluator presented updates on outcomes of NM AMP student interviews; she also facilitated a Feedback Session to allow ICs to share what is happening at their institutions and the possibilities for collaboration with others, such as other partner institutions, with other institution's AMP programs, grants, and other leveraging opportunities. The Director reviewed reporting dates for the WebAMP, our NSF institutional and alliance reporting that the administration uses for the NSF reporting, and the state reporting. She also detailed the Faculty Context Diversity Workshop Program that was held in Spring of 2021 and Fall of 2022 in virtual format with the NMSU faculty that could be seen as a potential program that could be presented at our other institutions in years to come. .

- STEM AMP staff member Gaspard Mucundanyi has been co-author in three journal publications.

- STEM AMP had held an Informational Meeting for STEM faculty unfamiliar with STEM AMP and its opportunity to mentor students. Twenty-four faculty members attended and many of them were interested in how STEM AMP's research programs work and how to serve in STEM AMP as a mentor. The following colleges and departments were represented at the meeting: College of Engineering; Astronomy; Physics; the Honors' College Dean and the Honors' College Center Director; Agriculture, Consumer, and Environmental Sciences; and Biology. This meeting was held on April 20, 2022, from 4:00 p.m. to 5:00 p.m. in the Center for Undergraduate Research and Creatie Activity (CURCA). It was a successful event, with several of the faculty members signing up to be research faculty mentors.

- Student Outcomes for 2021-22 show that STEM AMP students were awarded 259 stipends. Research-Related Outcomes of Statewide Programs and Events: URS: 167 Stipends; STEM PREP: 50 Stipends; SCCORE: 6 Stipends; CC Professional Development Workshops at the Conference: 13 Stipends. Transfer-Related Outcomes: Transfer: 5 Stipends; Book Award: 18 Stipends. Event Ourcomes: Conference: 255 attended the Conference; 62 Student Presented, 9 Students Presented in Lightning Rounds. STEM AMP students participated in 49 internships and 2 co-ops. 62 STEM AMP students presented at the STEM AMP Virtual Conference in Fa 2021, and 9 students presented in the Lightning Rounds (2 minute research presentations). The Conference was a Virtual Conference attended by 255 attendees. The Virtual Conference required more technical skills from STEM AMP staff team, the judges, and student presenters. 62 students presented pre-recorded presentations and 9 students presented 2-minute live Lightning Round research presentations. The Conference included three workshops for students and a workshop for faculty. Also, we had a legislative speaker, Rep. Raymundo Lara, and Dr. Jessica Houston, a former Bridge to the Doctorate and STEM AMP student, who now serves as a Chemical Engineering professor. This year in Fa 2022, we hope to hold an in-person workshop if COVID is not pervasive in our area.

In addition, 70 students attended other conferences besides the STEM AMP Conference. Out of the 70 who attended other conferences throughout the U.S., 58 presented research.

- STEM AMP has named two new Co-PI's and a new PI to the organization. Dr. Dan Arvizu is our new PI and new President of NMSU, the Lead Institution, and Dr. Salim Bawazir is the new Co-PI from NMSU; he is Associate Professor of Civil Engineering at NMSU. Dr. Assata Zerai has been named as a new Co-PI from UNM; Dr. Zerai is a Vice President at the Department of Equity and Inclusion, and she serves as Professor of Social Science at UNM.

- Jeanne Garland was named Director of STEM AMP in July 2021, replacing the former director who retired.

9. Accomplishment/ Highlights (bullet form)

- Dr. Gaspard Mucundanyi has been named as the new Associate Director of STEM AMP. Dr. Mucundanyi has been with STEM AMP since 2019 and will continue to serve as the Database Analyst, Sr. in charge of collecting and maintaining the data for STEM AMP.

- STEM AMP has a new Program Specialist, Sr. on its staff team. Dr. Maluka Munoz coordinates the Undergraduate Research Scholars (URS) program, the Summer Community College Opportunity for Research Experience (SCCORE), and the STEM AMP Conference.

- One of the STEM AMP Institutional Coordinators, Dr. Vincente Lombrana retired after almost 30 years of serving STEM AMP and New Mexico State University- Alamogordo Community College. Andres Noguez, Department of Mathematics, will serve as Dr. Lombrana’s replacement.

- Although the pandemic and the fires in NM in spring of 2022 have had residual effects on the enrollments of our institutions and our programs, STEM AMP continues to think of new approaches to reach STEM URMs and to develop STEM AMP programs, guided by our leadership and the LEADS mission, goals, and values. With the new Opportunity Scholarship that higher ed students in NM have been provided, we hope our enrollments increase.

One of the primary purposes of SCCORE is to keep students retained in STEM. The Retention Rate for Su 2021 SCCORE is the following:

- 100% (N=13) of the Su 2021 SCCORE participants remain in STEM
- 38% (N=5) of the 13 Su 2021 SCCORE students transferred to a NM university in STEM fields

Medical Projects

10. How many graduates stay in practice in New Mexico

Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	STEM Alliance for Minority Participation
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)

Research

Public Service

Teaching

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

STEM AMP looks to the NMSU LEADS 2025 Mission, Vision, Values, and Goals for concise, focused criteria to improve our own program. Importantly, STEM AMP makes a concerted effort to align our mission to that of NMSU, STEM AMP's Lead Institution. The Mission of NMSU LEADS 2025 is "to serve the diverse needs of the state through comprehensive programs of education, research, extension and outreach, and public service. The mission is also to "foster learning, inquiry, diversity and inclusion, social mobility, and service to the broader community." In alignment with this mission of NMSU, which is a land grant, space grant, and Hispanic Serving Institution (HSI), STEM AMP intentionally and purposefully develops and continually endeavors to improve our programs to fulfill this mission. Since 1993, the STEM AMP program, in collaboration with other statewide STEM programs, has contributed to increasing the retention, development, and graduation of underrepresented minority (URM) students in STEM. In 1993-94, 203 URM students in New Mexico received a B.S. STEM degree, and that number increased to 1034 in 2020-21, with URM students obtaining more B.S. degrees than non-minority students, who obtained 764 B.S. STEM degrees. This increase of URM B.S. degrees occurred with the assistance of STEM AMP and other STEM statewide programs. STEM AMP's mission is to assist URM students statewide through our activities, events, programs, and opportunities that are designed to increase student recruitment, retention, and graduation in STEM. Our focus on research is key to offering opportunities for academic and social integration and financial support, each important to all students, but they can be particularly significant for URM students. STEM AMP seeks to reflect in our programs an asset-based mindset which assumes all students have potential and that seeks to understand and recognize STEM AMP's target population's strengths. These students may lack a sense of belonging and community and be unfamiliar with the culture of the university, and research programs not only offer social networking, acceptance, and a sense of belonging in a community, but they also foster academic achievement, develop learning skills, and assist students to knowledgeably inquire and think critically. Our research focus also offers social mobility for students as they are encouraged to participate in conferences and internships that often lead to earning higher degrees and entering relevant, engaging, and profitable careers. Our research programs provide professional development training and participation in research symposiums and conferences, attendance at workshops on issues that develop and provide academic and career aspirations to secure futures for students. Our students often begin to gain passion for topics that matter, such as the need for safe drinking water that directly relates to needs in their own communities, and encourages students to choose disciplines that prepare them for solving problems and issues in their own and the broader community. Faculty research mentors and their graduate assistants provide good role models by which to pattern their own work ethics, and our programs offer stipends that assist students financially and instill independence and self-efficacy. STEM AMP's mission to serve URM STEM students by viewing their assets and potential for success by providing them opportunities to pursue productive academic and professional lives aligns with the mission criteria of NMSU.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

Since 1993, the statewide partnership of STEM AMP has impacted the lives of students throughout the state of New Mexico. Program activities are designed to achieve program goals to increase student retention in STEM and to support academic and professional development of students to help them progress to the B.S. STEM degree. Specific attention is provided to ensure students are well prepared to enter the STEM workforce and provided with the encouragement, incentive, and support activities to pursue graduate education. Evidence-based student support activities include research experiences, professional development activities, and skills-building workshops/seminars to increase retention in STEM. The emphasis on research opportunities influences students to comprehend the significance, rewards, and responsibilities of becoming our nation's engineers and scientists. Further, we seek to broaden students' perspectives by encouraging national/international research internships and experiences related to the global problems/issues facing our world. Our primary programs include research-focused programs: the Undergraduate Research Scholars program, The International Research and Education Program, the STEM PREP program, the Summer Community College Opportunity for Research Experience program, our annual Student Research Conference, and the Community College Professional Development Workshops (also transfer-related) for our statewide partner institutions and at NMSU, the Lead Institution. We also offer Transfer-related programs for community college students: Transfer Stipends, Book Stipends, and the Student Advisory Board.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	1,290,530	1,251,517	2,009,379	6,795,859	13,276,211
Federal G&C Expenditures	1,517,183	1,144,187	1,275,794	6,155,806	11,727,599
Private G&C Awards	Click or	Click or	Click or	Click or	Click or tap
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or tap

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input type="checkbox"/> 5. Elevate graduate education <input checked="" type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input checked="" type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: STEM Alliance for Minority Participation
Contact Name: Jeanne Garland, Director
Contact Email: garland@nmsu.edu

FY24 Request

\$357,900

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Increase the number of STEM B.S. degrees awarded to underrepresented minority (URM) students.

RPSP Objective 1: Increase graduation of URM STEM students.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of STEM B.S. degrees awarded to New Mexico URM students	947	1,012	1,034	1,040	1,025	1,075	993	1,016	1,030	1,045	FY21: 79 statewide STEM AMP students graduated with a B.S. STEM degree, and of this number, 35% (N=28) were from NMSU.

RPSP Objective 2: Increase graduation of URM STEM students		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Percentage of NMSU STEM students who have been retained in the STEM AMP program	NA	NA	100%	96%	NA	NA	NA	96%	97%	97%	FY21: 123 students were reported. Of the 123 students, 83 received stipends (direct support), and 40 received no stipend (indirect support); the programs/events/activities in which the 40 participated did not offer a stipend. Of the total 123 students, no student dropped-out.

RPSP Objective 3: Disseminate availability of supportive services and opportunities		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of contacts made to New Mexico students through program outreach (includes mentoring, tutoring, etc.)and dissemination (listserves, recruitment meetings, etc.)	NA	NA	5,745	5,800	NA	NA	NA	9,000	9,200	6,000	FY21: Contacts by dissemination of University Institutional Coordinators (ICs): (3,432) and by Community College ICs: (2,313). Contacts were made through listserves, program meetings and workshops, STEM AMP Conference, student clubs, emails, and faculty.

RPSP Objective 4: Enhance the quality of the educational experience with delivery of STEM-specific programs and services		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of students served through transfer-related services and scholarships	140	123	87	90	100	100	85	100	125	93	FY 21: Due to COVID, no CC Prof. Dev. Workshops; (6) Transfer; (14) SCCORE; (7) CC Conf Attendees; (15) Book CC Stipend; (45) Outreach.
2	Number of New Mexico students who presented in the STEM AMP Student Research Conference and other research conferences	NA	NA	93	110	NA	NA	NA	80	85	115	FY 21: (39) students presented at the STEM AMP Student Research Conference and (54) students presented at other conferences.
3	The number of stipend awards provided to New Mexico STEM AMP students	NA	NA	303	304	NA	NA	NA	300	305	307	Fy 21: Due to COVID, no CC Prof. Dev. Workshops; (185) URS; (54) STEM PREP; (6) Transfer; (44) Book Stipend Award; (14) SCCORE.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: STEM Alliance for Minority Participation
Contact Name: Jeanne Garland, Director
Contact Email: garland@nmsu.edu

FY24 Request
\$357,900

RPSP Objective 5: Increase the diversity of STEM graduates		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	STEM B.S. degrees awarded to New Mexico URM students as a percentage of total STEM B.S. degrees awarded	51%	57%	58%	59%	52%	54%	53%	54%	58%	60%	FY21: B.S. STEM degrees awarded to URM: N= 1,034 and the B.S. STEM degrees awarded non-minority: N= 764.

RPSP Objective 2: Increase the diversity of STEM graduates		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Total number of URM students that participate in the program (statewide)	370	325	357	359	330	330	330	330	350	362	FY21: 216 students received direct support (stipends) and 141 students received indirect support (no stipends).

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: Provide engaging research experiences in STEM AMP and inform participants about research experiences outside of STEM AMP.

RPSP Objective 1: Increase the diversity of STEM graduates		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Number of research assistantships and internships provided to New Mexico students	192	199	235	236	175	175	205	205	245	238	FY 21: COVID reduced our numbers for internships. Research Assistantships include (185) URS and (14) SCCORE. Internships: (36).
2	Number of New Mexico students attending the annual New Mexico AMP Student Research Conference	240	275	156	160	200	200	200	200	245	180	FY 21: Due to COVID, STEM AMP held a virtual conference. (112) Undergraduate Students; (8) Upward Bound; (36) NM MESA.

RPSP-Budget 1

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

Institution:

RPSP Project:

Total:

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 501,610.00	\$ (34,568.00)	\$ 467,042.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 357,900.00	\$ -	\$ 357,900.00	
Local		\$ -		
Total Appropriations	\$ 357,900.00	\$ -	\$ 357,900.00	
Grants and Contracts				
Federal	\$ 1,290,000.00	\$ (900,000.00)	\$ 390,000.00	No cost extension from
State		\$ -		NSF Grant HRD-1826758
Local		\$ -		
Total Grants and Contracts	\$ 1,290,000.00	\$ (900,000.00)	\$ 390,000.00	
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	\$ 1,647,900.00	\$ (900,000.00)	\$ 747,900.00	

Transfers (to) from				
Instruction and General	\$ 100,000.00	\$ (100,000.00)		
Student Social and Cultural		\$ -		
Research		\$ -		
Public Service		\$ -		
Internal Service		\$ -		
Student Aid		\$ -		
Auxiliary Enterprises		\$ -		
Athletics		\$ -		
Independent Operations		\$ -		
Capital Outlay		\$ -		
Renewal and Replacement		\$ -		
Total Transfers	\$ 100,000.00	\$ (100,000.00)	\$ -	

Expenses						
	FY23 FTE		Change FTE		FY24 FTE	
Faculty Salaries	0.09	\$ 7,500.00	0.58	\$ 50,320.00	0.67	\$ 57,820.00
Professional Salaries	6.28	\$ 394,529.00	(1.80)	\$ (113,179.00)	4.48	\$ 281,350.00
Other Staff Salaries	0.35	\$ 12,000.00	(0.35)	\$ (12,000.00)	0.00	
Student Salaries (GA/TA)	5.10	\$ 205,740.00	(4.07)	\$ (164,290.00)	1.03	\$ 41,450.00
Other Salaries	0.35	\$ 12,000.00	(0.35)	\$ (12,000.00)	0.00	
Total All Salaries	12.17	\$ 631,769.00	-6.00	\$ (251,149.00)	6.17	\$ 380,620.00
Fringe Benefits		\$ 197,439.00		\$ (85,657.00)		\$ 111,782.00
Travel		\$ 11,133.00		\$ (6,569.00)		\$ 4,564.00
Utilities				\$ -		
Institutional Support Charges		\$ 14,900.00		\$ 1,000.00		\$ 15,900.00
Plant Operation and Maintenance Charges				\$ -		
Supplies and Expenses		\$ 927,227.00		\$ (919,612.00)		\$ 7,615.00
Equipment				\$ -		
Other Expenditures				\$ 290,354.00		\$ 290,354.00
Total Expenditures	12.17	\$ 1,782,468.00	-6.00	\$ (971,633.00)	6.17	\$ 810,835.00
Ending Fund Balance		\$ 467,042.00		\$ (62,935.00)		\$ 404,107.00

Fed & State Exp: Part. Cost, PSC, Subawards, Services, IDC



Indian Resources Development Program FY24

BE BOLD. Shape the Future.
New Mexico State University



FY23 Actual:	\$265,900
FY24 Request:	\$265,900
Change	\$0

The Indian Resources Development (IRD) program began in 1977 when NMSU was awarded a W.K. Kellogg Foundation grant to encourage Navajo students to pursue degrees in agriculture and business. Before the grant expired, the New Mexico State Legislature approved the Development of Indian Resources Act (1978) which:

- a) Continued the objectives of the Kellogg Foundation grant;
- b) Expanded the scope of participants to include all New Mexico tribes and expanded the disciplines to include engineering sciences, natural resources, and economic development;
- c) Provided an annual budget to IRD.

IRD carries out its mission by connecting Native American students in New Mexico with opportunities for higher education, internships and research in the fields of agriculture, natural resources, engineering, energy, and business; and promoting self-directed and self-sustaining economic development and management of resources by Tribal Nations in NM.



Indian Resources Development Highlights

- Provides high school students and their families with informational resources to aid their exploration of higher education opportunities in New Mexico.
- Offers presentations, workshops, research experiences, and internships as career exploration opportunities.
- Supports college students in finding internship, research experiences, and other professional development opportunities that sharpen their skills and expand their technical knowledge.
- Presents students and families with potential sources of financial aid.
- Supports tribal entities in New Mexico in developing their agricultural, natural, recreation, energy, and business resources, and associated technical and managerial expertise, as a way to promote their economic development.
- Invites tribal, education, and industry leaders to meet with students to discuss education paths, career opportunities, industry trends, and leadership approaches.
- Leverages capital, human, academic, and cultural resources by identifying potential partners that could help achieve the mission of IRD of being a state-wide program that:
 - offers educational and professional development opportunities for Native American students, and
 - supports tribal nations in New Mexico in developing their own technical and managerial expertise in agriculture, natural resources, engineering, energy, and business.



2022 Spring AISES Region 3 Conference with IRD Partners UNM, NTU, Santa Fe Indian School, and Mescalero Apache School

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Indian Resources Development

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): 265,900

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): 265,900

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	44
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2. Project Description / Executive Summary:

Indian Resources Development (IRD) at NMSU is a statewide program that offers educational and professional development opportunities for Native American students from NM who are in high school and college; and supports Tribal Nations in New Mexico in developing their own technical and managerial expertise in agriculture, natural resources, engineering, energy, and business. IRD emphasizes collaborations and network building that promote self-directed and self-sustaining economic development and management of resources by Tribal Nations in New Mexico.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

IRD is requesting \$265,900 of continued level funding to serve the educational needs of students from the Pueblos, Tribes and Nations of New Mexico, and to assist New Mexico Native communities in advancing their economic development goals.

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

IRD's mission is to assist New Mexico tribal youth in becoming professional agriculturalists, business people, engineers, resource managers, and scientists prepared to contribute to the effective development and management of tribal resources in their own culturally appropriate manner. The other part of the mission is to work with Native communities in New Mexico in advancing their economic development goals

5. Key Project Objectives (Overview only – relates to separate performance measure form)

IRD has 2 key objectives that arise out of the statutory mandate:

- To assist in the education and training of Native American students in New Mexico through career discovery camps and presentations, professional development opportunities, and internships/apprenticeships/research experiences in agricultural and environmental sciences, engineering, energy, and business for the purpose of ensuring the successful development and management of tribal resources.
- To work with tribes in developing agricultural, natural and business resources, and associated technical and managerial expertise as a way to promote their economic self-sufficiency.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Note: When this document refers to “students,” it means Native American students.

In FY 2022, IRD was able to advance its mission by providing research and internship experiences for high school and college students, offering emergency scholarships and financial aid information, supporting the participation of college students in professional development conferences and meetings, and – most importantly – by serving as connector between partners and collaborators. In 2021, IRD secured funding in collaboration with other higher education institutions including tribal colleges, to offer agricultural and entrepreneurial camps and professional development workshops, as well as internships that aid in keeping college students interested and focused on staying in college and graduating. Internally, IRD put together a communications plan, published the first issues of its newsletter, added informational resources to its web site, hosted its first graduate student assistant, and continued the work of expanding tribal advisory groups for the program.

Enhance Student Success and Social Mobility

In collaboration with, and with funding support from Indian Resources Development (IRD):

- The New Mexico Institute of Mining and Technology (New Mexico Tech) gave 6 scholarships to New Mexico Tech students and hosted 2 research experiences via a \$6,000 dollar subcontract with IRD. The new contract is for \$20,000 to support research experiences, scholarships, and the promotion of coding and robotic curriculum for high schools serving Native American students.
- The Native American STEM program (NA-STEM) at the University of New Mexico (UNM) gave 8 scholarships to UNM students, placed 1 student in an internship and 3 in research experiences, and supported the participation of 26 Laguna Middle school students in Energy Day to introduce the concepts of renewable energies to pre-college students. A new contract is being prepared for FY23.
- The Center for Student Careers and Employment at San Juan College offered 2 internship opportunities to their students. An extension of the contract is being prepared since they were unable to offer all the internships they had projected to offer.
- The division of Equity and Inclusion at UNM sponsored 3 research experiences. An extension of the contract is being prepared since they were unable to offer all the research experiences they had projected to offer.
- Native American Community Academy offered communication workshops during junior seminar and IRD facilitated two one-hour workshops for 22 junior high school students.
- New Mexico Alliance for Minority Participation invited IRD to give a presentation to a cohort of 36 NMSU undergraduate research scholars about IRD resources and opportunities.
 - The department of education of Pueblo of Zuni offers informational career and college presentations called Zuni HS for College Nights. IRD presented to a group of 8 high school students about resources for Native American students at colleges and universities in New Mexico (<https://ird.nmsu.edu/na-resources.html>).
- IRD, Future Focus Education, and the NM Department of Public Education College & Career Readiness Bureau organized an information session for tribal nations interested in applying for the NMPED 2022 Summer Enrichment Internship Program grants. In attendance were 25 tribal reps from 16 tribal nations and 10 of them applied for grants: Pueblos of Acoma, Nambe, Ohkay Owingeh, Picuris, Pojoaque, Kewa, Ysleta del Sur, Zia, Zuni; and Jicarilla Apache Nation. The previous year, 6 tribal nations applied for the grant: Jicarilla Apache Nation and the Pueblos of Ohkay Owingeh, Laguna, Picuris, Pojoaque, and Kewa, however neither Ohkay Owingeh nor Laguna could complete the internships. Based on PED’s feedback, the increased number of tribal nations participating in the grants this year was due to IRD’s work and relationship with the Nations. In addition, IRD

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

provided an opportunity for Pueblos of Tesuque and Laguna to have internship support without applying for the grant. The total number of high school internships offered by the Tribes via the PED grant is 225.

-IRD, Navajo Technical University, Innoventure and American Indian Business Enterprise at Arrowhead Center offered a four-day career exploration camp related to beef management in which 9 high school students participated.

-The departments of education and employment from Kewa (Santo Domingo) Pueblo, and IRD offered a two-day college and career exploration workshops for middle and high school students, and parents. Each day 18 people participated.

-IRD placed 5 NMSU students, 1 Navajo Tech student, and 1 Dine College student in summer internships. In addition, 3 Diné College students were supported to attend the U.S. Beef Academy in Corona at the NMSU Corona Range and Livestock Research Center. An NMSU doctoral student of economic development received IRD funding support to attend the 2021 Reservation Economic Summit. From the contacts she made at the conference, she secured a job with the economic development department of the Navajo Nation. IRD funded 2 internship placements for a high school student and scholarships for 4 high school students to participate in the Spring 2022 4H Senior Leadership Retreat.

Goal 2: Elevate Research and Creativity

-Navajo Technical University, New Mexico Institute of Mining and Technology, NM Bureau of Geology and Mineral Resources, Petroleum Recovery Research Center, IRD and New Mexico State University-Center of Excellence in Sustainable Food and Agricultural Systems, organized the N4WPP Water Symposium. The Symposium brought together colleges, industry, and government labs to interact with 15 high school students and to extend educational and professional opportunities. Schools invited: Farmington HS (host), Piedra Vista, Rocinante, San Juan College HS, Bloomfield, Navajo Prep, Aztec, Crownpoint, and high schools under the Central Consolidated School District.

-IRD attended the 2022 Senior Honors Project Symposium at Santa Fe Indian School to begin supporting SFIS with identification of additional mentors, internship and research experiences, and higher education opportunities in NM. SHP provides seniors with guidance through a yearlong and thorough process of topic identification and development, and formal research. https://www.sfis.k12.nm.us/senior_honors_symposium.

-The American Indian Business Enterprise at Arrowhead Center and IRD collaborated to promote, via group trainings like the Digital Media & Marketing and Native American Sprint, the entrepreneurial and educational opportunities offered by both organizations.

Goal 3: Amplify Extension, Outreach, and Economic and Community Development

-IRD continues to work closely with the Tribal Liaison and Director of the Indian Education Division of the NM Higher Education Department to help promote each other's resources and support the work of tribal education departments across the state.

-In response to the interest expressed by tribal communities about green and hoop houses, a series of six workshops related to extending the season production were offered as a collaborative of IRD, Flower Hill Institute, Indian Pueblo Cultural Center, NMSU Cooperative Extension Service – Pueblo Extension, Pueblo of Jemez Natural Resources Department, Santa Ana Pueblo, and Dancing Butterfly Naturals. The average number of participants was 28 to 30 per session.

-IRD attended six Jemez farmers meetings to offer information about IRD services, learn about topics of interest or concern to the group, and request feedback about economic challenges faced during the worse of the COVID pandemic. The average number of attendees was 36 per meeting.

-University of New Mexico invited IRD to have an information table at the precollege session and AISES region 3 conference. At the precollege event there were 26 high school students representing Mescalero High School and Santa Fe Indian School.

-NMSU Agricultural, Consumer and Environmental Sciences invited IRD to have an informational table at the Spring 2022 Open House. Besides sharing information about IRD, there were summaries of food sovereignty efforts from Pueblos, Jicarilla Apache Nation and Mescalero Apache Tribe, and Navajo Nation; and other food sovereignty collaborative efforts. The number of people who attended was 750 and IRD spoke to about 50 of them.

-IRD met with institutional contacts from 14 higher education institutions that are part of NM Alliance for Minority Participation (<https://nmamp.nmsu.edu/>) to present about IRD and report on the work of a subgroup of the advisory committee. The goals of the subgroup are to create a plan that could increase diversity of student and faculty participation in AMP programming, and implement ways in which students interested in AMP feel more at ease about speaking with AMP faculty.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

-In Fall 2021, Dulce High School organized a college fair for which IRD provided the college contacts and had an information table. Approximately 34 high school students stopped at the IRD table.

-In Spring 2022, La Cueva High School organized a career fair at which IRD had an information table. Approximately 12 students visited with IRD representatives.

-IRD collaborated with FEMA Region 6 Interagency Recovery Coordination New Mexico Field Team and the Pueblos of Acoma, Picuris and Kewa to gain a better understanding of the COVID-19 recovery issues affecting these communities to begin identifying resources available to assist the impacted communities.

-Together with NMSU faculty and staff from various academic and student support programs, IRD presented to the tribal education department of Pueblo of Acoma about resources and opportunities for their members. The presentation was recorded so they could show it to high school students and their parents/guardians.

-IRD offered 20 presentations to high school tribal liaisons or advisors to Native American students, and 2 presentations to groups of tribal education departments regarding IRD services and offerings. IRD also met with the education director of Eight Northern Pueblos and with the

All Pueblo Council of Governors regarding IRD and its Tribal Advisory Committee.

-IRD attended the presentations of 27 Native entrepreneurs who completed a course on Financial Basics offered by New Mexico Community Capital for American Indian Business Enterprise Center clients. IRD was invited to the event to partake in the accomplishments of the participants, to be recognized for serving as connector between the two organizations, and for partially funding the effort.

-In partnership with Navajo Technical University, IRD was awarded supplemental funds on the amount of \$122,000 from the United States Department of Agriculture's National Institute of Food and Agriculture to develop experiential learning opportunities to increase retention and graduation of Native American students at New Mexico land-grant institutions. <https://news.nmsu.edu/2021/07/nmsu,-navajo-technical-university-receive-grant-funds-to-support-native-american-students-at-states-land-grant-institutions.html>

-IRD convened and facilitated meetings of faculty and staff from NMSU-Agricultural, Consumer and Environmental Sciences, Santa Fe Community College, and San Juan College to explore collaboration opportunities related to hydroponics. IRD is acting as the convener and facilitator of the conversation so more educational and work opportunities in agriculture are available for Indigenous people in New Mexico.

-IRD and Central New Mexico Community College (CNM) explored collaboration related to internships and research experiences as well as opportunities to support CNM, in collaboration with the American Indian Science and Engineering Society –region 3, in reviving the AISES chapter at CNM.

Goal 4: Build a Robust University by Implementing College-Wide, Mission-Supporting Strategic Initiatives

-In 2020 IRD branched out to North Central New Mexico, where one of the IRD staff members was located, and in 2021, after finishing its first geographical expansion plan, IRD opened a second office in Albuquerque, NM. From the Albuquerque office it is easier to reach 22 of the 23 Tribal Nations, 32 of the 35 districts identified by the NM Public Education Department-Indian Education as those serving the majority of Native American students in the State, and 11 of the 12 higher education institutions in New Mexico identified by the NM Higher Education Department-Indian Education as those serving the majority of Native American college students in the State.

- IRD produced its first 3 issues of the IRD newsletter, which is broadly distributed to partners and collaborators in education, economic development, business, agriculture, and natural resources.

-IRD expanded the Tribal Advisory Committee to include 3 members of the Navajo Nation, 2 of the Pueblos, 1 of Mescalero Apache Nation, and 1 of Jicarilla Apache Nation.

Some of the obstacles encountered during the fiscal year were the difficulty to identify IRD tribal advisory committee members from the Southern and Northern Pueblos, and Jicarilla Apache Nation; and to have to close IRD staff positions due to lack of applicants or qualified candidates.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

The statewide impact of the IRD program is that it extends the opportunity to pre-collegiate students from a specific minority group in New Mexico, namely, Native Americans, to explore higher education opportunities in critical areas for their communities, and once in school it supports them by providing professional development opportunities in the form of internships, research experiences, and participation in relevant professional and academic conferences.

The educational efforts and economic development endeavors of the IRD are aligned with the Governor’s priorities because Governor Lujan-Grisham works to ascertain the respect, welfare, and progress of Indigenous groups in New Mexico. Lujan-Grisham has demonstrated her commitment to the Indigenous peoples of New Mexico and her interest in working in a collaborative and respectful manner.

Another statewide impact of the IRD relates to the community and economic development work it does with Tribal Nations so the economic growth and public welfare of New Mexico will be promoted. The program promotes self-directed and self-sustaining economic development and management of resources by Indigenous peoples on tribal lands in New Mexico. Governor Lujan-Grisham’s administration, like IRD, emphasizes and acts on the importance she places on economic development for New Mexico, and recognizes and respects the sovereignty of tribal entities.

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

Funding received:

- In partnership with Navajo Technical University, IRD received a four-year, \$372K grant from the United States Department of Agriculture’s National Institute of Food and Agriculture to develop experiential learning opportunities to increase retention and graduation of Native American students at New Mexico land-grant institutions.
- In collaboration with the Agricultural Experiment Station, Cooperative Extension Service, and IRD, the Department of Agricultural Extension Education at NMSU received for a \$271K grant titled “Impacting Career Engagement in Agricultural, Consumer and Environmental Sciences.” The project will enhance post-secondary instruction for undergraduate students in agricultural degree programs by providing experiential learning experiences through research and extension-based fellowship opportunities while also developing needed agriculturally based workforce skills.

Pending applications:

- In collaboration with Navajo Technical University, Innoventure, and IRD, the American Business Enterprise center at Arrowhead Center applied for 40K to offer a one-week career exploration camp related to entrepreneurship in agriculture and natural resources for high school students.

9. Accomplishment/ Highlights (bullet form)

- 37 research experiences, internships, emergency scholarships, and other professional development opportunities supported
- \$643,000 funding secured with partners in higher education
- 24 number of tribal nations (15) and higher education institutions (9) with whom IRD collaborated
- 437 number of people who attended workshops, presentations, and information sessions
- 3 IRD program locations in New Mexico

Medical Projects

10. How many graduates stay in practice in New Mexico

N/A

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	Indian Resources Development
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

Indian Resources Development (IRD) aligns with strategic goal 1, particularly objective 1.4 and in 1.3. IRD provides internship as well as research experiences (goal 2) to Native American students helping them discover and strengthen their personal and professional skills, while addressing real challenges and needs of their, or other, communities (objective 2.1). IRD aligns with strategic goal 3. All 5 objectives under this goal are priorities of IRD. It promotes self-directed and self-sustaining economic development and management of resources by Indigenous peoples on tribal lands in New Mexico. Objective 3.2 is the approach IRD takes when reaching out and connecting with tribal members and leaders, exploring economic development opportunities with an indigenous community, and developing the summer camp curriculum. Objective 3.3 covers some of the focus areas of the program which are related to agricultural, engineering and environmental sciences, and business. Objective 3.4 is one of the strategies of the IRD. Alone, IRD could not accomplish its mission, so it leverages and fosters collaborations with higher education institutions in the State, Tribal Nations in New Mexico, communities, non-profits, USDA, FEMA, Public Education Department, Workforce Solutions Department, Higher Education Department, Indian Affairs Department, Department of Agriculture, Extension (objective 3.5), 4H, Arrowhead, and businesses. IRD aligns with strategic goal 4. Objective 4.1 is why IRD creates spaces and opportunities that will bring awareness to the value Native American students add to a university and community, business, and organization. IRD enacts objectives 4.2 and 4.3 by supporting the professional development of staff and student aids. Each week the staff and students hold a team meeting to discuss and decide on program efforts and potential endeavors, discuss a reading, and give constructive feedback to one another.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

Indian Resources Development (IRD) connects Native American students in New Mexico with opportunities for education, internships and research in the fields of agriculture and environmental sciences, engineering, energy, and business. IRD also promotes self-directed and self-sustaining economic development and management of resources by Indigenous peoples on tribal lands in New Mexico.

IRD is committed to linking Native American students to educational and experiential opportunities that can strengthen their skills and in this way increase their chances of achieving social mobility and increase the wellbeing of their communities and New Mexico. The statewide impact of the program is that it extends the opportunity to pre-collegiate students from a specific minority group in New Mexico, Native Americans, of exploring higher education options in critical areas for their communities via internships, research experiences, and professional and academic conferences.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<p><input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment</p> <p><input type="checkbox"/> 2. Increase student learning, retention, and degree attainment</p> <p><input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences</p> <p><input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement</p> <p><input type="checkbox"/> 5. Elevate graduate education</p> <p><input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<p><input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education</p> <p><input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity</p> <p><input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges</p> <p><input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<p><input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development</p> <p><input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility</p> <p><input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education</p> <p><input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement</p> <p><input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<p><input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff</p> <p><input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate</p> <p><input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization</p>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Indian Resources Development	FY24 Requested
Contact Name: Claudia Trueblood	\$265,900
Contact Email: cmt@nmsu.edu	

LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Educational Assistance

RPSP Objective 1: Provide Funding and broader collaboration to UNM & other NM Higher Ed institutions, among them NASTEM and AIP.	Measure Results				Measure Targets						Comments (Briefly state your case)	
	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY 20	FY 21	FY 22	FY23	FY24		
RPSP Measures:												
1 Amount of funds to UNM NA-STEM School of Engineering	\$16,448	\$19,500	\$35,000	\$27,860	\$50,000	\$30,000	\$11,000	\$4,000	\$40,000	\$40,000		The second unit of UNM with whom IRD established a contract could not use all the research placements since initiative was new and took time to develop understanding from faculty
2 Number of students funded for professional development (conferences and exchanges)	12	29	4	4	30	26	10	10	5	8		Supported 1 graduate student and 3 high school students
3 Number of students supported to participate in undergraduate internships and research experiences	0	2	5	19	5	5	5	5	20	20		The potential number of high school internship placements via PED grants to tribal nations is 225 for end of FY22

LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Diversity Engagement

RPSP Objective 2: Expose Tribal Leadership Opportunity	Measure Results				Measure Targets						Comments (Briefly state your case)	
	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY 20	FY 21	FY 22	FY23	FY24		
RPSP Measures:												
1 Number of tribal leader speaking engagements	9	25	38	40	10	15	20	20	40	50		This count (FY 21 actual) includes the interactions IRD staff had with tribal representatives, including tribal leadership, directors, liaisons.

LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: Community Engagement

RPSP Objective 1: Engage Community Through Series Events	Measure Results				Measure Targets						Comments (Briefly state your case)	
	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY 20	FY 21	FY 22	FY23	FY24		
RPSP Measures:												
1 Number of Business Leader speaking engagements	7	15	27	20	3	20	30	30	25	25		In collaboration with American Indian Business Enterprise Center, IRD offered Digital Media and Marketing Basics classes and Native American Sprint.
2 Number of student participants in the DreamKeepers program	36	13	14	437	40	40	35	35	NA	NA		DK will no longer be offered due to COVID risks. Instead IRD collaborates with higher education institutions, tribes, and high schools in offering workshops and presentations throughout the year. The number reflects that.
3 Number of students reached with workshops and presentations	NA	NA	NA	NA	NA	NA	NA	NA	120	200		New for FY23
4 Number of visits to tribal communities in New Mexico	3	7	18	18	6	6	6	6	18	20		Visits with tribal nations include in-person, which IRD was able to do, and remote contact. The count does not duplicate even if IRD met tribal nations several times.

RPSP Title: Indian Resources Development
Contact Name: Claudia Trueblood
Contact Email: cmt@nmsu.edu

FY24 Requested
 \$265,900

LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: Community Engagement

RPSP Objective 2: Inventory needs and interests of Native American communities		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY 20	FY 21	FY 22	FY23	FY24	
RPSP Measures:												
1	Number of completed inventories, as described by the objective, and given to the tribes for their use	1	4	13	15	6	3	5	5	15	20	In FY2021, IRD met with tribal education, workforce development and training, and natural resource representatives to learn about their efforts and interests, and find opportunities for collaboration. With established relationships only meeting notes and follow-ups are kept.

RPSP Objective 3: Inventory services and programs that higher ed institutions in NM offer and that relate to the areas listed in the goal		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY 20	FY 21	FY 22	FY23	FY24	
RPSP Measures:												
1	Number of higher ed instituions in NM identified and that can help fulfill the objective	13	6	9	9	15	3	6	6	10	12	IRD nurtured the relationships it had, and established new ones especially with institutions that serve the majority of Native American students in the State, that is 12.
2	Number of matches made between Native American Communities and higher ed instituion programs related to the areas listed in the goal	2	2	7	9	15	4	6	10	11	12	IRD also worked at connecting higher education institutions with each other, and tribes with each other, thus IRD is counting those connections as well as the work IRD does with HEDs in NM.

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: Indian Resources Development Total: **\$ 265,900.00**

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 204,855.00	\$ (163,547.00)	\$ 41,308.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 265,900.00	\$ -	\$ 265,900.00	
Local		\$ -		
Total Appropriations	\$ 265,900.00	\$ -	\$ 265,900.00	
Grants and Contracts				
Federal	\$ 62,000.00	\$ -	\$ 62,000.00	
State		\$ -		
Local		\$ -		
Total Grants and Contracts	\$ 62,000.00	\$ -	\$ 62,000.00	
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	\$ 327,900.00	\$ -	\$ 327,900.00	

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

	FY23 FTE		Change FTE	\$	FY24 FTE		
Faculty Salaries			0.00	\$ -	0.00		
Professional Salaries	2.65	\$ 166,616.00	0.00	\$ -	2.65	\$ 166,616.00	
Other Staff Salaries			0.00	\$ -	0.00		
Student Salaries (GA/TA)	1.59	\$ 41,500.00	(0.56)	\$ -	1.03	\$ 41,500.00	
Other Salaries			0.00	\$ -	0.00		
Total All Salaries	4.24	\$ 208,116.00	-0.56	\$ -	3.68	\$ 208,116.00	
Fringe Benefits		\$ 62,731.00		\$ -		\$ 62,731.00	
Travel		\$ 7,500.00		\$ -		\$ 7,500.00	
Utilities				\$ -			
Institutional Support Charges		\$ 13,100.00		\$ -		\$ 13,100.00	
Plant Operation and Maintenance Charges				\$ -			
Supplies and Expenses		\$ 200,000.00		\$ (140,000.00)		\$ 60,000.00	
Equipment				\$ -			
Other Expenditures				\$ -			
Total Expenditures	4.24	\$ 491,447.00	-0.56	\$ (140,000.00)	3.68	\$ 351,447.00	
Ending Fund Balance		\$ 41,308.00		\$ (23,547.00)		\$ 17,761.00	



Center for Research and Education with Equity in STEM (CREES)

FY24

Center for Research and Education with Equity in STEM (CREES)

FY23 Actual: \$0
FY24 Request: \$300,000
\$ Change: \$300,000

In October 2021, NM’s Economic Development Department released a multi-year strategic plan that outlines strategies and opportunities to diversify the state’s economic sector in nine targeted industrial sectors. Foundational to the successful implementation of this statewide plan is the need to build a strong pipeline of students prepared to enter the STEM workforce, which in turn requires a strong cadre of STEM educators.

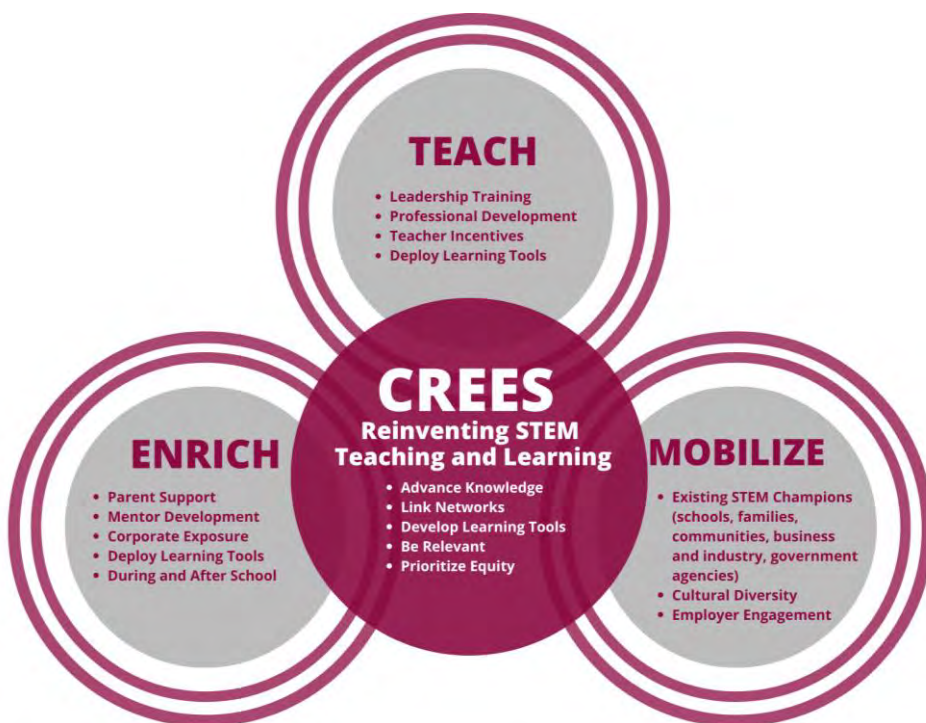
In response to this challenge to broaden and increase students with STEM-based knowledge and skills, the **Center for Research and Education with Equity in STEM (CREES)** is proposed as a statewide resource to develop strategies for STEM teaching and learning that can be scaled and replicated for long-term sustainability and integrated impact for K-16 student success. CREES will serve as an interdisciplinary resource for educators to advance common interests in STEM teaching and learning through research, teaching and public service. A key objective of CREES is the creation of an inclusive community that fosters a commitment to scholarly teaching and learning to effectively broaden participation in STEM. CREES will focus on creation of a **Community-based** ecosystem comprised of educators, employers, and community entities to ensure students are not excluded from future career opportunities due to a lack of awareness or misalignment in culturally and demographically responsive educational offerings.



MISSION

Serving the educational needs of New Mexico’s population through culturally, geographically and demographically responsive research in STEM teaching and learning. CREES – a *Spanish term meaning “to think or to believe”* - will elevate STEM education across the K-16 pipeline as follows:

- (1) Broaden and increase student participation in K-16 STEM-based cross-curricular and problem-solving activities to foster awareness of STEM-based career options.
- (2) Foster multi-disciplinary research in STEM teaching and learning that builds on and unifies “pockets of excellence” currently in place across the K-16 educational pathway; and
- (3) Foster participatory engagement that brings together students, educators, employers, and community members to elevate and enhance access to quality STEM teaching and learning statewide.



METRICS FOR SUCCESS



Increase number of students engaged in STEM

- Number of undergraduate students participating in STEM-based experiential learning activities.
- Number of students participating in experiential learning that align with NM target industry sectors.
- Increase in STEM identity – confidence and interest in STEM career fields.
- Increase demographic diversity.



Foster Best Practice in STEM teaching and learning that can be scaled and replicated

- Number of graduate students participating in STEM teaching and learning research.
- Number of faculty actively participating in CREES.
- Number of STEM teaching and learning proposals submitted.



Elevate engagement across all stakeholders in STEM teaching and learning

- Number of participating schools.
- Number of K-12 students participating in STEM outreach programming.
- Increase demographic diversity.
- Number of teachers participating in STEM teaching and learning professional development.
- Number of participating employers.



Statewide Impact

As evidenced in Yazzie-Martinez vs the State of New Mexico, the “vast majority of New Mexico’s at-risk children finish each school year without the basic literacy and math skills to pursue post-secondary education or a career.” There is a critical need to foster *Community-Based* participatory engagement that brings together students, faculty, employers, and community members to elevate and enhance access to quality STEM teaching and learning statewide, and broaden awareness about career options for New Mexico’s youth.

CREES directly addresses these concerns, and supports additional challenges outlined in the multi-year NM Economic Development Strategic Plan (*Empower and Collaborate: New Mexico’s Economic Path Forward*) to increase and broaden participation in STEM-based education and degree attainment as a means of elevating high-wage employment in the state.

PROGRAM GOALS AND OBJECTIVES

- (1) CREES will enhance the learning experience for K-16 students through participation in cross-curricular, problem-solving activities that augment classroom learning.
- (2) CREES will focus on fostering multi-disciplinary research in STEM teaching and learning by building on and unifying “pockets of excellence” currently in place through varied funded research grants and/or philanthropic resources.
- (3) CREES will serve as an institutional resource for proposal writing, inspiring peer support for innovation and exploration of issues related to culturally and demographically responsive teaching and learning that can broaden participation in STEM, and sharing of *Best Practice* for program assessment and evaluation.
- (4) CREES will advance scholarly proposals, publications, and activities that elevate STEM education as *inclusive* as opposed to *elusive*, fostering opportunities to create targeted support pathways for academic growth to ensure all students thrive.
- (5) CREES will cultivate and nurture partnerships and collaborations with K-16 educational institutions to collectively build capacity and engagement in STEM teaching and learning.
- (6) CREES will develop STEM-based professional development modules, delivered via NMSU On-Demand, for teachers in STEM fields and/or CTE.
- (7) CREES will broaden statewide participation and alignment of STEM outreach programming, curricular and co-curricular, in partnership with schools, employers, and community networks.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Center for Research and Education with Equity in STEM (CREES)

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): 300,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): [Click or tap](#)

Type of Project (X for Type)			
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input checked="" type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

[Click or tap here to enter text.](#)

1. Number of years the project has received General Fund support (Disregard if new program):	N/A
---	-----

2. Project Description / Executive Summary:

The proposed Center for Research and Education with Equity in STEM (CREES) will serve as an interdisciplinary resource for faculty, staff and other organizations across campus to advance common interests in STEM teaching and learning through research, teaching and public service. A key objective of CREES is the creation of an inclusive community that fosters a commitment to scholarly teaching and learning to effectively broaden participation in STEM through the creation of a connected and networked K-16 educational ecosystem. CREES will enhance the learning experience for K-16 students through engagement in cross-curricular, problem-solving activities that augment classroom learning. CREES will focus on fostering multi-disciplinary research in STEM teaching and learning by building on and unifying “pockets of excellence” currently in place through varied funded research grants and/or philanthropic resources. CREES will serve as an institutional resource for proposal writing, inspiring peer support for innovation and exploration of issues related to teaching and learning that can broaden participation in STEM, assistance with IRB submissions, and sharing of Best Practice for program assessment and evaluation. Through informal mentoring and participation, CREES will advance scholarly proposals, publications, and activities that elevate STEM education as *inclusive* as opposed to *elusive*, fostering opportunities to create targeted support pathways for academic growth to ensure all students thrive. Further, CREES will cultivate and

2. Project Description / Executive Summary:

nurture partnerships and collaborations with K-16 educational institutions to collectively build capacity and engagement in STEM teaching and learning. As evidenced in the Yazzie-Martinez vs the State of New Mexico, lawsuit, which states that the “vast majority of New Mexico’s at-risk children finish each school year without the basic literacy and math skills to pursue post-secondary education or a career,” there is a critical need to foster *Community-Based* participatory engagement that brings together students, faculty and community members to elevate and enhance access to quality STEM teaching and learning statewide. Co-curricular STEM-based outreach activities will be elevated as Best Practice for scale and adoption via in-school and out-of-school engagement. Professional development modules, leveraging NMSU On-Demand, will be created for emerging and current STEM educators to improve depth and breadth of knowledge in STEM concepts, skills and use of related equipment and programming.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

In October 2021, NM’s Economic Development Department released a multi-year strategic plan that outlines strategies and opportunities to diversify the state’s economic sector in nine targeted industrial sectors. Foundational to the successful implementation of this plan is the need to build a strong pipeline of educators who can help educate the state’s future workforce, particularly in STEM fields. The state plan also calls for stronger alignment and collaboration between higher education, communities, and employers to ensure students are not excluded from future career opportunities due to a lack of or misalignment in educational offerings. In response to this challenge to broaden and increase students with STEM-based knowledge and skills, the Center for Research Education in Equity in STEM (CREES) is proposed as a resource whose mission is to advance community-based research in STEM teaching and learning with a focus on elevating STEM education across the K-16 pipeline. The scope of this mission is threefold: (1) broaden and increase student engagement in STEM-based cross-curricular and problem-solving activities, (2) foster multi-disciplinary research in STEM teaching and learning that builds on and unifies “pockets of excellence” currently in place, and (3) foster Community-Based participatory engagement that brings together students, faculty and community members to elevate and enhance access to quality STEM teaching and learning statewide. As a statewide resource, CREES will develop strategies for STEM teaching and learning that can be scaled and replicated for long-term sustainability and integrated impact on K-16 student success. The requested funding is proposed as follows:

- Program Director: Operational lead for CREES and will serve as point of contact for the broader external community-based engagement with schools, employers and other stakeholders. Will assist in providing direction for identifying, leveraging, and developing educational resources for use by faculty, staff, and students.
- Faculty support: Summer support for engaged faculty to develop and/or implement CREES-related teaching and learning proposals, research publications, or outreach programming.
- Other salaries (Program Coordinator, Post Doc, Graduate Students, undergraduate students): Support for researchers to advance proposals and publications in evidence-based STEM teaching and learning. Support for teacher professional development, via NMSU On-Demand, in STEM and Career Technical Education (CTE) areas of interest/need. Support for alignment of current and future outreach programming with state workforce needs in targeted industrial sectors.
- Travel: Meetings and program development/delivery with schools, employers, and state agencies. Presentations of research at educational conferences where applicable.
- Supplies, Expenses and Equipment: General supplies and materials for program development and delivery, business-related meals/food items, and computer equipment for CREES personnel.
- Other expenditures: Subcontract funding for NMSU SOAR Lab for program evaluation and assessment.

3. Budget Narrative (Overview only – Relates to separate Budget Form)**4. Program Mission (include population served, other demographic info):**

The Center for Research Education in Equity in STEM (CREES) is proposed as a resource whose mission is to advance community-based research in STEM teaching and learning with a focus on elevating STEM education across the K-16 pipeline. The scope of this mission is threefold: (1) broaden and increase student engagement in STEM-based cross-curricular and problem-solving activities, (2) foster multi-disciplinary research in STEM teaching and learning that builds on and unifies “pockets of excellence” currently in place, and (3) foster Community-Based participatory engagement that brings together students, faculty and community members to elevate and enhance access to quality STEM teaching and learning statewide. As a statewide resource, CREES will develop strategies for STEM teaching and learning that can be scaled and replicated for long-term sustainability and integrated impact on K-16 student success.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

The scope of this mission is threefold: (1) broaden and increase student engagement in STEM-based cross-curricular and problem-solving activities, (2) foster multi-disciplinary research in STEM teaching and learning that builds on and unifies “pockets of excellence” currently in place, and (3) foster Community-Based participatory engagement that brings together students, faculty and community members to elevate and enhance access to quality STEM teaching and learning statewide.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Click or tap here to enter text.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

CREES directly addresses challenges outlined in the multi-year NM Economic Development strategic Plan (Empower and Collaborate: New Mexico’s Economic Path Forward) to increase and broaden participation in STEM-based education and degree attainment as a means of elevating high-wage employment in the state. Anticipated outcomes include: (1) increased engagement by under-represented and under-served populations across K-16, (2) advancement of STEM teaching and learning research to foster Best Practice that can be adopted, scaled, and replicated, (3) development of STEM-based professional development modules, delivered via NMSU On-Demand, for teachers in STEM fields and/or CTE, (4) broaden engagement and alignment of STEM outreach programming, curricular and co-curricular, in schools districts statewide.

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

There are currently various federal NSF STEM-based grants in place at NMSU that will be leveraged, connected, and elevated as Best Practice to advance STEM teaching and learning strategies. Additional philanthropic and state funding for STEM outreach programming from NM PED will also be leveraged to broaden engagement across underserved school districts statewide.

9. Accomplishment/ Highlights (bullet form)

Click or tap here to enter text.

Medical Projects	
10. How many graduates stay in practice in New Mexico	Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	Center for Research Education with Equity in STEM (CREES)
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
--

The proposed Center for Research Education with Equity in STEM (CREES) will serve as an interdisciplinary resource for faculty, staff and other organizations across campus to advance common interests in STEM teaching and learning through research, teaching and public service. A key objective of CREES is the creation of an inclusive community that fosters a commitment to scholarly teaching and learning to effectively broaden participation in STEM through the creation of a connected and networked K-16 educational ecosystem.

LEADS 2025 Goal 1: CREES will enhance the learning experience for K-16 students through engagement in cross-curricular, problem-solving activities that augment classroom learning. Students will be engaged in problem-solving experiences that foster critical thinking and solution-seeking skills that can be used in school and throughout their lives. Examples of these experiences include undergraduate research experiences, Aggie Shark Tank, Aggie Innovation Space, a variety of student competitions, and near-peer mentoring through the STEM Outreach Center, STEM Studio, Young Women in Computing, and the NM PREP Academy. While these programs currently exist independent of the proposed CREES, they provide opportunities for faculty and staff to influence STEM student learning and engagement as part of the NMSU academic culture.

LEADS 2025 Goal 2: CREES is focused on fostering multi-disciplinary research in STEM teaching and learning by building on and unifying “*pockets of excellence*” currently in place through varied funded research grants and/or philanthropic resources. The proposed CREES will serve as an institutional resource for proposal writing, inspiring peer support for innovation and exploration of issues related to teaching and learning that can broaden participation in STEM, assistance with IRB submissions, and sharing of Best Practice for program assessment and evaluation. Through informal mentoring and participation, CREES will advance scholarly proposals, publications, and activities that elevate STEM education as *inclusive* as opposed to *elusive*, fostering opportunities to create targeted support pathways for academic growth to ensure all students thrive.

LEADS 2025 Goal 3: CREES will cultivate and nurture partnerships and collaborations with K-16 educational institutions to collectively build capacity and engagement in STEM teaching and learning. As evidenced in the Yazzie-Martinez vs the State of New Mexico, lawsuit, which states that the “vast majority of New Mexico’s at-risk children finish each school year without the basic literacy and math skills to pursue post-secondary education or a career,” there is a critical need to foster *Community-Based* participatory engagement that brings together students, faculty and community members to elevate and enhance access to quality STEM teaching and learning statewide. Co-curricular STEM-based outreach activities will be elevated as Best Practice for scale and adoption via in-school and out-of-school engagement. Professional development modules, leveraging NMSU On-Demand, will be created for emerging and current STEM educators to improve depth and breadth of knowledge in STEM concepts, skills and use of related equipment and programming.

LEADS 2025 Goal 4: CREES will advance equity, inclusion and diversity to effectively engage cultivate faculty and staff excellence, while enhancing productivity and improving the work climate at NMSU.

3.

In October 2021, NM’s Economic Development Department released a multi-year strategic plan that outlines strategies and opportunities to diversify the state’s economic sector in nine targeted industrial sectors. Foundational to the successful implementation of this plan is the need to build a strong pipeline of educators who can help educate the state’s future workforce, particularly in STEM fields. The state plan also calls for stronger alignment and collaboration between higher education, communities, and employers to ensure students are not excluded from future career opportunities due to a lack of or misalignment in educational offerings. In response to this challenge to broaden and increase students with STEM-based knowledge and skills, the Center for Research Education in Equity in STEM (CREES) is proposed as a resource whose mission is to advance community-based research in STEM teaching and learning with a focus on elevating STEM education across the K-16 pipeline. The scope of this mission is threefold: (1) broaden and increase student engagement in STEM-based cross-curricular and problem-solving activities, (2) foster multi-disciplinary research in STEM teaching and learning that builds on and unifies “pockets of excellence” currently in place, and (3) foster Community-Based participatory engagement that brings together students, faculty and community members to elevate and enhance access to quality STEM teaching and learning statewide. As a statewide resource, CREES will develop strategies for STEM teaching and learning that can be scaled and replicated for long-term sustainability and integrated impact on K-16 student success.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<p><input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment</p> <p><input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment</p> <p><input checked="" type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences</p> <p><input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement</p> <p><input checked="" type="checkbox"/> 5. Elevate graduate education</p> <p><input checked="" type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<p><input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education</p> <p><input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity</p> <p><input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges</p> <p><input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<p><input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development</p> <p><input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility</p> <p><input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education</p> <p><input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement</p> <p><input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<p><input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff</p> <p><input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate</p> <p><input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization</p>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

FY23 Request

RPSP Title:

Center for Research and Education with Equity in STEM (CREES)

Contact Name: Phillip Post

Contact Email: ppost@nmsu.edu

\$300,000

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Broaden Participation in STEM

RPSP Objective 1: Increase number of students engaged in STEM		Measure Targets		Comments (Briefly state your case)
		FY23	FY24	
RPSP Measures:				
1	Number of undergraduate students participating in STEM-based experiential learning activities at NMSU	NA	250	
2	Number of students participating in experiential learning that align with NM target industry sectors	NA	150	
3	Increase in STEM identity	NA	80%	Based on post-program survey of participating students

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: Advance STEM teaching and learning research

RPSP Objective 1: Foster Best Practice in teaching and learning that can be scaled and replicated		Measure Targets		Comments (Briefly state your case)
		FY23	FY24	
RPSP Measures:				
1	Number of faculty actively engaged in CREES	N/A	15	Develop networked community to advance STEM teaching and learning, with a particular focus on under-served populations.
2	Number of STEM teaching and learning proposals submitted	N/A	4	
3	Number of graduate students engaged in STEM teaching and learning research	N/A	10	

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: Advance Community-based Research

RPSP Objective: Elevate engagement across all stakeholders in STEM teaching and learning		Measure Targets		Comments (Briefly state your case)
		FY23	FY24	
RPSP Measures:				
1	Number of public schools engaged	N/A	15	
2	Number of students participating in STEM outreach programming	N/A	3500	
3	Number of employers engaged	NA	10	
4	Number of teachers participating in STEM teaching and learning professional development	NA	25	

RPSP-Budget 1

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

Institution:

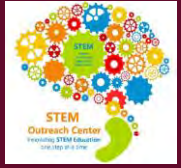
RPSP Project: Total:

Budget versus Actual	Budget	Change	Request	Comments	
Revenue and Transfers	FY 23		FY 24		
Beginning Fund Balance	<input type="text"/>	\$ -	\$ -		
Appropriations					
Federal	<input type="text"/>	\$ -	<input type="text"/>		
State plus Tobacco Settlement Fund	<input type="text"/>	\$ 300,000.00	\$ 300,000.00		
Local	<input type="text"/>	\$ -	<input type="text"/>		
Total Appropriations	\$ -	\$ 300,000.00	\$ 300,000.00		
Grants and Contracts					
Federal	<input type="text"/>	\$ -	<input type="text"/>		
State	<input type="text"/>	\$ -	<input type="text"/>		
Local	<input type="text"/>	\$ -	<input type="text"/>		
Total Grants and Contracts	\$ -	\$ -	\$ -		
Private Gifts, Grants and Contracts	<input type="text"/>	\$ -	<input type="text"/>		
Land & Permanent Fund or Local Property Taxes	<input type="text"/>	\$ -	<input type="text"/>		
Tuition and Fees	<input type="text"/>	\$ -	<input type="text"/>		
Endowment	<input type="text"/>	\$ -	<input type="text"/>		
Sales and Services	<input type="text"/>	\$ -	<input type="text"/>		
Other Sources - Detail in Comments	<input type="text"/>	\$ -	<input type="text"/>		
Total Revenues	\$ -	\$ 300,000.00	\$ 300,000.00		
Transfers (to) from					
Instruction and General	<input type="text"/>	\$ -	<input type="text"/>		
Student Social and Cultural	<input type="text"/>	\$ -	<input type="text"/>		
Research	<input type="text"/>	\$ -	<input type="text"/>		
Public Service	<input type="text"/>	\$ -	<input type="text"/>		
Internal Service	<input type="text"/>	\$ -	<input type="text"/>		
Student Aid	<input type="text"/>	\$ -	<input type="text"/>		
Auxiliary Enterprises	<input type="text"/>	\$ -	<input type="text"/>		
Athletics	<input type="text"/>	\$ -	<input type="text"/>		
Independent Operations	<input type="text"/>	\$ -	<input type="text"/>		
Capital Outlay	<input type="text"/>	\$ -	<input type="text"/>		
Renewal and Replacement	<input type="text"/>	\$ -	<input type="text"/>		
Total Transfers	\$ -	\$ -	\$ -		
Expenses					
	FY23 FTE	Change FTE	\$ -	FY24 FTE	
Faculty Salaries		0.25	\$ 28,000.00	\$ 28,000.00	Summer support
Professional Salaries		1.00	\$ 65,090.00	\$ 65,090.00	Program Director
Other Staff Salaries		0.50	\$ 35,000.00	\$ 35,000.00	Post Doc
Student Salaries (GA/TA)		1.00	\$ 30,000.00	\$ 30,000.00	2 Graduate Students
Other Salaries		0.50	\$ 20,000.00	\$ 20,000.00	Program Coordination
Total All Salaries	0.00	\$ -	\$ 178,090.00	0.00 \$ 178,090.00	
Fringe Benefits			\$ 52,714.00	\$ 52,714.00	
Travel			\$ 15,000.00	\$ 15,000.00	In-state and conference travel
Utilities			\$ -		
Institutional Support Charges			\$ 12,000.00	\$ 12,000.00	4% Institutional Support Fee
Plant Operation and Maintenance Charges			\$ -		
Supplies and Expenses			\$ 7,196.00	\$ 7,196.00	General supplies and Materials
Equipment			\$ 5,000.00	\$ 5,000.00	Computers/laptops/other technology
Other Expenditures			\$ 30,000.00	\$ 30,000.00	Subcontract to SOAR Lab for evaluation
Total Expenditures	0.00	\$ -	\$ 300,000.00	0.00 \$ 300,000.00	
Ending Fund Balance			\$ -	\$ -	



STEM K-12 Career Pipeline

2023-2024



STEM K-12 Pipeline

FY23 Actual: \$100,000

FY24 Request: \$100,000

Change: \$0

Research demonstrates that it is crucial for students to engage in career exploration early on, including building self-awareness, learning about multiple careers, and developing a pathway towards reaching a career goal in middle and early high school, (ACTE, 2022). Experience-based STEM exploration helps students form positive identities about their ability and interest in STEM fields and integrating career and STEM exploration helps students make connections between STEM and high-value careers.

The STEM K-12 Career Pipeline's **Mission** is to:

Increase middle and high school students' awareness of high-value STEM careers, and the pathways available to them to attain those careers, through post-secondary certificates, community college, and college pathways.

The STEM K-12 Career Pipeline will support 200+ students in the border region who are underrepresented in post-secondary education.



Middle school students engaging in Chemistry, June 2022



Gadsden High School students, Career Exploration camp, June 2022

Establish school-based programs in middle and high schools that engage students with a career exploration curriculum that supports career exposure, evaluation, and preparation in relation to student career interests.

The curriculum will include opportunities to visit and experience NMSU, DACC, and other programs that are available, including assistance with financial aid, admissions process, and understanding the benefits of dual credit courses. Students will explore their interests and skills and will connect with post-secondary students and professionals in their interest field who can help them get authentic exposure to various careers.

Provide professional learning opportunities for K-12 teachers to increase STEM content knowledge and support inquiry-based instructional practices in mathematics and science courses.

The STEM K-12 Career Pipeline will support 50+ K-12 teachers to increase their exploration and understanding of fundamental STEM concepts, connections to careers, implementation of interactive STEM exploration activities in their classrooms, and multicultural practices to help students see themselves in STEM fields.



Santa Teresa High School teachers, Career Exploration Camp, June 2022

Evaluate program impact on student and teacher outcomes through regular data collection, analysis, and utilization.



BE BOLD. Shape the Future. New Mexico State University

STEM K-12 Career Pipeline Overview

This new program sits within the **Institute for Excellence in Math and Science Education (IEMSE)** in the **College of HEST** to improve STEM learning for teachers and students in grades K-12 and prepare students with the knowledge and skills necessary for success in post-secondary education and careers in high-need STEM fields.

The program will support 50+ teachers and 100+ students in grades K-12th who have historically been underserved by our education system. Hispanic and Native American students and students experiencing poverty are disproportionately less likely to pursue STEM careers due to a lack of opportunity, access, and resources to STEM experiences. In alignment with the Martinez and Yazzie v. NM lawsuit, the STEM K-12 Pipeline Program is committed to providing students with rigorous and culturally relevant STEM and career exploration experiences that prepare them to make informed decisions about their post-secondary pathways, connect them with resources that will help them success and complete post-secondary courses, and be prepared to enter a competitive workforce.

K-12 teachers in New Mexico have limited access to high-quality STEM learning and resources to increase their STEM content and pedagogical knowledge that leads to low levels of student excitement and interest in STEM fields. The program will increase teachers' exploration and understanding of fundamental STEM concepts, connections to careers, and implementation of interactive STEM exploration activities to meet the needs of students K-12.

Leveraged Funds

The funds will be used to provide career exploration and pathways curriculum, experience-based STEM outreach opportunities, and high-quality resources for students. The funds will also allow for the professional development for K-12 teachers to remedy historical inequities and promote a future career-ready workforce that can meet the state's economic challenges while embracing and valuing the strength of our diverse cultures and population.

The recurring funds provide K-12 students STEM and career-readiness opportunities as long-term solutions to address the underlying issues with equitable student access to high-quality STEM learning.

Partnerships

As part of the STEM K-12 Pipeline, NMSU/DACC and community organizations and businesses will collaborate to expand career exploration efforts to K-12 students through career-focused and experience-based learning environments, interest exploration, and understanding of scholarship opportunities. Partners will focus on helping all K-12 students see themselves in STEM careers, including mentorships with professionals from similar demographics.

The partnership will also facilitate the exploration of the post-secondary education including understanding the time and cost benefits of dual-credit, certification, technical, and undergraduate/graduate degree programs.



Contact Erika Acosta | ejacosta@nmsu.edu | 915-588-2078

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**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	STEM K12 Career Pipeline

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$100,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$100,000

Type of Project (X for Type)			
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input checked="" type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

Click or tap here to enter text.

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

2. Project Description / Executive Summary:

This new program sits within the Institute for Excellence in Math/Science Education in the College of HEST to improve STEM learning for teachers and students in grades K-12 and prepare students with the knowledge and skills necessary for success in post-secondary education and careers in high-need STEM fields. The funds will support K-12 students who have historically been under-served by our education system. Hispanic and Native American students and students experiencing poverty are disproportionately less likely to pursue STEM careers due to a lack of opportunity, access, and resources to STEM experiences. In alignment with the Martinez and Yazzie v. NM lawsuit, the STEM K-12 Pipeline Program is committed to providing students with rigorous and culturally relevant STEM and career exploration experiences that prepare them to make informed decisions about their post-secondary pathways, connect them with resources that will help them success and complete post-secondary courses, and be prepared to enter a competitive workforce.

Furthermore, K-12 teachers in New Mexico have limited access to high-quality STEM learning and resources to increase their STEM content and pedagogical knowledge that leads to low levels of student excitement and interest in STEM fields. The funds will be used to provide career exploration and pathways curriculum, experience-based STEM outreach opportunities, and high-quality resources for students. The funds will also allow for the professional development for K-12 teachers to remedy historical inequities and promote a future career-ready

2. Project Description / Executive Summary:

workforce that can meet the state's economic challenges while embracing and valuing the strength of our diverse cultures and population.

The recurring funds provide K-12 students STEM and career-readiness opportunities as long-term solutions to address the underlying issues with equitable student access to high-quality STEM learning.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Salaries are necessary for the STEM Specialists to implement the STEM/Career Exploration program. Fringe is calculated and assessed at our negotiated and approved rates set by our cognizant agent. Travel funds will be disbursed to reimburse the STEM Specialists for the numerous site visits to participating schools 30 or more miles away from NMSU. The Specialists will provide support to the teachers, facilitators, students and staff for current and future programmatic content needs. We are requesting budget for supplies which will provide the educational materials necessary for the hands-on, experiential learning opportunities. Meals and snacks will be provided for the K-12 participants during the campus visits and the teacher workshops. Printing and reproduction will be utilized for the training materials for both the students and teachers alike. Training allowance and/or scholarships will be given to the teacher participants to support the STEM content knowledge professional development.

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

The mission of the STEM K-12 Pipeline is the following:

- Increase middle and high school students' awareness of high-value STEM careers, and the pathways available to them to attain those careers, through post-secondary certificates, community college, and college pathways. Focus will be on students in the border region who are underrepresented in post-secondary education.
- Establish school-based programs in middle and high schools that engage students with a career exploration curriculum that supports career exposure, evaluation, and preparation in relation to student career interests. The curriculum will include opportunities to visit and experience NMSU, DACC, and other programs that are available, including assistance with financial aid, admissions process, and understanding the benefits of dual credit courses.
- Provide professional learning opportunities for K-12 teachers to increase STEM content knowledge and support inquiry-based instructional practices in mathematics and science courses.
- Evaluate program impact on student and teacher outcomes through regular data collection, analysis, and utilization.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

RPSP Objective 1: Increase the number of 6th -12th students participating in career exploration and STEM fields.

RPSP Objective 2: Increase K-12 teachers' 1) exploration and understanding of fundamental STEM concepts, connections to careers, and 2) implementation of interactive STEM exploration activities to meet the needs of all students in the K-12 school system.

RPSP Objective 3: The STEM K-12 Pipeline staff will present at conferences, and publish articles related to the findings in the collaboration efforts and student engagement activities relevant to the project.

RPSP Objective 4: The STEM K-12 Pipeline staff will collaborate with NMSU/DACC departments and community organizations to expand career exploration efforts to K-12 students through career-focused learning environments, interests exploration, an understanding of scholarship opportunities, as well as the benefits of dual-credit, certification, and technical/ undergraduate/graduate degree programs.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

RPSP Objective 1: Increase the number of 6th-12th students participating in career exploration and STEM fields.

Challenges

- Too many students in the border region have never been on campus, have no mental models for college life, have no idea how to access financial aid, and have not envisioned a career pathway that involves STEM options. They are unaware that 4-year college is not the only option or way to enter STEM – they do not know about certificate programs, community college, etc., that would give them an attainable entry point into post-secondary education and ease the way into more traditional 4- to 6-year programs.
- Lack of career exploration curricula that is accessible to students. Work must be done to modify the curricula to meet the needs of students.
- Determining the logistics to get maximum participation is a challenge in any summer program, particularly one that involves high school students. While participation in the pilot Summer Camp was satisfactory, it could be improved.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

- More students in the border area who are typically underserved in post-secondary education will successfully transition into post-secondary STEM education and career preparation pathways.
- Increase in teacher content knowledge of STEM and connections to career pathways → more impactful instruction in K-12 STEM classrooms that develops student identities → more students successfully entering into the STEM pipeline and exit into high-value careers.
- Lessons learned from the project will be investigated and the results disseminated so that similar projects and the broader community will be able to use the ideas and move them forward.

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

No

9. Accomplishment/ Highlights (bullet form)

We piloted a two-week Career Exploration Summer Camp in June 2022 where 15 high school teachers/counselors/administrators and 60 high school students participated. When students first arrived to the NMSU/DACC campuses, they did not have a vision for education after high school. The university campus visits included interactions with current NMSU/DACC students and student organizations, small group experience-based sessions in various departments from NMSU and DACC, as well as 2 whole group presentations by financial aid/admissions departments. After 8 days, the students were able to complete a presentation that highlighted their career interests and the secondary/post-secondary pathway they would take to get there.

Medical Projects	
10. How many graduates stay in practice in New Mexico	N/A

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	STEM K-12 Career Pipeline
-------------------------------	---------------------------

1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

The first and second STEM K-12 Career Pipeline goals align with NMSU LEADS 2025 Goal 1: Enhance Student Success and Social Mobility.

Goal 1 is to enhance K-12 student understanding of STEM careers, personal discovery of interests and skills, high-value careers, and post-secondary education opportunities through engagement with K-12 students, including underrepresented minorities and first-generation college students.

In terms of increasing the number of 6th-12th grade students participating in career exploration and STEM fields, the program will actively: use career exploration curriculum, resources, and tools; engage students in experience-based interactions with professionals in diverse fields and paths; support students through guided planning for post-secondary pathways; promote and facilitate student participation in STEM related activities and programs; and impact family and community members through shared information about how to best navigate and support their children.

Goal 2 is to optimize K-12 teacher professional development in STEM content and career exploration. In terms of enhancing student success, the program will optimize professional learning and development experiences for K-12 teachers, including an increase in the exploration and understanding of fundamental STEM concepts, connections to careers, and implementation of interactive STEM experiences in teachers' classroom.

The third STEM K-12 Career Pipeline goal aligns with NMSU LEADS 2025 Goal 2: Elevate Research and Creativity. Goal 3 is to produce and present relevant research findings. In terms of research, the program staff will complete and publish articles, and present findings about the collaboration efforts and how these impacted levels of student engagement and awareness about multiple career options.

The fourth goal STEM K-12 Career Pipeline aligns with NMSU LEADS 2025 Goal 3: Amplify Extension and Outreach. Goal 4 is to develop and implement an outreach and extension program between NMSU, DACC, community organizations, local businesses, and local school districts that connects K-12 students with STEM and career exploration experiences.

In terms of outreach, the program will actively collaborate with various NMSU and DACC departments, as well as community organizations and local businesses, in order to expand career awareness and exploration efforts to K-12 students so that they may understand their post-secondary opportunities and the benefits of dual-credit, certification, technical, and undergraduate/graduate degree programs.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

STEM K-12 Career Pipeline is a STEM and career awareness and exploration partnership between local school districts, NMSU, and DACC to provide solutions to address the underlying challenges of equitable student access to high-quality STEM and career learning, including 1) limited exposure and exploration of STEM experiences for under-represented student populations, 2) limited mental models for admission process and college life/expectations, 3) lack of career awareness/exploration curricula and experience-based opportunities, and 4) secondary students with unclear or unknown post-secondary career plans. Our mission is to increase students’ awareness of high-value STEM careers and the pathways that will help them attain those careers, establish school-based programs for secondary students to engage in personal discovery of interests and skills, as well as in career awareness, exploration, and preparation. Additionally, we aim to provide professional development in STEM content to K-12 teachers so as to increase content knowledge, connections to careers, and support inquiry-based practices in the classroom. The program connects post-secondary departments with students who lack opportunity, access, and resources to STEM experiences. The program is committed to providing students with rigorous high-quality and culturally relevant STEM and career exploration experiences that prepare them to make informed decisions about their post-secondary pathways, connect them with resources that will help them success and complete post-secondary courses, and prepare them to enter a competitive workforce. Through this collaborative, more than 14 departments from NMSU and DACC have committed to creating interactive, hands-on experiences for middle and high school students, allowing these students to see themselves in various fields, explore interests and connect to new fields, ask questions, meet current post-secondary students and professionals, and develop a plan for pursuing career interests.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input checked="" type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input type="checkbox"/> 5. Elevate graduate education <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities
<input type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: STEM K12 Pipeline</p> <p>Contact Name: Erika Acosta Dr. Wanda Bulger-Tamez</p> <p>Contact Email: ejacosta@nmsu.edu wguzman@nmsu.edu</p>	<p>FY24 Request</p> <div style="border: 2px solid black; background-color: yellow; padding: 5px; width: fit-content; margin: 0 auto;"> <p>\$100,000</p> </div>
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NMSU LEADS 2025 Goal: **1 - Enhance Student Success and Social Mobility**

RPSP Goal: Enhance K-12 student understanding of STEM careers, personal discovery of interests and skills, high-value careers, and post-secondary education opportunities through engagement with K-12 students, including underrepresented minorities and first generation college students.

RPSP Objective 1: Increase the number of 6th-12th students participating in career exploration and STEM fields.		Measure Targets		Comments (Briefly state your case)
RPSP Measures:		FY23	FY24	
1	Number of students using career exploration curriculum, resources, and tools.	100	150	
2	Number of students engaged in experience-based interactions with professionals in diverse fields and paths.	100	150	
3	Number of students supported through guided planning for college and career pathways in secondary and post-secondary education.	100	150	
4	Number of students participating in STEM related activities and programs	100	150	

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: STEM K12 Pipeline	FY24 Request
Contact Name: Erika Acosta Dr. Wanda Bulger-Tamez	\$100,000
Contact Email: ejacosta@nmsu.edu wguzman@nmsu.edu	

5	Number of family and community members impacted by STEM K12 pipeline family engagement and information activities	100	150	
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**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: STEM K12 Pipeline</p> <p>Contact Name: Erika Acosta Dr. Wanda Bulger-Tamez</p> <p>Contact Email: ejacosta@nmsu.edu wguzman@nmsu.edu</p>	<p>FY24 Request</p> <div style="border: 2px solid black; background-color: yellow; padding: 10px; text-align: center; width: fit-content; margin: 0 auto;"> <p>\$100,000</p> </div>
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NMSU LEADS 2025 Goal:	1 - Enhance Student Success and Social Mobility
RPSP Goal:	To optimize K-12 teacher professional development in STEM content and Career Exploration

<p>RPSP Objective 2: Optimize K-12 teachers' exploration and understanding of fundamental STEM concepts, connections to careers, and implementation of interactive STEM exploration activities to meet the needs of all students in the K-12 school system.</p>	Measure Targets		Comments (<i>Briefly state your case</i>)
RPSP Measures:	FY23	FY24	
1 Number of K-6th educators receiving interactive hands-on learning experiences and professional development	25	25	
2 Number of 6th-12th educators receiveing interactive hands-on learning experiences, professional development, and support for implementation	50	50	

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: STEM K12 Pipeline</p> <p>Contact Name: Erika Acosta Dr. Wanda Bulger-Tamez</p> <p>Contact Email: ejacosta@nmsu.edu wguzman@nmsu.edu</p>	<p>FY24 Request</p> <div style="border: 2px solid black; background-color: yellow; padding: 5px; text-align: center; width: fit-content; margin: 0 auto;"> <p>\$100,000</p> </div>
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NMSU LEADS 2025 Goal:	2 - Elevate Research and Creativity
RPSP Goal: To produce and present relevant research findings.	

<p>RPSP Objective 3: The STEM K12 Pipeline staff will present at conferences, complete, and publish articles related to the findings in the collaboration efforts and student engagement activities relevant to the project.</p>	Measure Targets		Comments (<i>Briefly state your case</i>)
RPSP Measures:	FY23	FY24	
1 Number of state, regional, and national conference presentations given by STEM K12 Pipeline staff about the STEM and Career Exploration Outreach.	1	2	
2 Number of articles completed by STEM K12 Pipeline staff and student employees	1	2	

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: STEM K12 Pipeline</p> <p>Contact Name: Erika Acosta Dr. Wanda Bulger-Tamez</p> <p>Contact Email: ejacosta@nmsu.edu wguzman@nmsu.edu</p>	<p>FY24 Request</p> <div style="border: 2px solid black; background-color: yellow; padding: 5px; text-align: center; margin-top: 10px;"> <p>\$100,000</p> </div>
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NMSU LEADS 2025 Goal:	3 - Amplify Extension and Outreach
RPSP Goal:	To develop and implement an outreach and extension program between NMSU, DACC, community organizations, local businesses, and local school districts that connects K12 students with STEM and career exploration experiences.

<p>RPSP Objective 4: Collaborate with NMSU/DACC departments and community organizations to expand career awareness and exploration efforts to K-12 students through career-focused learning environments, interests exploration, and an understanding of scholarship opportunities and the benefits of dual-credit, certification, and technical/ undergraduate/graduate degree programs.</p>	Measure Targets		Comments (<i>Briefly state your case</i>)		
RPSP Measures:	FY23	FY24			
<table border="0" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center; vertical-align: top;">1</td> <td style="padding-left: 5px;">Number of NMSU/DACC departments and community organizations collaborating in joint STEM K12 Pipeline efforts.</td> </tr> </table>	1	Number of NMSU/DACC departments and community organizations collaborating in joint STEM K12 Pipeline efforts.	10	14	
1	Number of NMSU/DACC departments and community organizations collaborating in joint STEM K12 Pipeline efforts.				

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance		\$ -	\$ -	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 100,000.00	\$ -	\$ 100,000.00	
Local		\$ -		
Total Appropriations	\$ 100,000.00	\$ -	\$ 100,000.00	
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	\$ 100,000.00	\$ -	\$ 100,000.00	

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

	FY23 FTE		Change FTE	\$	FY24 FTE		
Faculty Salaries			0.00	\$ -	0.00		
Professional Salaries	0.80	\$ 50,000.00	0.00	\$ -	0.80	\$ 50,000.00	
Other Staff Salaries			0.00	\$ -	0.00		
Student Salaries (GA/TA)			0.00	\$ -	0.00		
Other Salaries			0.00	\$ -	0.00		
Total All Salaries	0.80	\$ 50,000.00	0.00	\$ -	0.80	\$ 50,000.00	
Fringe Benefits		\$ 18,250.00		\$ -		\$ 18,250.00	
Travel		\$ 2,000.00		\$ -		\$ 2,000.00	
Utilities				\$ -			
Institutional Support Charges		\$ 5,000.00		\$ -		\$ 5,000.00	
Plant Operation and Maintenance Charges				\$ -			
Supplies and Expenses		\$ 13,750.00		\$ -		\$ 13,750.00	
Equipment				\$ -			
Other Expenditures		\$ 11,000.00		\$ -		\$ 11,000.00	
Total Expenditures	0.80	\$ 100,000.00	0.00	\$ -	0.80	\$ 100,000.00	
Ending Fund Balance		\$ -		\$ -		\$ -	



Preparing Native Teachers for Tomorrow (PNTfT)

2022-2023

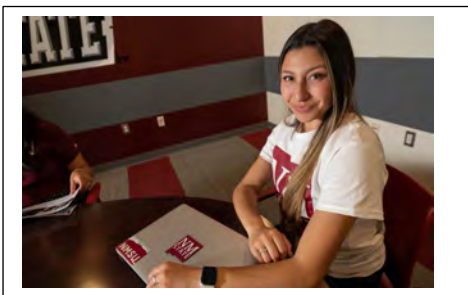
FY23 Actual: \$200,000

FY24 Request: \$200,000

Change: \$0

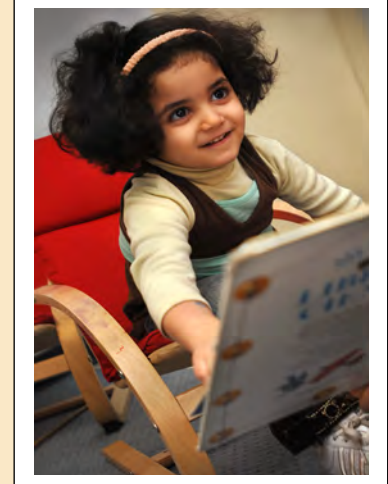
New Mexico State University (NMSU) enrolled 336 Native American Students, approximately 2.0 percent of the total student population. Such students major in numerous programs at NMSU, with approximately twelve students seeking majors leading to teacher education certification.

NMSU offers undergraduate and graduate teacher preparation programs with majors in Early Childhood Education (licensure and non-licensure), Elementary Education, Special Education and Secondary Education. Further, NMSU offers a master's plus licensure program, alternative licensure programs, as well as a master's program with alternative licensure and Special Education. The State of New Mexico is in desperate need of teachers who are reflective of the state's population, this includes a dire need for Native American teachers.



NMSU received the Tribal Education funding for the first time in fiscal year 2023. As a result, the inaugural year activities will have a dual focus of recruiting a cohort of Native students interested in the teaching profession in elementary and early childhood education, while intentionally redeveloping the curriculum. A culturally responsive curriculum and pedagogy is necessary, and its delivery will reflect a learning community cohort approach, progressing through the sequence of courses delivered in a blended model both at/with Tribal communities and on-line.

A program advisory committee will be recruited by October 1, 2022. The purpose of the committee is to provide guidance on program activities, curriculum revisions, and key performance indicators. The program committee will meet at least once each semester and summer.



MISSION

The mission of the Preparing Native Teachers for Tomorrow (PNTfT) program is to support, retain and graduate Native American students in teacher education licensure programs. Using a learning community model with first-time undergraduate and graduate Native American students, and conducting outreach to Native communities, the PNTfT program will seek to enhance the retention and completion rates of Native students pursuing teacher licensure in New Mexico.

RECRUITMENT ACTIVITIES 2022-2023

For the Fall 2022, the PNTfT program will begin by reaching out to all Native American students at the university to form a cohort of participants.

PNTfT faculty and professional staff will also extend efforts into Native communities or school communities serving a high percentage of Native students to assist Native Nations or Native-serving schools to “grow their own.” That is, provide support for individuals in the Nations or school-communities who have

acquired college course credits to move toward the completion of their ECED and ELED degrees, and apply for and achieve teacher licensure.

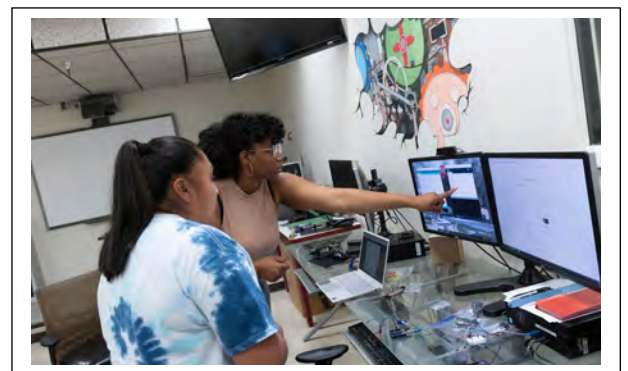
- Participation goal: 20
- Develop a website for the program
- Develop an application for interested individuals to apply to the PNTfT program
- Develop recruitment materials to highlight the PNTfT program
- Assistance with admission to NMSU
- Assistance with financial aid (i.e. FAFSA; interface with tribal higher education offices and NMPED; appeal family contributions assessment; look at obstacles to financial aid execution;)
- Once admitted to NMSU, evaluation of transcripts by TEP advisors/advisement to identify (transferable) credits that count toward a ECED and ELED licensure program requirements.

PROGRAM DEVELOPMENT ACTIVITIES 2022-2023

- Develop and incorporate Native-focused content into the Teacher Education Program (TEP) coursework to prepare education majors and TEP candidates to (1) work with Native students and families, and (2) teach accurately and appropriately about Native Peoples.
- Modify and Indigenize present Teacher Education Program education coursework to be applicable and relevant to Native students and communities (and as remedy to the *Martinez/Yazzie* decision)
- Modify and Indigenize present Alternative Licensure coursework to be applicable and relevant to Native students and communities (and as remedy to the *Martinez/Yazzie* decision)
- Explore and incorporate pedagogically appropriate methods for Native American TEP candidates and the students they will teach
- Re-examine Teacher Education Program advisement to ensure a strengths-based and affirmative approach to advising Native students.
- Identify and mediate Teacher Education Program policies that may be obstacles to degree completion (i.e., 7-year rule on coursework) and make recommendations for modification as necessary.
- Identify and modify Teacher Education Program programming that may be obstacles to degree completion (i. e., 15 credits for Block coursework)
- Explore how *Starlink* could be a resource for Native communities/students participating in the program to access the Internet.

EXPECTED PROGRAM DELIVERY 2023-2024

- Offer courses in Native communities in a blended format (F2F first meeting, online synchronous/asynchronous, and return of faculty to F2F at midterm or end of course). Plan resources for faculty travel time, per diem, and mileage.
- If extending the blended courses to multiple communities, students from the various Native communities will be invited to attend the face-to-face class meeting in a “host” community. In the spirit of tribal culture exchange, the “host” community will share aspects that are central to their Pre-K-12 students’ learning in that tribal (serving) school community.



**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Tribal Education RPSP/Preparing Native Teachers for Tomorrow (PNTFT)

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$200,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$200,000

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	1
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2. Project Description / Executive Summary:

This project is designed to increase the number of American Indian students majoring in teacher preparation programs. Further, the project is designed to support, retain and graduate a higher percentage of American Indian students majoring in teacher preparation in order to provide a well prepared teacher education pipeline for New Mexico

3. Budget Narrative (Overview only – Relates to separate Budget Form)

The initial budget is designed to add necessary staff, support curricular redesign and recruit the first cohort of participants. NMSU is contributing \$3,000 in year one and \$40,000 in year two to directly support American Indian students with laptops and vouchers. Operating expenses will allow for travel to recruit Native American students and prepare recruitment material as well as support office supplies for employees. NMSU will also provide office space for the two employees.

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

The mission of the program is to expand the number of American Indian teachers in New Mexico and support the expansion of American Indians completion programs within higher education

5. Key Project Objectives (Overview only – relates to separate performance measure form)
 1. Increase the number of American Indian students attending NMSU while increasing the number of American Indian students seeking to complete teacher preparation programs at NMSU. 2. Increase retention rates of American Indian students at NMSU while closing the gap in American Indian retention rates compared to the general student body. 3. Increase the percentage of American Indian students graduating from NMSU while closing the percentage gap between American Indian students and the general student body.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.
 First Year of Implementation – no measures yet

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)
 The project addresses the state’s need to address the teacher shortage. Specifically, the project seeks to expand diversity within the teacher demographics to address the need for culturally responsive pedagogy within public education

8. Does the project receive awards, private donations or Federal grants? Have you sought out funding from other sources?
 Seeking federal and private grants will be part of the work of the planning committee during this first year.

9. Accomplishment/ Highlights (bullet form)
 First year of the program – no accomplishments or highlights at this time.

Medical Projects	
10. How many graduates stay in practice in New Mexico	N/A

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Preparing Native Teachers for Tomorrow (PNTfT)
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
--

The mission of the Preparing Native Teachers for Tomorrow (PNTfT) program is to support, retain and graduate Native American students in teacher education licensure programs. Using a learning community model with first-time undergraduate and graduate Native American students, and conducting outreach to Native communities, the PNTfT program will seek to enhance the retention and completion rates of Native students pursuing teacher licensure in New Mexico.

This program mission aligns with the Land Grant mission of NMSU. Additionally, the program is designed to amplify outreach to tribal communities to meet an important state goal for preparing teachers.

This year marks the initial year of funding and will be focused on redesigning the early childhood curriculum and elementary education curriculum to ensure it is culturally responsive and allows for culturally responsive pedagogy. Additionally, this first year will allow for the faculty and NMSU to recruit the first cohort of native students while focusing on tribal communities as a location where the first cohort will be delivered.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. The program summary is limited to the box below. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.

NMSU received the Tribal Education funding for the first time in fiscal year 2023. As a result, the inaugural year activities will have a dual focus of recruiting a cohort of Native students interested in the teaching profession in elementary and early childhood education, while intentionally redeveloping the curriculum. A culturally responsive curriculum and pedagogy is necessary and its delivery will reflect a learning community cohort approach, progressing through the sequence of courses delivered in a blended model both at/with Tribal communities and on-line. PNTfT faculty and professional staff will also extend efforts into Native communities or school communities serving a high percentage of Native students to assist Native Nations or Native-serving schools to "grow their own." That is, provide support for individuals in the Nations or school-communities who have acquired college course credits to move toward the completion of their ECED and ELED degrees, and apply for and achieve teacher licensure. This program aligns with the state's need for teachers. This program will specifically focus on preparing Native future teachers who can return to their tribal communities or teach in public schools with native students. The program will face challenges to meet curriculum deadlines. In the future the program will need additional funding to support NMSU faculty going to tribal communities to deliver the program.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	0	0	0	0	0
Federal G&C Expenditures	0	0	0	0	0
Private G&C Awards	0	0	0	0	0
Private G&C Expenditures	0	0	0	0	0

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input type="checkbox"/> 5. Elevate graduate education <input checked="" type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach
<input type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities
<input type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Main Campus Tribal Education	FY24 Request
Contact Name: Renay Scott	\$200,000
Contact Email: mscott@nmsu.edu	

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Increase Native student enrollment and completion in teacher preparation program

RPSP Objective 1: Develop culturally relevant curriculum		Measure Targets		Comments (Briefly state your case)
		FY23	FY24	
RPSP Measures:				
1	Number of TEP courses modified/Indegenized	100%	100%	
2	Number of TEP policies modified	10%		Audit will be needed to help determine # that need modification

RPSP Objective 2: Increase access and educational opportunities for first-generation native students		Measure Targets		Comments (Briefly state your case)
		FY23	FY24	
RPSP Measures:				
1	Total number of Native students enrolled	350	360	
2	Number of Tribal high schools contacted	3	4	
3	Number of Tribes, pueblos and Native American recruitment events attended/visited	4	5	

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Main Campus Tribal Education	FY24 Request
Contact Name: Renay Scott	\$200,000
Contact Email: mscott@nmsu.edu	

RPSP Objective 3: Support and retain Native American first time students, particularly those in teacher preparation		Measure Targets		Comments (<i>Briefly state your case</i>)
		FY23	FY24	
RPSP Measures:				
1	Number of graduate & undergraduate Native American students who are education majors	20	25	
2	Number of Native American first-time freshman majoring in teacher preparation programs	5	8	
3	Percentage of Native freshman in Teacher Preparation participating in workshops /seminars/events	70%	75%	
4	Number of freshman exposed to STEM Education Opportunities	70%	75%	
5	Admission to teacher preparation program	NA	NA	Data Available in FY25

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Main Campus Tribal Education	FY24 Request
Contact Name: Renay Scott	\$200,000
Contact Email: mscott@nmsu.edu	

RPSP Objective 4: Support and Retain Native American First Time students beyond first year until graduation		Measure Targets		Comments (Briefly state your case)
RPSP Measures:		FY23	FY24	
1	Percent of first year Native students with TEP major who persisted (fall to spring)	70%	75%	
2	Percentage of first year Native students majoring in teacher preparation retained	50%	55%	
3	Native Students Praxis Core passing rate	N/A	N/A	Antcipate FY 25 as first year for first cohort to take test
4	Percentage of Native students graduating with a Bachelor's degree in Teacher Education	N/A	N/A	It will take 4 years before first cohort has opportunity to graduate
5	Praxis education program passing rates	N/A	N/A	It will be 4 years before first cohort has opportunity to take Praxis Exam,

NMSU LEADS 2025 Goal: **3 - Amplify Extension and Outreach**

RPSP Goal: Increase Native teachers teaching in New Mexico

RPSP Objective: Strengthen and diversify workforce in NM		Measure Targets		Comments (Briefly state your case)
RPSP Measures:		FY23	FY24	
1	Number of Native American students employed as teachers in NM	N/A	N/A	First opportunity to measure this will be in year 5 of the program

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget versus Actual	Budget	Change	Request	Comments		
Revenue and Transfers	FY 23		FY 24			
Beginning Fund Balance	\$ -	\$ -	\$ -	Initial Year of Program		
Appropriations						
Federal		\$ -				
State plus Tobacco Settlement Fund	\$ 200,000.00	\$ -	\$ 200,000.00			
Local	\$ 3,000.00	\$ 37,000.00	\$ 40,000.00	Committed by VPSS		
Total Appropriations	\$ 203,000.00	\$ 37,000.00	\$ 240,000.00			
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	\$ 203,000.00	\$ 37,000.00	\$ 240,000.00			
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						
	FY23		FY24			
	FTE	Change	FTE			
Faculty Salaries	0.58	\$ 50,000.00	\$ -	0.58	\$ 50,000.00	Stipends
Professional Salaries	0.00	\$ -	\$ -	0.00	\$ -	
Other Staff Salaries	1.60	\$ 54,800.00	\$ -	1.60	\$ 54,800.00	Student Success Mentor Salary
Student Salaries (GA/TA)	0.00	\$ -	\$ -	0.00	\$ -	
Other Salaries	0.00	\$ -	\$ -	0.00	\$ -	
Total All Salaries	2.18	\$ 104,800.00	\$ -	2.18	\$ 104,800.00	
Fringe Benefits		\$ 20,276.00	\$ -		\$ 20,276.00	Student Success Mentor Fringe
Travel		\$ 24,000.00	\$ -		\$ 24,000.00	recruitment
Utilities		\$ -	\$ -		\$ -	
Institutional Support Charges		\$ -	\$ -		\$ -	
Plant Operation and Maintenance Charges		\$ -	\$ -		\$ -	
Supplies and Expenses		\$ 35,924.00	\$ (5,000.00)		\$ 30,924.00	
Equipment		\$ 3,000.00	\$ 37,000.00		\$ 40,000.00	Laptops for students/2 computers for employees
Other Expenditures		\$ 15,000.00	\$ 5,000.00		\$ 20,000.00	\$1000 voucher for 20 participants
Total Expenditures	2.18	\$ 203,000.00	\$ 37,000.00	2.18	\$ 240,000.00	
Ending Fund Balance		\$ -	\$ -		\$ -	

Anna Age Eight Institute

BE BOLD. Shape the Future.



2023

FY 23 Actual:	\$2,077,000
FY 24 Request:	\$2,500,000
Change:	\$423,000

The problem: Adverse Childhood Experiences (ACEs), trauma, and social adversity lead to costly challenges including mental and medical health problems, substance misuse, low educational achievement, and lack of job readiness.

The solution: Our goal is simple. 100% of county residents have access to ten vital services when they need them. The Anna, Age Eight Institute's initiative, 100% New Mexico is the first of its kind in the nation, using the decades of research focused on the social determinants of health and the social-ecological model to provide to each county the skills, knowledge and resources to ensure all families have access to ten vital services in order to prevent adverse childhood experiences, family trauma and social adversity.

The ten vital services are medical/dental care, behavioral health care, food security programs, housing security programs, transport to vital services, parent supports (home visitation, respite care, education), early childhood learning programs, fully-resourced community schools, youth mentor programs and job training aligned with the present and future job market.

Our institute's far-reaching goal is ensuring that 100% of Community Members have access to ten vital services.

The Anna, Age Eight Institute was funded by the New Mexico state legislature in 2019. Our hypothesis guiding the 100% New Mexico Initiative is: **By empowering county leadership, through a data-driven capacity-building process, we can identify and address barriers to ten vital services, resulting in an increase in family health, safety and self-sufficiency.**

IMPACT OF PANDEMIC ON SERVICES AND FAMILIES

Our anecdotal data, based on the development of family services directories, is that many services have been diminished, resulting in a greater need for an effective "reboot" of vital services, as well as a thorough assessment of which of the ten vital services exist in each county. Joblessness and business closures must also be assessed in each county, as lack of livelihoods impact the health of children and family self-sufficiency.

WHERE WE WORK

The 100% New Mexico Initiative is currently active in 15 counties in New Mexico including: Dona Ana, Otero, Roosevelt, Curry, McKinley, San Juan, San Miguel, Socorro, Taos, Rio Arriba, Valencia, Otero, Catron, Santa Fe, and Bernalillo



Top Three Goals

- 100% Community Schools – Every school in NM is a community school
- 100% Family Centers – Every community has access to family centers
- 100% Internet Access – Every family has access to the internet

ANNA, AGE EIGHT INSTITUTE

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Anna Age Eight Institute

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY23 Funding Request (\$XXX,XXX): \$2,500,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$2,077,000

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	4
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2. Project Description / Executive Summary:

Decades of research on Adverse Childhood Experiences (ACEs), Social Determinates of Health, and Adverse Community Experiences in the form of racism and under resourced communities show that the environments in which kids grow up help shape a child's future. Adults who grew up in households with ACEs and communities with social adversity are more likely to struggle with substance abuse, economic stability, and physical health problems, among many other negative outcomes. In order to prevent both Adverse Childhood Experiences, and Adverse Community Experiences, research, including recommendations from the CDC indicate that it is vital for children and families to have access to services such as mentorship programs, stable housing and food supports, and behavioral health and medical care. The Anna, Age Eight Institute’s initiative, 100% New Mexico is the first of its kind in the nation, using the decades of research focused on the social determinants of health and the social-ecological model to provide to each county the skills, knowledge and resources to ensure all families have access to ten vital services in order to prevent adverse childhood experiences, family trauma and social adversity. The ten vital services are medical/dental care, behavioral health care, food security programs, housing security programs, transport to vital services, parent supports (home visitation, respite care, education), early childhood learning programs, fully-resourced community schools, youth mentor programs and job training aligned with the present

2. Project Description / Executive Summary:

and future job market. Our goal is simple. 100% of county residents have access to the ten vital services when they need them. We use the frameworks of Collective Impact and Continuous Quality Improvement to empower counties to assess barriers to services, plan solutions to the barriers, implement their solutions, and evaluate progress.

3. Budget Narrative (Overview only – Relates to Budget Form)

The requested budget is to continue the work of the AAEI in fiscal year 2024 and expand our technical support to community schools and to research and innovation. In the current fiscal year, because of the additional funding provided by the legislature, the institute is supporting the counties that joined the previous year which we have been unable to support financially until this FY. In the current fiscal year, the institute plans to create new positions to increase the institute's capacity to support the 100% New Mexico Initiative with research and innovation – particularly around community schools. The National Education Association of New Mexico has proposed investing in the institute in order to partner on technical assistance for community schools. Additionally, the institute is proposing to create a foundation with a board of directors to transparently make grants to each county initiative depending on the county's unique needs to support activities ranging from survey collection, project planning and implementation, public awareness events, and coordination of initiative activities.

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

Our mission is to prevent Adverse Childhood Experiences and Social Adversity by ensuring that 100% of residents have access to ten vital services by utilizing the 100% New Mexico Initiative. The initiative is county based, engaging city and county government, as well as school boards, community leaders, and representatives from each of the ten sectors. The ten vital services are: medical and dental care, behavioral health care, food, housing, transportation, community schools, parent supports (including home visiting, after school programs and parenting classes), early childhood learning programs (including pre-k), youth mentorship programs, and job training services.

The hypothesis guiding the 100% New Mexico Initiative is: By empowering county leadership through a data driven capacity-building process with a clear goal of 100% of community members having access to ten vital services, barriers can be identified and addressed resulting in an increase in family health, safety, and self-sufficiency, and a decrease in the impact of adverse childhood trauma and social adversity.

The 100% New Mexico Initiative is currently active in ten counties throughout the state.

We do not provide direct services to the public, instead we empower the county-based programs that are funded to meet the needs of the public to do so effectively. Our 100% New Mexico initiative is working to accomplish what no other county-based initiative has, ensuring the ten vital services shown to increase family health, safety, self-sufficiency.

Through our countywide assessment process, we work with stakeholders, including local elected officials and higher education institutions, to identify gaps in vital services and specific barriers. The barriers are then analyzed by county action teams, each representing one of the ten vital services to identify and implement solutions to the barriers.

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

Our anecdotal data, based on the development of family services directories, is that many services have been diminished due to the Covid-19 pandemic, resulting in a greater need for an effective “reboot” of vital services, as well as a thorough assessment of the ten vital services in each county.

5. Key Project Objectives (Overview only – relates to performance measure form)

Our key objectives are to support counties in implementing the 100% New Mexico framework. This is measured through number of counties and communities completing the 100% Survey which assesses access and barriers to ten vital services, and the number of communities trained in the 100% New Mexico model, as well as number of people who visit our website which is designed to support public awareness about the initiative and the impact of trauma. Our short-term outcomes include more collaboration across services, increased use of data to identify gaps, and greater public understanding of Adverse Childhood Experiences, trauma and social adversity. Our long-term outcomes include greater access to the ten vital services, and lower rates of child maltreatment and neglect, as well as overall improvement in child and family wellbeing and self-sufficiency.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

AAEI completed the 100% New Mexico surveys and published reports in order to assess families’ access to ten vital services in the additional counties of: Bernalillo, Curry, Roosevelt, and Santa Fe. The survey was also implemented at New Mexico State University to assess barriers to services for students and staff. The survey provides a thorough assessment of barriers that residents face in accessing the ten vital services. This process is vital as it provides each county with data specific to their community members. Not only does the survey provide information about what percentages of residents who tried to access services had difficulty- for example, in Otero county, of those who tried to access transportation services 55% had difficulty. Additionally, transportation was a barrier to accessing other services including food, behavioral health care, and medical care. The survey also provides data on what the barriers were. Barriers include: doesn’t run during the times I need it, doesn’t go where I need it to go, and it’s too far to walk to the bus stop. In response, the transportation action team in Otero County is working on increasing the number of busses through state grants, creating a resource guide, and examining bicycle and walking pathways.

AAEI continued to offer technical assistance to the 100% New Mexico counties of: Dona Ana, Rio Arriba, Socorro, San Miguel, Valencia, Otero, Catron, Taos, Bernalillo, and Santa Fe including supporting the creation of 10 action teams focused on each of the 10 vital services, supported the creation of a directory of services as well as building county websites that serve to promote public awareness and initiative recruitment. (100nm.org).

AAEI hosted 21 power hour, county and regional meetings with 343 attendees, helping to educate community members on the key aspects of the initiative.

AAEI built relationships with partners in the counties of Grant, Mora, San Juan, Los Alamos, McKinley, Roosevelt, and Curry. These counties are in the process of partnering with the institute with the goal of having at least half of the counties in the state represented by the end of FY24.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

AAEI built and launched the official institute website (annaageeight.nmsu.edu) which houses our 100% New Mexico seven part Power Hour webinar series, as well as research on Adverse Childhood Experiences, Social Adversity, and innovations in ten family serving service sectors.

AAEI hired our first regional manager, as well as an associate director.

AAEI hosted and supported a summit in Dona Ana County, as well as the first 100% regional summit in Las Vegas, New Mexico which had over 100 participants.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

The Anna, Age Eight Institute was funded by the New Mexico state legislature in 2019 with the mission of preventing adverse childhood experiences and social adversity. Our institute’s far-reaching goal is ensuring that our children, students and families are safe and thriving. The Institute’s flagship initiative is 100% New Mexico. The 100% New Mexico Initiative has one simple goal: Ensure that 100% of county residents have access to ten vital services. These ten vital services have been shown to increase resiliency, prevent adversity, and result in healthy thriving communities.

The ten vital services are: medical care, behavioral health care, stable housing, food security, transportation to services, parent support, early childhood learning, community schools, youth mentors and job training.

With alignment of all local leadership, both elected and informal, each county can become an engine for local problem-solving to ensure all residents are healthy, safe and resilient. The work of the initiative builds on current local efforts to improve systems of care, always committed to working in alignment with city government, county government and local nonprofit organizations.

By working on a county scale, with buy-in from local elected leadership and stakeholders, the institute provides county stakeholders the tools to build the capacity to ensure access to ten vital services. This can achieve groundbreaking results that include: increasing physical health, household stability and self-sufficiency, school achievement, higher education engagement, and job readiness.

With a system of care, counties can also reduce costly problems that include: adverse childhood experiences (ACEs), maltreatment, trauma, substance misuse, violence and untreated mental health challenges.

Childhood trauma in the form of ACEs and social adversity impacts every aspect of our state- including substance abuse, educational outcomes, job readiness, and economic stability. By preventing trauma, counties can empower residents to ensure that every child reaches their full potential.

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

We are currently in the process of researching grant opportunities for the prevention of ACEs. We are also in conversations with the offices of Senator Ben Ray Lujan and Congresswomen Teresa Leger Fernandez to explore federal support.

9. Accomplishment/ Highlights (bullet form)

- 1) strengthened capacity (with book clubs, public awareness events, cultural gatherings) of county stakeholders to mobilize - focused on increasing the positive social determinants of health in the form of access to ten vital services;
- 2) provided professional development to 100% nm initiative members, including training on ending service barriers with assessment planning, action and evaluation; as well as an overview of the public health social ecological model and collective impact;
- 3) served as repository of research focused on evidence informed strategies to end service gaps;
- 4) provided to each county training on skills for local advocacy to engage local lawmakers in reducing adverse social determinants of health;
- 5) provided each county initiative with support in developing strategic plans to increase community schools;
- 6) developed a plan to launch a one stop service hub for parents- with navigation to local services and staff to grow vital family services on a county and regional level (our regions align w DOH);
- 7) published and made available free of charge the blueprint for initiative 100% Community: ensuring 10 vital services for surviving and thriving and to raise awareness of epidemic rates of childhood trauma, also made free of charge Anna, Age Eight: the data driven prevention of childhood trauma and maltreatment;
- 8) developed a model for regional work, promoting collaboration across five regions, alignment of services, sharing of resources, transfer of knowledge and innovation;
- 9) developed interactive websites for each county initiative to serve as repository for data, research, strategies, team membership, and capacity to share articles on relevant topics to increase knowledge;
- 10) developed collaboration with Chapin Hall at the University of Chicago to evaluate every component of the initiative- from statewide capacity of the institute to counties' capacity to set goals and make progress toward results, following a data driven framework for change;
- 11) developed a web based directory to ten vital services , with a process for county initiative leaders vetting all organizations- confirming services-- and proving capacity for family members to rate user friendliness services and address service barriers such as cost.

9. Accomplishment/ Highlights (bullet form)

Medical Projects	
10. How many graduates stay in practice in New Mexico	Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	Anna Age Eight Institute
-------------------------------	---------------------------------

1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
--

NMSU's mission to serve the diverse needs of the state through comprehensive programs of education, research, extension and outreach, and public service.

Our goal is simple. 100% of county residents have access to the ten vital services when they need them. The Anna, Age Eight Institute's initiative, 100% New Mexico is the first of its kind in the nation, using the decades of research focused on the social determinants of health and the social-ecological model to provide to each county the skills, knowledge and resources to ensure all families have access to ten vital services in order to prevent adverse childhood experiences, family trauma and social adversity. **The ten vital services are medical/dental care, behavioral health care, food security programs, housing security programs, transport to vital services, parent supports (home visitation, respite care, education), early childhood learning programs, fully-resourced community schools, youth mentor programs and job training aligned with the present and future job market.** We use the frameworks of Collective Impact and Continuous Quality Improvement to empower counties to assess barriers to services, plan solutions to the barriers, implement their solutions, and evaluate progress.

We do not provide direct services to the public, instead we empower the county-based programs that are funded to meet the needs of the public to do so effectively. Our 100% New Mexico initiative is working to ensure the ten vital services shown to increase family health, safety, self-sufficiency.

Through our countywide assessment process, we work with stakeholders, including local elected officials and higher education institutions, to identify gaps in vital services and specific barriers. The barriers are then analyzed by county action teams, each representing one of the ten vital services to identify and implement solutions to the barriers.

Our anecdotal data, based on the development of family services directories, is that many services have been diminished due to the Covid-19 pandemic, resulting in a greater need for an effective "reboot" of vital services, as well as a thorough assessment of the ten vital services in each county.

As the institute expands, we continue to collaborate with various departments throughout the university, including Extension and Anthropology. We collaborated with faculty and staff to survey the NMSU community to assess barriers to the ten vital services. The data from that survey will be used not only to improve access for NMSU students, staff, and faculty, but it will also be used by professors in Anthropology as well as food science for student projects and research. The institute is planning to utilize student interns and employees in the coming years to support the 100% New Mexico Initiative. Additionally the institute is developing an Advisory Committee composed of experts in the ten vital services and social work from NMSU as well as other New Mexico Higher Education Institutions.

- 3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. The program summary is limited to the box below. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.**

Our Mission is to prevent Adverse Childhood Experiences and Social Adversity by ensuring that 100% of residents have access to ten vital services. Our 100% New Mexico Initiative is county based, engaging city and county government as well as school boards, community leaders, and representatives from each of the ten sectors. Our hypothesis guiding the 100% New Mexico initiative: By empowering county leadership and stakeholders, through a data-driven capacity-building process, we can identify and remove barriers to ten vital services and solve service disparities, resulting in an increase in family health, safety and self-sufficiency. .

5. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2018	2019	2020	5 Yr 2016-20	10 Yr 2011-20
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px; width: 250px; height: 200px; margin: 5px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 2. Increase student learning, retention, and degree attainment </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 5. Elevate graduate education </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px; width: 250px; height: 165px; margin: 5px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px; width: 250px; height: 198px; margin: 5px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify and Outreach</p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px; width: 250px; height: 186px; margin: 5px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 1. Be a recognized leader in valuing the inclusion of diverse participants and in recognizing diversity as an asset among minority-serving, land-grant, and space-grant institutions </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 2. Cultivate faculty and staff excellence </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 3. Establish operational excellence through a metric-driven, service-oriented approach </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 4. Identify grand challenges and mobilize the University system to execute effective solutions </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> 5. Establish strategic alignment with the NMSU Foundation to raise, manage, and steward private resources in support of the NMSU system </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Anna Age Eight	FY24 Request
Contact Name: Katherine Courtney	\$2,500,000
Contact Email: koc@nmsu.edu	

NMSU LEADS 2025 Goal:		3 - Amplify Extension and Outreach										
RPSP Goal: Ensuring that our children, students and families are trauma-free and empowered to succeed in family life, school and the workplace												
RPSP Objective 1: Ensure that families have access to the five survival services and the five thriving services		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Counties/pueblos engaged in 100% Community Initiative	4	5	10	14	N/A	5	6	8	11	18	Growth in county partnerships is gaining traction with more than half of counties in NM expected to be associated with the institute by the end of FY24
2	Counties/pueblos completing 100% Community Survey	4	4	6	9	N/A	3	4	5	7	18	With new resources dedicated to research and innovation, the goal is to have every county engaged in the 100% community initiative completing the survey
3	Counties with an action team for each of the 10 vital services	NA	NA	NA	NA	NA	NA	NA	NA	5	10	Each team is focused on influencing the positive social determinants of health
4	Counties w/ Implementation Grants	NA	NA	NA	NA	NA	NA	NA	NA	NA	10	Based on internal reviews by county initiative leadership focused on their local capacity
5	Counties meeting performance targets described in the grant application	NA	NA	NA	NA	NA	NA	NA	NA	NA	10	Rubric aligned with AAEl framework
6	County Coalitions focused on the development of a strategic plan to increase community schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	4	Rubric aligned with AAEl framework
7	County Coalitions focused on the development of a strategic plan to increase family centers	NA	NA	NA	NA	NA	NA	NA	NA	NA	4	Rubric aligned with AAEl framework
8	Counties with a Service Directory	NA	NA	NA	NA	NA	NA	NA	NA	NA	6	Based on asset mapping and qualitative data

RPSP Objective 2: Raise public awareness and training for the 100% New Mexico Initiative		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Number of Power Hour Sessions held	N/A	N/A	7	21	N/A	N/A	N/A	28	30	30	Webinars focused on increasing stakeholder's capacity to assess, plan, act and evaluate, montly leaders meetings and regional meetings
2	Number of people who attended at least one Power Hour Session:	N/A	N/A	141	323	N/A	N/A	N/A	400	450	450	Expanded Power Hour Sessions now include Monthly Leader Meetings & Regional Summits-increasing engagement
3	Average number of visitors to annaageeight.nmsu.edu website per day	N/A	N/A	7	10	N/A	N/A	N/A	20	30	30	100NM.org - the companion site is averaging 31 unique visitors per day. Plan to increase engagement through increased eBlasts to stakeholders in each county
4	Number of people who participate in the self directed course: a child's right to survive and thrive	NA	NA	NA	NA	NA	NA	NA	NA		250	Completed 4 out of the 10 courses, all registered participants become part of a virtual community to support idea sharing and problem solving

RSP-Budget 1

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

Institution:

RPSP Project:

Total:

Budget versus Actual	Budget	Change	Request	Comments
Revenue and Transfers	FY 23		FY 24	
Beginning Fund Balance	\$ 813,421.00	\$ 426,700.00	\$ 1,240,121.00	Create County Grant Fund Using Balance
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 1,727,000.00	\$ 773,000.00	\$ 2,500,000.00	SB1 includes 350,000 that was reclassified from non-recurring to recurring and budgeted in FY22. The total recurring base, including SB1 is \$2,077,000. We are requesting an increase of \$423,000.
Local		\$ -		
Total Appropriations	\$ 1,727,000.00	\$ 773,000.00	\$ 2,500,000.00	
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	\$ 1,727,000.00	\$ 773,000.00	\$ 2,500,000.00	
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				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries	5.37	(5.37)	0.00	
	\$ 337,800.00	\$ (337,800.00)	\$ -	
Professional Salaries	0.37	19.63	20.00	
	\$ 12,500.00	\$ 1,244,500.00	\$ 1,257,000.00	Research, Evaluation, Community Schools
Other Staff Salaries		0.00	0.00	
Student Salaries (GA/TA)		0.00	0.00	
Other Salaries		0.00	0.00	
Total All Salaries	5.74	14.26	20.00	
	\$ 350,300.00	\$ 906,700.00	\$ 1,257,000.00	
Fringe Benefits				Total Salaries * (37.5%)
	\$ 131,400.00	\$ 339,975.00	\$ 471,375.00	
Travel				Related to Increased FTE
	\$ 2,500.00	\$ 9,125.00	\$ 11,625.00	
Utilities				
		\$ -		
Institutional Support Charges				Related to Increased Revenue
	\$ 41,100.00	\$ 18,900.00	\$ 60,000.00	
Plant Operation and Maintenance Charges				
		\$ -		
Supplies and Expenses				Move \$75K to Salaries
	\$ 775,000.00	\$ (75,000.00)	\$ 700,000.00	
Equipment				
		\$ -		
Other Expenditures				County Implementation Grants Fund
Total Expenditures	5.74	14.26	20.00	
	\$ 1,300,300.00	\$ 2,439,821.00	\$ 3,740,121.00	
Ending Fund Balance		\$ (1,240,121.00)	\$ -	

FY23 Actual: \$ 320,000

FY24 Request: \$ 320,000

Change: \$ 0

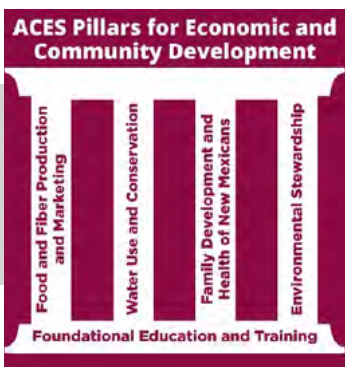
Mission: NMSU's Center of Excellence in Sustainable Food and Agricultural Systems (CESFAS) will be the leader in building a vibrant agricultural economy by conducting innovative, trans-disciplinary, collaborative research that facilitates and develops strong food and value-added agricultural businesses. The center will also provide interdisciplinary training and education to students to give value-added industries highly-skilled, workforce-ready employees. In partnership with industry, the CESFAS will help meet the complex challenge of feeding a growing global population using fewer natural resources.

CESFAS GOALS

- **Increase the state's value-added processing industry**
- **Develop sustainable food supply chains and reduce/eliminate food deserts currently occurring in the state.**
- **Sustain New Mexico's vibrant food and agricultural systems long into the future.**



New Mexico is recognized as one of the older agricultural production areas in the U.S. and provides \$3.4 billion (USDA-NASS, 2019) to the state's economy. However, most of New Mexico's agricultural products are shipped out of state for processing before returning to New Mexico as consumer-available products. **Processors in other states are profiting from New Mexico's agricultural producers** and the lack of extensive value-added industries in New Mexico agriculture. To build a vibrant and sustainable food and agricultural industry in New Mexico, state-of-the-art value-added industries must be developed. **CESFAS, established at NMSU in 2019, is a critical component in New Mexico's ability to build and sustain a viable food and agricultural system to feed the population and to grow the state's economy.**



The College of Agricultural, Consumer, and Environmental Sciences is an engine for economic and community development in New Mexico, improving the lives of New Mexicans through academic, research, and Extension programs.



FY22 HIGHLIGHTED ACCOMPLISHMENTS

- CESFAS in partnership with NM Tech, Navajo Tech, and the Indian Resource Development Program hosted an inaugural Water Symposium (2022) that focused on solving water challenges in NM and the Navajo Nation, with a specific emphasis directed toward high school students in the Four-Corners Region.
- Ribbon-cutting ceremony for container farm project hosted on the NMSU Grants campus.
- CESFAS directors worked with private and non-profit organizations to explore value-added agricultural production opportunities in the state
- CESFAS advisory committee was established in FY22

Established Roadmap Teams

- Artificial Intelligence
- Carbon Sequestration
- Controlled environment agriculture
- Dairy efficiency and waste management
- Food, Water, and Energy
- Healthy Soils, plants, and people
- Hemp Production and Utilization

The CESFAS budget partially supports two faculty positions (food bioprocessing and microbial food safety) and roadmap team development and processes. Roadmap teams consist of CESFAS-affiliated faculty, who are comprised of faculty from ACES, NMSU's Colleges of Engineering Business, and Arts and Sciences. Roadmap teams and CESFAS leadership work directly with AES and CES to take critical issues faced by New Mexico agricultural producers and identify possible solutions or research focuses to directly support NM citizens. The funds also support increased and continued outreach for New Mexico producers.

POTENTIAL IMPACTS



SUSTAIN HUMAN COMMUNITIES AND THE ENVIRONMENTS IN WHICH THEY LIVE



DEVELOP AND EXPAND VALUE-ADDED AGRIBUSINESS



CREATE JOBS



DEVELOP WORKFORCE READY GRADUATES

aces.nmsu.edu • lillywhi@nmsu.edu • edelgad@nmsu.edu

New Mexico State University is an equal opportunity / affirmative action employer and educator. NMSU and the U.S. Department of Agriculture cooperating.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Sustainable Agriculture Center of Excellence

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$320,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$312,800

Type of Project (X for Type)			
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input checked="" type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

This is an interdisciplinary project at New Mexico State University that incorporates all aspects of the land-grant university mission: teaching, research and Extension.

1. Number of years the project has received General Fund support (Disregard if new program):	4
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2. Project Description / Executive Summary:

The Center of Excellence in Sustainable Food and Agricultural Systems (CESFAS), established in 2019 by New Mexico’s governor and legislature, is a critical component in New Mexico’s ability to build and sustain a viable food and agricultural system to grow the state’s economy and feed the population without comprising resources for future generations. While agriculture is an important industry in New Mexico, production cash sales of approximately \$3 billion annually, most agricultural products are shipped out of state for processing before returning to New Mexico as consumer-available products. Processors in other states are profiting from New Mexico’s agricultural producers and the lack of value-added industries for New Mexico agriculture. In order to build upon the dynamic agricultural industry in NM and create a more sustainable industry, state-of-the-art value-added industries must be developed. New Mexico State University, a land-grant, Hispanic-serving, research-based university located within 60 miles of the United States and Mexico border is uniquely positioned and equipped to meet the pressing needs of the value-added agricultural industry. Increasing the state’s value-added processing industry is a key goal of CESFAS, along with the development of a sustainable food supply chain and reduction/elimination of food deserts occurring in the state. CESFAS works closely with New Mexico’s Agricultural Experiment Station, Cooperative Extension Service, NMSU Colleges, other institutions, and other industry stakeholders in organizing trans-disciplinary teams that work to solve New Mexico agricultural challenges.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

The budget partially supports two faculty positions and roadmap team development and processes. Roadmap teams consist of CEFAS-affiliated faculty, who are comprised of faculty from ACES, NMSU's Colleges of Engineering Business, and Arts and Sciences. Roadmap teams and CEFAS leadership work directly with AES and CES to take critical issues faced by New Mexico agricultural producers and identify possible solutions or research focuses to directly support NM citizens. The funds also support increased and continued outreach for New Mexico producers.

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

The goal of agricultural sustainability is to meet society's food, fuel, feed and fiber needs in the present without compromising the ability of future generations to meet their own needs. Sustainability is a complex idea with three key facets. Food and agricultural systems should be environmentally sound, economically viable, and socially responsible. Broadly, the Center of Excellence in Sustainable Food and Agricultural Systems works to sustain communities and the environment through research, teaching, and Extension/outreach. CEFAS, established within the College of Agricultural, Consumer, and Environmental Sciences in collaboration with other NMSU colleges, is well-positioned to work across many disciplines with faculty, staff, and students on the main campus and at the Agricultural Experiment Stations and Cooperative Extension Offices located around the state. Beyond the campus community, it will collaborate with NGOs, growers, community members, industry, state and federal agencies. The Center's work focuses on applied research, academic education and practical training, community outreach.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

The Center of Excellence in Sustainable Food and Agricultural Systems (CEFAS) is developing transdisciplinary collaboration among faculty with industry partners to identify and work on research, outreach, and educational needs identified in New Mexico. CEFAS assists in expanding value-added agricultural opportunities in the state by providing practical, research-based education to develop workforce-ready graduates. The Center fosters communication between industry and education to disseminate information that consistently serves as a resource on sustainable practices. Faculty affiliated with CEFAS are expected to develop highly productive, interdisciplinary, collaborative programs within research, Extension, or teaching. Center affiliated faculty establish externally funded programs through the submission of competitive grant proposals, publish peer-reviewed journals, extension journals, and mentor students.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

- The Center worked with New Mexico Tech, Navajo Tech, and the Indian Resource Development program in hosting an inaugural Water Symposium (2022 Water Symposium) that focused on solving water challenges in New Mexico and the Navajo Nation, with a specific emphasis directed toward high schools students in the Four-Corners Region.
- A ribbon cutting ceremony was organized for the container farm project hosted on the NMSU Grants campus. Affiliated faculty members continued to work with University and state authorities in getting the container farm permitted and operational.
- Center directors communicated with various private and non-profit organizations exploring value-added agricultural production and other agricultural opportunities in the state, e.g., controlled environment agriculture, food insecurity, and hemp.
- Continued working with transdisciplinary, faculty roadmap teams focused on the following areas:
 - Artificial intelligence
 - Carbon sequestration
 - Controlled-environment agriculture/ food deserts
 - Dairy
 - Food, Energy, Water
 - Hemp Production and utilization
 - Soil, plant, and people health
- The Carbon Sequestration Roadmap team completed their roadmap that resulted, with Agricultural Experiment Station support and guidance, in federal earmark funding.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

- Center directors have worked with New Mexico Tech and have had initial conversations with San Juan Community College, but need to reestablish the dialog between these Centers.
- The Center’s advisory committee was established and meetings held in FY22.
- Center directors have had conversations with external stakeholders regarding internship program. The program will be fully developed in FY23.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

CESFAS is a direct result of the Governor’s legislative initiative for New Mexico Centers of Excellence. The Center of Excellence at New Mexico State University is working toward meeting the Governor’s expectation of putting “New Mexico on the map worldwide and show we’re serious about the growth of research and development in key industries” (Lujan Grisham Press Release, February 2019) and the Chancellor’s goal that the center will “will allow us to build on our current work supporting innovations that create value-added alternatives and improving profitability while protecting our state’s land and water” (Lujan Grisham Press Release, February 2019). The Center’s direct impacts are creating well-functioning trans-disciplinary teams composed of NMSU researchers, staff and students as well as agricultural stakeholders within the state. These teams are creating roadmaps that outline future research, education, and outreach efforts needed to support sustainable agriculture in New Mexico. The roadmaps and team efforts are resulting in increased funding as roadmap teams seek external funding. Indirect impacts of the Center will be the development and expansion of value-added food and agricultural businesses, the creation of jobs related to these businesses, and increased economic and community development for New Mexico.

Several roadmap teams initial organized by the Center, after completing their roadmaps, having been successful in obtaining external funding. Additionally, several researchers who have received CESFAS mini-grants have been successful in leveraging that funding/research with external funds.

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

Center faculty and affiliated faculty consistently seek opportunities to obtain external funding. Examples provided in the previous major accomplishment section, e.g., several roadmap teams have been successful in obtaining external funds. Additionally, some affiliated faculty who have received CESFAS mini-grant funding have been successful in leveraging that funding/research with external funds.

9. Accomplishment/ Highlights (bullet form)

Additional accomplishments not noted in #6 above:

- Continued to generate awareness of the Center across NMSU campus and industry partners
- Center directors and two supported faculty were successful in publishing 9 academic articles and gave 7 presentations.
- The Center funded two seed grants to affiliated faculty in FY22. One proposal focused on the development of value-added ingredients in the dairy industry. The second proposal focused on hemp production.

Medical Projects	
10. How many graduates stay in practice in New Mexico	NA

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	Sustainable Agriculture Center of Excellence
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)

Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input checked="" type="checkbox"/>
--	--	--

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

The Center of Excellence in Sustainable Food and Agricultural Systems is an interdisciplinary program at NMSU that will help support the mission of the land-grant university through research, teaching, and Extension and will contribute to all four LEADS 2025 Goals.

Goal 1: CEFAS enhances undergraduate and graduate student experiences in the College of ACES by offering experiential learning opportunities and hands-on research. CEFAS is helping to create a workforce-ready graduates and provides development for the next generation of scientific researchers.

Goal 2: CEFAS faculty seek external funding in areas related to ACES four pillars: food and fiber production and marketing, water use and conservation, family development and health of New Mexicans, and Environmental Stewardship. A key goal is to ensure sustainable systems for agriculture, energy, and water while continuing to enhance value-added agriculture business and opportunities throughout the state. CEFAS faculty boost research and creativity within the College of ACES by securing grant funding, publishing in peer-reviewed journals, and providing service to scientific organizations. CEFAS uses funding to support affiliated faculty members throughout the university in identifying and promoting sustainable agricultural practices, especially those related to value-added food and fiber processing.

Goal 3: Research findings by CEFAS faculty are disseminated to stakeholders through outreach and Extension programs. CEFAS leadership will work closely with stakeholder advisory groups to ensure outreach is being conducted in various parts of the state to meet the needs of agricultural producers.

Goal 4: CEFAS is an interdisciplinary unit with faculty working across departments and colleges. These faculty are involved in multi-state and international research products that promote the work of NMSU. CEFAS works with the NMSU Foundation to increase private funding.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

The goal of agricultural sustainability is to meet society’s food, fuel, feed and fiber needs in the present without compromising the ability of future generations to meet their own needs. Sustainability is a complex idea with three key facets. Food and agricultural systems should be environmentally sound, economically viable, and socially responsible. CEFAS will contribute to building a vibrant food and agricultural economy by conducting innovative, transdisciplinary, and collaborative research that facilitates the development of strong food and value-added agricultural businesses. CEFAS, housed within the College of ACES, is well-positioned to work across many disciplines with faculty, staff, and students on the main campus and at the Agricultural Experiment Stations and Cooperative Extension Offices located around the state. Beyond the campus community, Center faculty collaborate with NGOs, growers, community members, state and federal agencies including USDA. The Center’s work has been focused on applied research, academic education and practical training, community outreach, and public service from K-12 educational institutions to international agencies. Ultimately, through research, education, Extension, and outreach programs, the CEFAS works to sustain human communities and the environments in which they live.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	0	Click or	Click or	Click or
Federal G&C Expenditures	Click or	0	Click or	Click or	Click or
Private G&C Awards	Click or	0	Click or	Click or	Click or
Private G&C Expenditures	Click or	0	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<p><input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment</p> <p><input type="checkbox"/> 2. Increase student learning, retention, and degree attainment</p> <p><input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences</p> <p><input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement</p> <p><input checked="" type="checkbox"/> 5. Elevate graduate education</p> <p><input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<p><input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education</p> <p><input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity</p> <p><input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges</p> <p><input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<p><input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development</p> <p><input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility</p> <p><input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education</p> <p><input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement</p> <p><input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<p><input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff</p> <p><input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate</p> <p><input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization</p>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

Center of Excellence in Sustainable Food and RPSP Title: Agricultural Systems Contact Name: Jay Lillywhite Contact Email: lillywhi@nmsu.edu	FY24 Request <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: fit-content; margin: 0 auto;"> \$320,000 </div>
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NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: The CEFAS will provide practical, research-based education to students to develop work-force ready graduates with training and skills needed to support food and value-added agricultural industries.

RPSP Objective 1.3: Develop robust experiential learning, service-learning and research experiences that engage students and contribute to the development of essential skills.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Sustainable Steward Student Internship Program	N/A	0	0	0	NA	NA	1	2	2	0	This measure is being replaced by the "student internship" measure below. The new measure is more inclusive.
2	Student internships (NEW)	N/A	N/A	2	0	NA	NA	N/A	10	20	10	CEFAS directors are developing guidelines for the new student internship program, including visits with industry stakeholders. They are exploring ways that recent state funding can be leveraged by industry contribution to increase the number of student internship opportunities.
3	Graduate student transdisciplinary team participation (Assistantships) (NEW)	N/A	N/A	1 (as of now)	2	NA	NA	N/A	4	4	6	CEFAS funded two graduate students (working with the Carbon Sequestration roadmap team), one from the Department of English (roadmap editor) and one working with the roadmap director.
4	Undergraduate transdisciplinary team participation (NEW)	N/A	N/A	12	10	NA	NA	N/A	8	8	12	Over 15 students were impacted.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

Center of Excellence in Sustainable Food and RPSP Title: Agricultural Systems Contact Name: Jay Lillywhite Contact Email: lillywhi@nmsu.edu	FY24 Request <div style="border: 2px solid black; background-color: yellow; padding: 5px; display: inline-block;"> \$320,000 </div>
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NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: The CESFAS will develop transdisciplinary collaborations among university faculty with industry partners to identify and work on research and educational needs in the areas of sustainable food and agricultural systems.

RPSP Objective 2.1: Align research strengths across academic units to create an integrated research center supported with strategic investment and interdisciplinary hires.; 2.3 Amplify impact of research findings by addressing local needs that align with global challenges, specific to sustainable agriculture.		Measure Results				Measure Targets						Comments <i>(Briefly state your case)</i>
		FY19 Actuals	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Research Development Faculty Planning Workshops	N/A	2	6	4	NA	NA	4	4	4	4	Includes roadmap team development (workshops to start roadmap teams). Co-organizer of the "Multi-Institutional Food Engineering Seminar Series"(Advances in thermal processing for improving quality and safety, Advances in Non-thermal processing for improving quality and safety; Understanding and sensing food quality and safety).
2	Publications (Extension, AES, Peer-reviewed) (NEW)	N/A	N/A	16	10	NA	NA	N/A	10	15	15	Numbers reported include all publications, including industry publications, for CESFAS directors and faculty. It does not include publications made by affiliated faculty.
3	Grant/External Funding Proposals (NEW)	N/A	N/A	9	0	NA	NA	N/A	3	3	5	Nine grant proposals approved.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

Center of Excellence in Sustainable Food and RPSP Title: Agricultural Systems Contact Name: Jay Lillywhite Contact Email: lillywhi@nmsu.edu	FY24 Request
	\$320,000

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: The CEFAS will become a connection unit for collecting and dissemination agricultural research findings and value-added food and agribusiness entrepreneurship information and training. Additionally, CEFAS will foster communication between industry and education to serve as a resource of information (in partnership with AES and CES) to the agricultural industry, the community and the K-20 educational system.

RPSP Objective 3.4: Develop an integrated process for private sector engagement to support and grow public-private partnerships. Promote CEFAS strengths to current and prospective private sector partners.;		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Community Engagement through the implementation of a Sustainable Steward Invited Speaker Series	N/A	0	0	0	NA	NA	2	2	3	2	Discontinuing this measure for the present time. Center directors and faculty will focus on outreach making presentations to industry and community members.
2	Stakeholder engagement through advisory boards	N/A	0	2	2	NA	NA	2	2	2	2	A advisory committee was organized in 2021 with two online meetings held during the year. The Center's management expects to continue the process of holding two advisory committee meetings annually.

RPSP Objective: 3.5: Leverage CES programs and facilities to benefit economic development and community outreach.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Community outreasearch presentations (NEW)	N/A	N/A	6	5	NA	NA	N/A	6	12	10	Center directors made various presentations to community and industry stakeholders, including members of different churches with members interested in sustainable agriculture, industry associations, and other sustainability-focused organizations/groups, e.g., Earth Day Symposium.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

Center of Excellence in Sustainable Food and RPSP Title: Agricultural Systems Contact Name: Jay Lillywhite Contact Email: lillywhi@nmsu.edu	FY24 Request
	\$320,000

NMSU LEADS 2025 Goal: 4 - Build a Robust University System

RPSP Goal: The CESFAS will establish strategic alignment with the NMSU Foundation to raise, manage, and steward private resources in support of sustainable agriculture.

RPSP Objective 4.5: Build endowments to support long-term academic and priority needs in response to value-added and sustainable agriculture.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actual	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Gift revenue	N/A	0	0	0	NA	NA	25,000	25,000	10,000	10,000	The Center did not receive gift revenue in FY21, but Center directors will continue to work with foundation staff to develop connections that will lead to revenue. Center directors had discussions with non-profits foundations and are scheduling additional meetings for FY 23.

RPSP Objective: 4.2: Develop robust network for cross-disciplinary faculty and staff engagement.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
RPSP Measures:												
1	Transdisciplinary roadmap teams	N/A	N/A	2	4	NA	NA	N/A	6	6	4	The Center continues to support exiting roadmap teams and is organizing new teams. Two teams have been identified for development in FY 23. Four teams have completed roadmaps and have received external funds to continue on some aspects of their roadmap. Two teams completed their roadmaps but have yet to receive external funding.

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: Sustainable Agriculture Center of Excellence Total: **\$ 320,000.00**

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments			
Revenue and Transfers							
Beginning Fund Balance	\$ 80,517.00	\$ (11,650.00)	\$ 68,867.00				
Appropriations							
Federal		\$ -					
State plus Tobacco Settlement Fund	\$ 320,000.00	\$ -	\$ 320,000.00				
Local		\$ -					
Total Appropriations	\$ 320,000.00	\$ -	\$ 320,000.00				
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	\$ 320,000.00	\$ -	\$ 320,000.00				
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							
	FY23 FTE		Change FTE		FY24 FTE		
Faculty Salaries	0.87	\$ 75,000.00	(0.00)	\$ -	0.87	\$ 75,000.00	
Professional Salaries	0.40	\$ 25,000.00	(0.00)	\$ -	0.40	\$ 25,000.00	
Other Staff Salaries			0.00	\$ -		0.00	
Student Salaries (GA/TA)	1.76	\$ 55,000.00	(0.40)	\$ -	1.36	\$ 55,000.00	
Other Salaries			0.00	\$ -		0.00	
Total All Salaries	3.03	\$ 155,000.00	-0.40	\$ -	2.63	\$ 155,000.00	
Fringe Benefits		\$ 59,650.00		\$ -		\$ 59,650.00	
Travel		\$ 5,000.00		\$ -		\$ 5,000.00	
Utilities				\$ -			
Institutional Support Charges		\$ 12,000.00		\$ -		\$ 12,000.00	
Plant Operation and Maintenance Charges				\$ -			
Supplies and Expenses		\$ 100,000.00		\$ (11,650.00)		\$ 88,350.00	
Equipment				\$ -			
Other Expenditures				\$ -			
Total Expenditures	3.03	\$ 331,650.00	-0.40	\$ (11,650.00)	2.63	\$ 320,000.00	
Ending Fund Balance		\$ 68,867.00		\$ -		\$ 68,867.00	



Teacher Pipeline Initiative

2023

Title: Teacher Pipeline

FY23 Actual: \$250,000

FY24 Request: \$250,000

The objective of the New Mexico Teacher Pipeline Initiative (NMTPI) is to systematically and significantly reduce the number of educator vacancies in high-needs areas throughout the state through targeted efforts in recruitment, preparation, and retention.

The NMTPI will accomplish this vision by housing and facilitating the following three program tracts:

Tract 1: Recruitment: recruiting new, diverse candidates into the teaching profession

Tract 2: Preparation: preparing highly qualified educators to enact culturally and linguistically responsive curricula

Tract 3: Retention: retaining existing educators and improving pedagogical practices.

The NMTPI aims to recruit, prepare, and retain for New Mexico a highly qualified, justice-oriented, historically underrepresented pipeline of educators who are equipped with the theoretical knowledge, cultural competency, and practical applications necessary to provide New Mexico students with quality educational experiences and successful academic and professional outcomes.

Budget

\$40,816 Faculty Salaries: Funds will support faculty salaries at NMSU to oversee the research associated with the NM Teacher Pipeline program.

\$40,816 Professional Salaries: Funding will be used to provide stipends for school district administrations, district leaders, and faculty in other higher education teacher preparation programs.

\$16,236 Support Staff Salaries: The funds will cover part-time administrative assistants to help coordinate the various tracks, process hires/stipends, schedule, and other related duties.

\$39,763 Graduate Assistants: Funds will support two graduate students for 20 hours a week to work on the initiative, help with research components, data collection, and writing research reports.

\$22,279 Fringe Benefits: Total amount covers fringe for faculty salaries, professional salaries, support staff salaries, and graduate assistants.

\$10,000 Travel: Will be used for the PI and faculty travel to school districts and other teacher preparation programs throughout the state.

Other Supplies and Expenses \$70,000



Key Project Objectives

Research: NMTPI will support New Mexico school districts, communities, and educators, along with NMSU faculty, graduate students, and stakeholders to collaboratively examine issues related to teacher recruitment, preparation, and retention in the state.

Public Service: For years the state of New Mexico has experienced an increasingly challenging teacher shortage throughout the state, particularly in rural and high needs areas. If the aims of this program are realized, more individuals will choose to become educators in New Mexico, reducing the number of educator vacancies and ensuring a brighter set of educational and professional outcomes and social mobility.

Teaching: The preservice training, licensure coursework, and educator preparation for New Mexico's teachers will be enhanced via multiple undergraduate and graduate pathways at NMSU. The grant provides opportunities for school district leaders and teacher preparation programs to collaborate to ensure curriculum and training standards are preparing teachers for today's classroom environment.

Tract 1 focuses on providing access to the teaching profession and attracting new, diverse preservice teachers into our educator preparation programs at NMSU.

Teacher vacancies have been an ongoing problem in the state over the past several years. The 2021 New Mexico Educator Vacancy report indicated that the number of teacher vacancies in public schools rose from 571 in 2020 to just more than 1,000 in 2021 (<https://alliance.nmsu.edu/publications/2021-New-Mexico-Educator-Vacancy-Report.pdf>).

These vacancies are further compounded by NM workforce solutions 2018-2028 job growth expectations. Specifically, NM workforce solutions predict that the number of education positions will grow by over 2,500 between 2018 and 2028. Given these projected trends in teacher vacancy totals, the state needs to take immediate and sustained action to expand its teacher pipeline. In response, NMSU will work with our increasing number of partnering school districts throughout the Southern region of the state to understand the precise needs across the region.

Recruiting efforts will ensure that NMSU not only addresses New Mexico's teacher shortage but does so in a way that is representative and responsive to the demographics and contexts of our state's population.

Tract 2: Preparation

Tract 2 focuses on enhancing and enriching the preservice training, licensure coursework, clinical experiences, and teacher competencies of new educator majors in our educator preparation programs. Our educator preparation standards and practices will be directly informed initially by the work completed within Tract 1, by understanding the complex vacancy needs at district levels in terms of desired specialized skills, professional aptitudes, and educator dispositions; our programmatic decisions will be research-based and responsive to our partners.

Efforts within Tract 2 will be geared toward solidifying our preparation programs through collaborative research and scholarly activities aligned with district vacancies so that new teachers in the pipeline are uniquely suited to provide immediate impact for classrooms throughout the region.

Within our state-accredited and nationally accredited licensure programs, NMSU utilizes research to prepare teachers to excel in several areas critical to New Mexico schools, such as working with English language learners, promoting bilingual education, celebrating multicultural education, and implementing effective instruction using technology. Tract 2 creates research clusters through which NMSU faculty will collaborate with district and community partners to enhance our programming across multiple stages, including introductory coursework, subject areas, practicum placements, and student teaching interactions.

Tract 3: Retention

Tract 3 will focus on retaining existing educators in high-needs areas across Southern New Mexico. Tract 3 supports ensuring that these efforts in enhancing our teacher pipeline are successful and sustainable.

Discussions surrounding the teacher shortage often highlight barriers that prevent potentially interested preservice candidates from pursuing careers in education; equal attention must be paid to factors contributing to educators leaving the profession. Teacher attrition criteria, societal conditions, workforce standards, policy mandates, media narratives, school-community relationships influence teachers' decisions to leave the profession. Identifying, understanding, and mediating these complex factors are crucial to approaching the educator retention issue in New Mexico. In continued collaboration and connectivity with our district partners, Tract 3 will establish a familiar road map of partnership, whereby NMSU will utilize a variety of methodologies and instruments to clearly understand the kinds of retention issues our districts see playing out in their buildings and communities, all of which may be collectively contributing to educator vacancies. Establishing the baseline data at the district level will then transition to efforts to increase retention that are short-term and long-term. Short-term responses to retention issues will focus on immediate and impactful professional development that NMSU can provide for school districts. While our mission is to serve our partnering districts with educator preparation programming, we also want to be their most vital and trusted source for continued excellence and training.

Individual districts are likely to highlight specific issues they are observing and respondent strategies that can be pursued to retain their teachers. These aspects may include writing instruction, STEM enrichment, lesson planning workshops, classroom management approaches, family and community literacy, and more.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Teacher Pipeline Initiative

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$250,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$250,000

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	Click or tap here to enter text.
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2. Project Description / Executive Summary:

The overarching objective of the New Mexico Teacher Pipeline Initiative (NMTPI) is to systematically and significantly reduce the number of educator vacancies in high-needs areas throughout the state through targeted efforts in recruitment, preparation, and retention. The NMTPI will accomplish this vision by housing and facilitating the following three program tracts: Tract 1) Recruitment: recruiting new, diverse candidates into the teaching profession; Tract 2) Preparation: preparing highly qualified educators to enact culturally and linguistically responsive curricula; and Tract 3) Retention: retaining existing educators and improving pedagogical practices. These aims will be met through collaborations with our partnering school districts and community organizations throughout the Southern New Mexico and Western Texas regions. The initiative will prioritize public service, educational outreach, scholarship, and creative activity designed to address the specific education workforce needs and precise contexts of

2. Project Description / Executive Summary:

individual school campuses and communities. RPSP funding will provide support for these efforts by affording the NMTPI opportunities to engage in collaborative data collection and analysis, which will illustrate exact educator vacancy needs within local schools, generate responsive recruiting measures, identify and carry out appropriate redesigns in licensure coursework, and sustain a robust a diverse teacher workforce.

Tract 1 Recruitment will focus on providing access to the teaching profession and attracting new, diverse preservice teachers into our educator preparation programs at NMSU. Teacher vacancies have been an ongoing problem in the state over the past several years. The 2021 New Mexico Educator Vacancy report indicated that the number of teacher vacancies in public schools rose from 571 in 2020 to just more than 1,000 in 2021 (<https://alliance.nmsu.edu/publications/2021-New-Mexico-Educator-Vacancy-Report.pdf>). These vacancies are further compounded by NM workforce solutions 2018-2028 job growth expectations. Specifically, NM workforce solutions predict that the number of education positions will grow by over 2,500 between 2018 and 2028. Given these projected trends in teacher vacancy totals, the state needs to take immediate and sustained action to expand its teacher pipeline. In response, NMSU will work with our increasing number of partnering school districts throughout the Southern region of the state to understand the precise needs across the region. Identifying high-needs areas in grade levels, subject matter disciplines, and licensure expertise will create an intentional framework through which purposeful, data-driven recruiting can occur. Recruiting activities will begin in K-12 settings at local levels by contributing to districts' pre-existing career-prep pathways and exploratory courses designed to promote the teaching profession to K-12 students interested in pursuing careers in education. This outreach will include a suite of information about the opportunities and benefits of becoming an educator, various developmental and disciplinary specializations available within the teaching profession, and numerous career advancement and professional development opportunities. NMSU will then assist each district with expanding those recruiting measures on a community-wide scale through education fairs and marketing campaigns publicizing educator workforce opportunities for community members, school district personnel (i.e., grow your own scholarship), business sectors, civic leaders, and more. This collaboration will position NMSU as the ideal educator preparation program to help districts address their contextualized teacher vacancies because we will be actively recruiting new education majors into demonstrated high-needs areas and increasing enrollment across our licensure pathways. Helping districts attract new teachers who are racially and socially representative of the communities they serve is a critical component within Tract 1, especially given that nearly 60% of K-12 educators self-report as White despite much higher percentages of students and families who are Hispanic and/or Latinx (<https://newmexicoschools.com/districts>). Tract 1 Recruiting efforts will ensure that NMSU not only addresses New Mexico's teacher shortage but does so in a way that is representative and responsive to the demographics and contexts of our state's population.

Tract 2 Preparation will focus on enhancing and enriching the preservice training, licensure coursework, clinical experiences, and teacher competencies of new educator majors in our educator preparation programs. Our educator preparation standards and practices will be directly informed initially by the work completed within Tract 1, by understanding the complex vacancy needs at district levels in terms of desired specialized skills, professional aptitudes, and educator dispositions; our programmatic decisions will be research-based and responsive to our partners. NMSU offers numerous pathways and specializations across educator preparation, including licensure and certification tracts at the undergraduate level for bachelor's degrees and minor programs, as well as a plethora of offerings at the

2. Project Description / Executive Summary:

graduate level, including endorsements, graduate certificates, master's degrees, and doctoral degrees. Efforts within Tract 2 Preparation will be geared toward solidifying our preparation programs through collaborative research and scholarly activities to align with district vacancies so that new teachers in the pipeline are uniquely suited to provide immediate impact for classrooms throughout the region. Within our state-accredited and nationally accredited licensure programs, NMSU utilizes scholarship to prepare teachers to excel in several areas critical to New Mexico schools, such as working with English language learners, promoting bilingual education, celebrating multicultural education, and implementing effective instruction using technology. Helping preservice educators attain best practices in teaching and supporting them as they cultivate pedagogies for optimum learning scenarios is a steadfast benchmark in NMSU programs. Our success depends on cutting-edge research methods and access to the most current and contextualized populations and settings. This spirit of scholarly discovery will drive. Tract 2 Preparation creates research clusters through which NMSU teacher education faculty will collaborate with our district and community stakeholders to enhance our programming across multiple stages, including introductory coursework, subject areas, practicum placements, student teaching interactions, and more. NMSU faculty members' research and areas of scholarly expertise are diverse, interdisciplinary, and in service to the daily challenges experienced by districts, schools, teachers, and students. Research clusters spanning numerous specialty areas in the field of education will be created via the underlying theme of inclusivity, allowing for rich collaboration between district leaders, classroom teachers, support staff, graduate students, state-level representatives, and more. Faculty are already engaged in innovative research areas that will impact the clusters within Tract 2, including the explorations of remedies requested in the Yazzie/Martinez v. State of New Mexico Decision, New Mexico's Tribal School Framework, New Mexico's Year of Literacy, New Mexico's new Social Studies Standards, educational forums on Critical Race Theory, Culturally and Linguistically Responsive Curricula, and Structured Literacy. These research collaboratives with partnering school districts will allow NMSU to enhance its educator preparation programs to align with district needs, reflect state-level initiatives, and contribute to a meaningful and sustainable New Mexico teacher pipeline.

Tract 3 Retention will focus on retaining existing educators in high-needs areas across Southern New Mexico. Tract 3 creates spaces and supports for ensuring that these efforts in enhancing our teacher pipeline are successful and sustainable. While investigations and subsequent discussions surrounding the teacher shortage often highlight barriers that prevent potentially interested preservice candidates from pursuing careers in education, equal attention must be paid to factors contributing to educators leaving the profession. Teacher attrition criteria, societal conditions, workforce standards, policy mandates, media narratives, school-community relationships, and more contribute to myriad reasons for teachers deciding to leave the field. Identifying, understanding, and mediating these complex factors are key to approaching the educator retention issue in New Mexico. In continued collaboration and connectivity with our district partners, Tract 3 will establish a familiar road map of partnership, whereby NMSU will utilize a variety of methodologies and instruments to clearly understand the kinds of retention issues district see playing out in their buildings and communities, all of which may be collectively contributing to educator vacancies. Establishing the baseline data at the district level will then transition to efforts to increase retention that are short-term and long-term. First, short-term responses to retention issues will focus on immediate and impactful professional development that NMSU can provide for school districts. While our mission is to serve our partnering districts with educator preparation programming, we also want to be their most vital and trusted source for continued excellence and training. Individual districts

2. Project Description / Executive Summary:

are likely to highlight specific issues they are observing and respondent strategies that can be pursued to retain their teachers. These aspects may include writing instruction, STEM enrichment, lesson planning workshops, classroom management approaches, family and community literacy, and more. NMTPI will leverage programmatic components and research cluster topics to provide data-driven professional development modules designed to increase the likelihood that teachers will continue in their position year after year. Currently, many of our partnering districts have already reached out to NMSU for ideas about coordinating professional development activities for their teachers, and many districts do not presently rely on a standardized set of professional practices. Scripted modules, on-off workshops, micro-credentials, on-demand training, and more have all been suggested by our partners. Tract 3 will provide these retention supports in a systematic, effective manner. Second, long-term responses to retention issues will focus on broader-scale topics and challenges to retaining educators. Many of our partnering districts experience similar retention issues that transcend individual communities.

Programmatic and research cluster efforts within Tract 3 Retention will seek to understand and address these larger retention challenges from a statewide perspective. Interdisciplinary initiatives targeting best practices and policies will be devised surrounding mental health advocacy, trauma-informed pedagogies, racial and social justice education, critical digital literacies, social and emotional learning, physical health campaigns, and more. Educator retention will be studied and addressed holistically, with active engagement from state leaders, school district administrators, educational institutions, and community organizations for continued collaboration on improving educational outcomes in New Mexico. NMSU will harness the power of the Land-Grant, Hispanic-Serving, Minority-Serving Institutional charge to leverage existing programs and partnerships across the School of Teacher Preparation, Administration, and Leadership within the College of Health, Education, and Social Transformation to carry out critical missions in teacher retention for New Mexico.

The NMTPI aims to recruit, prepare, and retain for New Mexico a highly qualified, justice-oriented, historically underrepresented pipeline of educators who are equipped with the theoretical knowledge, cultural competency, and practical applications necessary to provide New Mexico students with quality educational experiences and successful academic and professional outcomes. The NMTPI's three tracts above address significant issues and objectives at the heart of New Mexico school and community needs. The program overall situates NMSU as a state leader in education and advocacy.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

The New Mexico Teacher Pipeline Initiative (NMTPI) is requesting recurring funding of \$250,000, which will cover faculty salaries, staff, graduate research assistants, professional salaries, and other expenses for operations to Tracts 1) Recruit new, diverse New Mexico educators into the profession; 2) Prepare highly qualified New Mexico teachers for culturally and linguistically responsive curricula; and 3) Retain historically underrepresented educators in high needs areas across New Mexico.

\$40,816 Faculty Salaries: Funds will support faculty salaries at NMSU to oversee the research associated with the NM Teacher Pipeline program. Specifically, funds will cover course buyouts and summer funding to enable faculty to assess state-wide needs and meet with other teacher education programs through the state to develop curriculum standards for teacher educator programs.

\$40,816 Professional Salaries: Funding will be used to provide stipends for school district administrations, district leaders, and faculty in other higher education teacher preparation programs. The funds will support these

3. Budget Narrative (Overview only – Relates to separate Budget Form)

professionals work to assist with the state needs assessment, curriculum discussions, retention barriers, and development policy to reduce the teacher shortage in the state.

\$16,236 Support Staff Salaries: The funds will cover part-time administrative assistants to help coordinate the various tracks, process hires/stipends, schedule, and other related duties.

\$39,763 Graduate Assistants: Funds will support two graduate students for 20 hours a week to work on the initiative, help with research components, data collection, and writing research reports.

\$22,279 Fringe Benefits: Total amount covers fringe for faculty salaries, professional salaries, support staff salaries, and graduate assistants.

\$10,000 Travel: Will be used for the PI and faculty travel to school districts and other teacher preparation programs throughout the state.

Other Supplies and Expenses \$70,000: Funds will be used to purchase food for the initiatives meetings and at outreach events (i.e., teacher fair). \$10,000 Postage: Funds will be used to pay for advertising mailers and web fees. \$50,000: will be used to develop video and digital advertisements throughout the state. \$10,000: Will pay to print and re-produce program information for teacher education programs.

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

The primary mission of the New Mexico Teacher Pipeline Initiative (NMTPI) is to address educator vacancies and combat high needs teacher shortages across the state of New Mexico. The NMTPI will accomplish this goal via the following three primary tracts: Tract 1 Recruitment will collaborate with school district leaders on identifying precise, contextualized areas of need across specific grade levels, subject areas, and specializations with recruiting measures, marketing campaigns, education fairs, and outreach efforts to publicize benefits and opportunities within the teaching profession and attract new preservice teachers into NMSU educator preparation programming. Tract 2 Preparation will leverage scholarship and creative activity to construct interdisciplinary research clusters designed to address demonstrated district needs in NMSU's licensure coursework and programmatic competencies, ensuring that new teachers are highly qualified and uniquely trained to impact our partnering districts using cutting-edge best practices and culturally and linguistically responsive pedagogies in teaching and learning. Tract 3 Retention will prioritize local and statewide initiatives and professional development strategies to understand and expand New Mexico teacher retention at local and state levels.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Research: New Mexico Teacher Pipeline Initiative (NMTPI) will support New Mexico school districts, communities, and educators, along with NMSU faculty, graduate students, and stakeholders to collaboratively examine issues related to teacher recruitment, preparation, and retention in the state. Interdisciplinary methodologies of collaborative research among educators and educational leaders will evaluate preservice training, school district needs, and alignment with educator preparation program standards and state policies. Findings and results from these assessments will enable the state to better understand current conditions, challenges, expectations, and best practices for new teachers entering New Mexico classrooms. Subsequently, this data will be used to devise coursework and programming for preservice teachers and provide professional development opportunities designed to retain highly qualified New Mexico educators in high needs areas across the state.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Public Service: For years the state of New Mexico has experienced an increasingly challenging teacher shortage throughout the state, particularly in rural and high needs areas. If the three aims of this program (recruitment, preparation, retention) are realized, more individuals will choose to become educators in New Mexico, effectively reducing the number of educator vacancies and ensuring a brighter set of educational and professional outcomes and social mobility. Ultimately, the citizens of New Mexico will benefit from having highly qualified, culturally and linguistically responsive educators preparing the next generation of the state's workforce. NMSU faculty who contribute to the research clusters will provide interdisciplinary expertise and areas of specialization which are poised to impact an array of different aspects that affect the education of learners throughout the state. Students and families have various critical needs at school beyond curriculum and instruction, and the NMTPI will create greater understanding and actionable intent around socioeconomic issues, which are of equal importance to traditional components of age and grade-level appropriate content. Mental health, trauma, food and housing insecurity, access to healthcare, drug addiction, crime, and discrimination based on race, gender, and sexual orientation represent only a handful of the factors contributing to challenges for our students. All the while, the state's workforce continues to suffer from teacher attrition and educator vacancies which are compounded by many factors. The NMTPI will address these needs across New Mexico's educational communities and situate NMSU as a state leader in education and advocacy.

Teaching: The preservice training, licensure coursework, and educator preparation for New Mexico's teachers will be enhanced via multiple undergraduate and graduate pathways at NMSU. The grant provides opportunities for school district leaders and teacher preparation programs to coordinate their efforts to ensure curriculum and training standards are preparing teachers for today's classroom environment. Successful training will enable entry-level teachers to be more effective instructors and be retained in the profession.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Top objectives for the New Mexico Teacher Pipeline Initiative (NMTPI) for FY23:

- Nurture and expand current formal partnerships with school districts in Southern New Mexico and West Texas regions, while continuing to establish new formal partnerships with school districts and community organizations across the region.
- Identify district contacts and initiative outreach and communication efforts to launch the new program.
- Plan initial data-gathering phases and survey instruments to understand educator vacancies at local, contextualized levels.
- Develop media content to promote the teaching profession and NMSU licensure pathways.
- Establish recruitment events to promote the profession of teaching and NMSU educator preparation programs.
- Assess district level needs on teacher preparation and retention issues.
- Plan for district gatherings, education fairs, marketing campaigns, and media tactics.
- Initiative goals specific to each tract (Recruitment, Preparation, Retention)
- Promote and advertise faculty participation in the Research Clusters (Trac 2: Preparation).
- Hire graduate students, faculty, and other professionals.

Challenges for FY23:

- Coordinating teacher preparation units and school districts to assess issues related to teacher preparation and retention.
- Ensuring that researchers are able to access school districts to conduct needs assessments.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

- Establishing research protocols to accurately assess issues related to teacher preparation and retention in the state.
- Getting buy in from regional and state school districts.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

The New Mexico Teacher Pipeline Initiative (NMTPI) will provide statewide impact, address a number of the Governor’s Initiatives, and produce important student outcomes in New Mexico. The NMTPI houses and pursues three primary tracts: 1) Recruitment, 2) Preparation, and 3) Retention.

Tract 1 Recruitment will identify district needs in addressing educator vacancies and areas of high need across individual school community campuses. Understanding educator vacancies on a nuanced level will allow the NMTPI to reduce the number of teacher vacancies throughout the state in a purposeful and systematic manner. The number of teacher vacancies in public schools rose from 571 in 2020 to just more than 1,000 in 2021 (<https://alliance.nmsu.edu/publications/2021-New-Mexico-Educator-Vacancy-Report.pdf>). The state has implemented various funding initiatives and legislated various programs which are going to be key contributors to improved outcomes, such as Teacher Residency funding, salary increases, alternatives to licensure exams, and more. Using these models as a framework, NMSU will harness the power of our local partnerships to deliver new teachers for school districts in high need who are diverse, culturally and linguistically responsive, and highly qualified to provide immediate impact in specific locations across the state. Our efforts in recruiting will ensure that New Mexico’s teacher pipeline is robust and sustainable, and that historically underrepresented educators have access to the teaching profession. Student outcomes in K-12 settings will be improved as a result of experiencing the curriculum and instruction of highly qualified, socially responsive educators throughout their schooling. And in our educator preparation programs at NMSU, student outcomes are successful in that new teachers will graduate from their programs and enter the vital workforce prepared to impact lives into the future.

Tract 2 Preparation will leverage scholarship and creative activity to ensure that NMSU’s educator preparation programs adequately prepare new teachers to address demonstrated district level needs and contexts. Interdisciplinary research methodologies will be used in the creation of Research Clusters designed to take action on a number of New Mexico’s key education and initiatives and policy platforms, including the Yazzie/Martinez v. State of New Mexico Decision, Tribal School Framework, Year of Literacy, Structured Literacy, new Social Studies Standards, Culturally and Linguistically Responsive Curricula, Critical Race Theory, and more. Programmatic decisions such as offerings and redesign will be directly informed by the needs of districts, helping to prepare teachers for best practices in areas vital to New Mexico students and families, such as, English language learners, bilingual education, multicultural education, social and racial justice education, trauma-informed pedagogy, effective teaching with technology, and more. Our consortium with districts throughout the region will ensure that our partners can rely on NMSU for optimum educator preparation programming to meet their unique vacancy needs. By increasing the degree of program alignment with district needs in light of best practices and cutting-edge research, educator preparation student outcomes at NMSU will improve drastically. In turn, impactful educators entering K-12 classrooms will then help students in New Mexico achieve at higher rates as well.

Tract 3 Retention will utilize both a short-term and a long-term vision to retain educators across the state. New Mexico’s teacher shortage is multifaceted, and while numerous efforts are underway to help educator preparation programs increase the numbers of new teachers entering the profession, equal attention must be paid to the issue of teacher retention. Multiple societal factors have contributed to teachers leaving the profession across the state,

<p>7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)</p>
<p>especially in some of our highest-need and rural areas. To immediately help our partnering districts address issues in teacher retention, the NMTPI will collaborative with district leaders on impactful professional development offerings designed to support current teachers to grow and develop within the district. As each district will have unique priorities related to keeping teachers on staff, our supports can be equally precise and impact student outcomes through a variety of instructional means. To plan for prolonged intervention on larger issues related to teacher retention, the NMTPI will leverage partnerships on a statewide level to ensure that teachers have proper support and training regarding ubiquitous challenges to the teaching profession such as mental health advocacy, food and housing insecurity, access to healthcare, and more.</p>

<p>8. Does the project receive awards, private donations or Federal grants? Have you sought out funding from other sources?</p>
<p>The teacher pipeline program currently does not receive external awards or private donations. To this point the program has not south out funding from other sources</p>

<p>9. Accomplishment/ Highlights (bullet form)</p>
<p>N/A</p>

Medical Projects	
<p>10. How many graduates stay in practice in New Mexico</p>	<p>Click or tap here to enter text.</p>

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	Teacher Pipeline
-------------------------------	------------------

1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
--

Funding will support the New Mexico Teacher Pipeline initiative (NMTPI) located in the School of Teacher Preparation, Administration, and Leadership, within the College of Health, Education, and Social Transformation. There are three primary tracts related to this initiative: 1) Recruitment of diverse, highly qualified educators into the teaching profession who are prepared to provide immediate impact in New Mexico classrooms; 2) Preparation of culturally and linguistically responsive educators to fill precise areas of high needs in New Mexico schools through the synthesis of research, scholarship, and pedagogy; and 3) Retention of underrepresented educators across the state of New Mexico through data-driven professional development and leveraging of statewide partnerships.

Tract 1 Recruitment aligns with **NMSU LEADS 2025 Goal 3 Amplify Extension and Outreach**. Efforts will identify district needs in addressing educator vacancies and areas of high need across individual school community campuses. Understanding educator vacancies on a nuanced level will allow the NMTPI to reduce the number of teacher vacancies throughout the state in a purposeful and systematic manner. The state has implemented various funding initiatives and legislated various programs which are going to be key contributors to improved outcomes. Using these models as a framework, NMSU will harness the power of our local partnerships to deliver new teachers for school districts in high need who are diverse, culturally and linguistically responsive, and highly qualified to provide immediate impact in specific locations across the state.

Tract 2 Preparation aligns with **NMSU LEADS 2025 Goal 1 Enhance Student Success and Goal 2 Elevate Research and Creativity**. Efforts will leverage scholarship and creative activity to ensure that NMSU's educator preparation programs adequately prepare new teachers to address demonstrated district level needs and contexts. Interdisciplinary research methodologies will be used in the creation of Research Clusters designed to take action on a number of New Mexico's key education and initiatives and policy platforms. Programmatic decisions such as offerings and redesign will be directly informed by the needs of districts, helping to prepare teachers for best practices in areas vital to New Mexico students and families.

Tract 3 Retention aligns with **NMSU LEADS 2025 Goal 3 Amplify Extension and Outreach and Goal 2 Elevate Research and Creativity**. Efforts will utilize both a short-term and a long-term vision to retain educators across the state. New Mexico's teacher shortage is multifaceted, and while numerous efforts are underway to help educator preparation programs increase the numbers of new teachers entering the profession, equal attention must be paid to the issue of teacher retention by leveraging innovative, interdisciplinary research agendas, scholarly collaborations, and statewide partnerships.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. The program summary is limited to the box below. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.

The primary mission of the New Mexico Teacher Pipeline Initiative (NMTPI) is to address educator vacancies and combat high needs teacher shortages across the state of New Mexico. The NMTPI will accomplish this goal via the following three primary tracts: Tract 1 Recruitment will collaborate with school district leaders on identifying precise, contextualized areas of need across specific grade levels, subject areas, and specializations with recruiting measures, marketing campaigns, education fairs, and outreach efforts to publicize benefits and opportunities within the teaching profession and attract new preservice teachers into NMSU educator preparation programming. Tract 2 Preparation will leverage scholarship and creative activity to construct interdisciplinary research clusters designed to address demonstrated district needs in NMSU’s licensure coursework and programmatic competencies, ensuring that new teachers are highly qualified and uniquely trained to impact our partnering districts using cutting-edge best practices and culturally and linguistically responsive pedagogies in teaching and learning. Tract 3 Retention will prioritize local and statewide initiatives and professional development strategies to understand and expand New Mexico teacher retention at local and state levels.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input type="checkbox"/> 5. Elevate graduate education <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input checked="" type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities
<input type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Teacher Pipeline Initiative	FY24 Request
Contact Name: Phillip Post Contact Email: ppost@nmsu.edu	\$250,000

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: To reduce the number of teacher vacancies within the state, by increasing the number of educator majors (graduate and

RPSP Objective 1: Increase the number of Education majors and students in teacher licensure pathways to fill teacher vacancies		Measure Targets		Comments <i>(Briefly state your case)</i>
		FY23	FY24	
RPSP Measures:				
1	Increase number of undergraduate student education majors	547	560	With increases in teacher salary we believe more undergraduate students will be interested in becoming a teacher. These opportunities will be advertised.
2	Increase number of graduate student education majors	320	335	It is anticipated that with the increased salaries more teachers may seek out a Master's degrees to enhance pay and other professionals may seek out an alternative licensure pathway.
3	Increase number of students accepted into the teacher education preparation program, which leads to licensure	176	190	With the removal of the Praxis exam, it is anticipated that more students will be interested in becoming a teacher will be accepted into the teacher education preparation program.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Teacher Pipeline Initiative	FY24 Request
Contact Name: Phillip Post Contact Email: ppost@nmsu.edu	\$250,000

NMSU LEADS 2025 Goal: 2 - Elevate Research and Creativity

RPSP Goal: Create research clusters to examine factors contributing to teacher vacancies within our region

RPSP Objective 1: Understanding the complex vacancy needs at district levels in terms of desired specialized skills, professional aptitudes, and education dispositions needed of new educators		Measure Targets		Comments (<i>Briefly state your case</i>)
		FY23	FY24	
RPSP Measures:		FY23	FY24	
1	Develop research cluster to examine issues related to teacher vacancies and retention issues	1	2	Currently, no research clusters are established to examine factors related to teacher vacancies. Clusters will be established with current NMSU faculty and local school districts.
2	Develop research partnerships with local school districts in Southern NM to examine issues related to retention and preparation of future educators	3	6	Given the need to retain and recruit teachers into the profession we plan on forming established partnerships with all school districts in Southern NM to examine needs of each school districts, which will inform our instruction.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: Teacher Pipeline Initiative		FY24 Request
Contact Name: Phillip Post		\$250,000
Contact Email: ppost@nmsu.edu		

NMSU LEADS 2025 Goal: 3 - Amplify Extension and Outreach

RPSP Goal: Advertise to our local community the benefits of becoming a teacher and offer training to existing teachers.

RPSP Objective: Recruit new, diverse candidates into the teacher profession and retain existing teachers.		Measure Targets		Comments <i>(Briefly state your case)</i>
		FY23	FY24	
RPSP Measures:				
1	Hold teacher fairs throughout Southern NM to promote the teaching profession	3	6	Events will be held throughout Southern NM to promote pathways (undergraduate and alternative licensure) into the teaching profession. Benefits of entering the profession will be highlighted.
2	Direct mailers will be sent out to students and professional interested in teaching	1,000	1,500	Direct mailers with information on how to become a teacher will be sent out to students who have expressed an interested in an educational pathway at NMSU.
3	Commericals will be developed to target adults and studnets in Southern NM and West Texas to become NM teachers	2	4	Working with MARCOM, specific commericals will target individuals who are interested in becoming NM educators. These will be tailored to our region's demographics.
4	Develop professional development modules on NMSUO	0	4	After the school district needs-assessment is conducted in year one (FY 23), professional development modules will be developed through NMSUO to offer retraining opportunities for existing teachers in our local school districts throughout Southern NM.

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

Institution:

RPSP Project: Total:

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance		\$ -	\$ -	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 250,000.00	\$ -	\$ 250,000.00	
Local		\$ -		
Total Appropriations	\$ 250,000.00	\$ -	\$ 250,000.00	
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	\$ 250,000.00	\$ -	\$ 250,000.00	

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

	FY23 FTE		Change FTE	\$		FY24 FTE		
Faculty Salaries	0.85	\$ 40,816.00	(0.38)	\$ -		0.47	\$ 40,816.00	
Professional Salaries	0.79	\$ 40,816.00	(0.14)	\$ -		0.65	\$ 40,816.00	
Other Staff Salaries	0.58	\$ 16,326.00	(0.10)	\$ -		0.48	\$ 16,326.00	
Student Salaries (GA/TA)	1.64	\$ 39,763.00	(0.65)	\$ -		0.99	\$ 39,763.00	
Other Salaries			0.00	\$ -		0.00		
Total All Salaries	3.86	\$ 137,721.00	-1.28	\$ -		2.58	\$ 137,721.00	
Fringe Benefits		\$ 22,279.00		\$ -			\$ 22,279.00	
Travel		\$ 10,000.00		\$ -			\$ 10,000.00	
Utilities				\$ -				
Institutional Support Charges				\$ -				
Plant Operation and Maintenance Charges				\$ -				
Supplies and Expenses		\$ 20,000.00		\$ -			\$ 20,000.00	
Equipment				\$ -				
Other Expenditures		\$ 60,000.00		\$ -			\$ 60,000.00	
Total Expenditures	3.86	\$ 250,000.00	-1.28	\$ -		2.58	\$ 250,000.00	
Ending Fund Balance		\$ -		\$ -			\$ -	

FY23 Actual: \$N/A FY24 Request: \$494,092 \$ Change: \$N/A

The Doña Ana Community College (DACC) Education Program Faculty Development and Retainment Project focuses on three major goals; faculty recruitment and retainment, faculty development, and pre-teacher candidate development; thus, addressing the aspects of New Mexico’s current critical educational needs for increasing the number of licensed educators, increasing training in relevant multicultural and linguistic teaching strategies, and retention of quality educators. Currently there are over 1,000 teacher education vacancies in the state of New Mexico. This project aligns with NMSU Leads 2025, New Mexico Governor Lujan Grisham’s goal of “making our education system a model for the rest of the country” (NM Public Education Department, Discussion Draft Action Plan, 2022), and NM Public Education Department’s Comprehensive Strategic Plan 2022 initiatives.



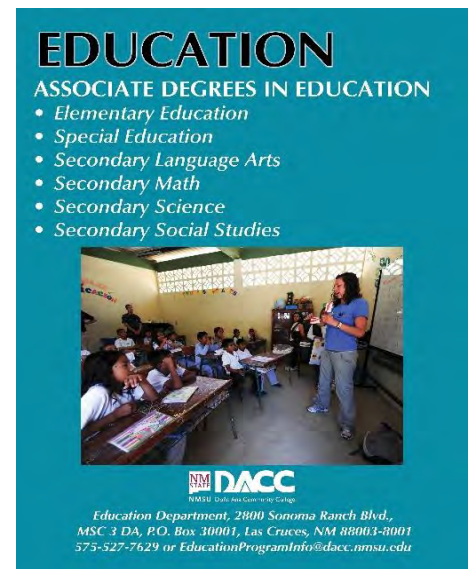
Doña Ana Community College (DACC) – Educator Pipeline

DACC plays a key role in being a teacher pipeline for pre-teacher candidates to professional educators. Students may complete an Associate Degree in Education or Early Childhood and enter the work force immediately as a paraprofessional in public schools or child care professional. Students may transfer to NMSU or any other four-year institution. Upon completion of a Bachelor’s degree

in Education or Early Childhood, pre-teacher candidates will be able to enter the work force as licensed educators in public schools in New Mexico where the need for teachers has reached a critical level, particularly in bilingual education.

DACC Addresses NM Public Education Department Strategies

DACC plays a key role in the overall success of two strategies of the New Mexico Public Education




Department Comprehensive Strategic Plan 2022 including: High Quality Teacher Preparation and Growth-oriented Professional Learning. DACC Education faculty will participate in professional development trainings and attend conferences focused on:

- ❖ teaching multicultural and linguistically relevant teaching strategies
- ❖ strategies to address diversity, equity, and inclusion
- ❖ effective strategies to increase engagement in online environments
- ❖ virtual learning experience development

Through the addition of HyFlex teaching technology, integration of iPads in the classroom, and increased professional development, DACC faculty are committed to providing quality instruction for pre-teacher candidates through a rich and comprehensive approach to curriculum focused on engagement.

Pre-teacher Candidates embark on a Post-Pandemic Educational Journey

COVID-19 had a profound effect on the way educators approach classroom learning; technology became a primary method for delivery of instruction. Pre-teacher candidates must not only be proficient in teaching subject matter, they must be proficient in delivering instruction via technology. Pre-teacher candidates will be immersed in learning how to develop virtual learning experiences using iPads and software, and using the most effective strategies for online engagement to transition them from students using technology to educators teaching with technology.



EARLY CHILDHOOD EDUCATION

ASSOCIATE DEGREE:

- Early Childhood Education

CERTIFICATES:

- Early Childhood Development
- Early Childhood Education Administration



Education Department, 2800 Sonoma Ranch Blvd.,
 MSC 3 DA, P.O. Box 30001, Las Cruces, NM 88003-8001
 575-527-7629 or EducationProgramInfo@dacc.nmsu.edu



Each backpack will be customized for grade/age level of pre-teacher Practicum or Field Experience.

List of Items in Backpacks:

- ❖ School supplies (scissors, glue, markers, colored pencils, tape, crayons, etc.)
- ❖ Manipulatives
- ❖ Multiculturally and linguistically relevant books
- ❖ Motivational stickers

Pre-Teacher Candidates Immersed in Multicultural and Linguistically Relevant Teaching Practices

DACC's continual commitment to prepare pre-teacher candidates for the changing landscape of New Mexico's educational system includes instruction and modeling of multicultural and linguistically relevant teaching strategies and pedagogy. Pre-teacher candidates learn best practices and are expected to integrate the strategies as they prepare lesson plans and learning experiences for their future classrooms. These strategies are woven into the curriculum in all Education and Early Childhood courses at DACC.

DACC Leveling the Playing Field

March 1, 2022 - Governor Lujan Grisham signed a bill placing the value of educators in New Mexico at the forefront by increasing teacher salaries by almost 20%. This bill changes the landscape of education. However, the unintended consequence of this bill left teacher education faculty at DACC facing the dilemma of choosing to continue to teach pre-teacher candidates or return to the classrooms in public education and earn higher salaries. The DACC Education Department is seeking funding to address the salary inequity in order to recruit bilingual faculty and retain the highly qualified faculty in the Education and Early Childhood programs.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Doña Ana Community College (DACC) Education Program Faculty

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): 494,092

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): [Click or tap](#)

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

[Click or tap here to enter text.](#)

1. Number of years the project has received General Fund support (Disregard if new program):	Click or tap here to enter text.
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2. Project Description / Executive Summary:

The DACC Education Program Faculty Development and Retainment Project focuses on the following goals, thus addressing aspects of New Mexico’s current educational needs: faculty retainment; faculty development; and development of pre-teacher candidates.

Faculty Retainment:
 According to the 2021 New Mexico Educator Vacancy Report, there were 1,048 teacher educator vacancies across the state of New Mexico in August 2021 (Boren, 2021). In addition, between 2010 and 2018, the enrollment in New Mexico teacher preparation programs suffered a significant decline of 36% thus exasperating the shortage (Myers, 2022). While many factors have contributed to the decline of teachers in New Mexico, teacher pay has been cited as a critical reason for teachers relocating to other states and for students to choose other careers. In 2018/2019, the average teacher salary was \$47,826 in New Mexico, as

2. Project Description / Executive Summary:

opposed to the United States average of \$61,730, with a difference of \$13,904 annually (LANL Foundation, 2020). As a response to the ‘critical need’ for educators in New Mexico, Governor Michelle Lujan Grisham signed priority legislation addressing the low pay scales for public school educators in March 2022. The minimum salary for each Tier in the New Mexico Public School salary scale was raised by at least \$10,000 annually (Legislative Updates, 2022). The new tier system for New Mexico resulted in an approximately 20% increase for each professional tier level:

Three Tier Licensure System	Tier 1	Tier 2	Tier 3
Minimum Salary Levels	\$50,000	\$60,000	\$70,000

While this historic legislation addressed the critical need for salary increases for public school educators, this legislation created an inequity for educators at the college level. According to the United States Bureau of Labor Statistics (2022) Educational Instruction and Library Occupations category, educational instruction in the College, University, and Professional Schools grouping have an annual mean wage of \$87,210. In the Junior College grouping, the annual mean wage for educational instruction is \$78,940. The most current Entry level Faculty Salary Scale for DACC is \$44,481 as shown in the table below:

DACC Rank	AS	BA	MA	PHD
Instructor	\$41,881	\$43,081	\$44,481	\$46,081
Assistant Professor	\$44,466	\$45,666	*\$47,066	\$48,666
Associate Professor	\$47,205	\$48,405	\$49,805	\$51,405
Professor	\$50,110	\$51,310	\$52,710	\$54,310

**if the candidate has a minimum of 3 years as a full-time faculty member in higher education as per: Changes to DACC Entry Level Faculty Salary Scale and Hiring Offer Guidelines for FY 2019-20 Memorandum*

All Education full time faculty at DACC are either former public-school teachers or former teachers in child care agencies or child care facilities. The DACC Education Department has regularly recruited public school teachers and administrators for all full time and part time positions. The promotion of these hiring practices has been critical for aligning practical knowledge and theory; students benefit from having instructors who understand the practical issues facing educators in classrooms, provide real world experience to the teaching of theoretical concepts, and prepare students for teaching in classrooms in a state that is ranked low in education.

While the qualifications for teaching in higher education differ from the qualifications for public education, comparisons can be made based on minimum qualifications. In higher education, applicants for the Education Department at DACC, must have a minimum of a Masters degree in Education or related field and three years teaching experience in public school and/or teaching in an agency or center-based care setting. This would be comparable to a minimum requirement for a Tier 3 public school teacher based on prior experience. All faculty hired at DACC enter at the rank of Instructor or Assistant Professor (if the candidate has a minimum of 3 years as a full-time faculty member in higher education as per *Changes to DACC Entry Level Faculty Salary Scale and Hiring Offer Guidelines for FY 2019-20 Memorandum*). This discrepancy is a \$25,519 discrepancy from the New Mexico public school teacher salary tiers for teacher preparation faculty. Further, with promotion of to higher ranks, teacher preparation education faculty at DACC will have salaries that fall far below the annual mean wages in both Junior Colleges and College, University, and Professional Schools groupings. DACC cannot be competitive in attracting highly qualified candidates and retain faculty with this discrepancy within the state of New Mexico and with the national comparisons.

2. Project Description / Executive Summary:

A portion of this project would be to provide supplemental compensation for each faculty member in the Education Department for a retention incentive. There are currently 4 faculty line positions, including one Department Chair, in the Education Department and the retention incentive would be \$30,000 per faculty and \$35,000 for the Department Chair. The incentive would be used to attract and retain highly qualified educators at DACC in order to maintain a high-quality Education Department that prepares highly sought-after pre-teacher candidates in New Mexico.

Faculty Development

As a response to the 2018 Yazzie/Martinez vs. State of New Mexico decision, the New Mexico Public Education Department published a Discussion Draft Action Plan 2022 and a Comprehensive Strategic Plan 2022 that addressed this lawsuit. Five strategies were identified as necessary in New Mexico moving forward: 1. Recruitment; 2. High Quality Teacher Preparation; 3. Induction for Early Career Teachers; 4. Growth-oriented Professional Learning; and 5. Leadership Development for Principals, District Leaders, and School Boards. DACC plays a key role in assisting in the overall success of strategies 2 and 4 in New Mexico. The DACC Education Department must have highly trained faculty to provide a high-quality teacher preparation program to prepare students for the dynamic teaching environments found in New Mexico for children and youth age zero through grade 12. Faculty training in the following areas are critical for preparing students to meet the demands of being a teaching in New Mexico: multicultural and linguistically relevant teaching strategies and pedagogy; strategies to address diversity, equity, and inclusion in classrooms; virtual learning experience development; and effective teaching strategies to increase engagement in online environments. Faculty development will consist of attending trainings and conferences that focus on quality instruction. Faculty have expressed interest in attending the WIDA conference and Teaching Professors Conference as both conferences typically have focused sessions on the topics of interest. Other conferences could be substituted for these based on the annual conference topics which have not been announced for FY 2023-2024. Other training opportunities that are of interest are the Apple Teacher Trainings for Kinder through Grade 12 teachers through the Apple Teacher Learning Center. Faculty from Higher Education institutions may take the same training as an option to train future educators. The request for \$3000 per faculty in funds will allow faculty to select the best trainings and conferences for attendance.

As an outcome of increasing full time faculty professional development, it will be an expectation that all full-time faculty will mentor the part time faculty in the Education Department to ensure that the best teaching strategies and practices will be implemented in all classrooms. This will allow the Education Department to have trained faculty for all courses that reflect best practices based on the most current and up to date research. As a result, student instruction will be more aligned across courses and students will be able to learn from the teaching that is being modeled through high quality instruction.

Additionally, the Education Department would like to add three separate HyFlex mobile carts with MacBook Air laptops, webcams, tripods, and small docking stations to be utilized in the Education Department courses for teaching purposes. This HyFlex cart will allow faculty to record lessons presentations and to record pre-teacher student teaching demonstrations in the courses for analyses and feedback by instructors and peers. One mobile cart will be placed at a secondary campus as course offerings are expanded to other campuses. The cost of each mobile cart would be approximately \$1,500. The three mobile carts will be available for full-time and part-time faculty use in classrooms. Four MacBook Pro Laptops will be purchased for the full-time faculty members at a cost of \$2048 per laptop.

Teacher Preparation Candidate Development

2. Project Description / Executive Summary:

In the New Mexico Public Education Department Comprehensive Strategic Plan 2022, strategy 2. High Quality Teacher Preparation is a key strategy to build a foundation for a stronger educational system in New Mexico. Pre-teacher candidates must be prepared to meet the demands in education as a result of the COVID-19 pandemic. Shifts in online learning and virtual learning environments require new strategies to effectively navigate the integration of technology and learning spaces. Additionally, pre-teacher candidates must be prepared to teach in diverse multicultural and linguistic environments utilizing culturally relevant teaching strategies and materials. Practicum and Field Experience kits (backpacks) including school supplies, art supplies, motivational stickers, manipulatives, multicultural books, and STEM books will be created for pre-teacher candidates to utilize during their observations so students can create learning experiences in their field experience and practicum placements appropriate for age/grade level. The Practicum and Field Experience backpacks will be provided to students in their first Practicum or Field Experience course and will be theirs to keep upon completion of the series of Practicums and Field Experiences. This \$100 per student investment will allow students the opportunity to begin building materials for their future classroom experience and consumables may be utilized as needed as they prepare lessons and learning experiences for their Practicums and Field Experiences.

As a result of the demand for virtual learning in Kinder through Grade 12 as a primary mode of instruction or as a secondary supplement to instruction, integration of iPads in college courses for pre-teacher candidates will allow them to become highly familiar with iPads and software and learn how to create authentic learning experiences using technology in their education coursework. The iPads will also be utilized in the Practicum courses for recording lesson plans for review and grading. This familiarity and skill development with technology will allow the pre-teacher candidates to build foundational technology skills and transfer from students using technology to educators teaching with technology. Student iPads will be distributed to incoming students and students who did not previously qualify for an iPad due to part time status each year, and they will have the applicable Microsoft Office software available to download for classroom use, as well as to use in their field experience and practicum courses. Each iPad package including iPad, iPad pencil, and iPad case is approximately \$687 per student.

Additional support for students in Practicum and Field Experiences would be the provision of fuel vouchers for Practicum and Field Experience observations that require students to travel, face masks and hand sanitizer for COVID safety requirements in Practicum and Field Placements, and background check fees for the Field Experience courses as necessary to facilitate to completion of observation requirements.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

This project has three main areas of focus, including faculty retention, faculty development, and pre-teacher candidate development. The faculty retention portion consists of a request for supplemental compensation as a retention incentive to address the inequities between public school teachers and instructors in Education programs in higher education created by the New Mexico tiered salary schedule implemented March 1, 2022. The request would be \$30,000 x 3 faculty positions (2 currently filled and 1 unfilled) and \$35,000 for the department chair position. Additionally, there is a request for \$3,000 for professional development for 4 positions within the department to attend training and conferences in specific subject matter considered a high priority within the state of New Mexico. This is a total salary differential of \$125,000 and a travel supplement of \$12,000 for a total of \$137,000.

The faculty development portion of this budget request includes purchasing of a MacBook Pro for each faculty member as well as the department chair, and two HyFlex teaching carts for classroom use. The HyFlex carts will have a cost of \$1,500 each for a total cost of \$4,500. The MacBook Pro laptops have a

3. Budget Narrative (Overview only – Relates to separate Budget Form)

cost of \$2,048 for four faculty with a total cost of \$8,192. This is a one-time technology cost with no required installation costs.

The pre-teacher candidate portion of this budget request includes iPads for the pre-teacher candidates to use throughout their education and into their career. The use will be especially important for preparation and record keeping in the practicum and field experience when designing and creating lesson plans. There are additional needs for students who are completing their Practicum and Field Experiences, which would include providing face masks for classroom observations which are still required in many of the placements,

fuel voucher stipends for students who will need to travel to complete Practicum and Field Placement observations, and fees for background checks that are required for students to complete their placements. Currently, students in the Field Placement courses are required to pay for their own background checks and vouchers to cover these fees would help facilitate course completion

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

Doña Ana Community College’s (DACC) Education program is a dynamic program that prepares pre-teacher candidates for the workforce and for transfer to New Mexico State University or other four-year institution. DACC offers students options to obtain an Associate degree in Education in six different concentration areas and an Associate degree, and two Certificate options in Early Childhood Education. The myriad of options provided cater to students’ needs for completing certificates and degrees at DACC, as well as to complete coursework required for state credentialing within the field of education.

Education		Early Childhood
Associate in Education		Associate of Early Childhood
* Elementary Education	* Secondary Math	Certificates
* Elementary - Special Education	* Secondary Science	* Early Childhood Development
* Secondary Language Arts	* Secondary Social Studies	* Early Childhood Administrator

Upon completion of their Associate degree in Education, pre-teacher candidates may obtain practical employment as para professional assistants within the public-school setting. Upon completion of an Associate degree of Early Childhood Education students may enter the profession of early childhood education in the role of teacher, assistant teacher, or child care provider. Students may also transfer their fully aligned and fully transferable credits to either a Bachelor of Science in Education or a Bachelor of Science in Early Childhood Education program at New Mexico State University to complete their final two years of programming. Students may also transfer to any other four-year institution to complete either Bachelor degree.

DACC offers two certificate programs in Early Childhood that allow students to meet course requirements for state issued certifications. The fully embedded Certificate of Early Childhood Development is designed to meet the course requirements of the Child Development Certificate issued by the New Mexico Office of Child Development that allows child care workers in the field to meet the professional development requirements for employment. The Early Childhood Administrator Certificate of Completion at DACC meet the course requirements for the state awarded New Mexico Early Childhood Administrator’s Certificate issued by the New Mexico Early Childhood Education and Care Department. These certificate programs are vital to maintaining the professional skills of early childhood educators in New Mexico.

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

Student enrollment in the Education Department has experienced some fluctuations, especially within the Education program. **These fluctuations are reflective of ...** The 2021-2022 enrollment number has almost returned to the former 2017-2018 numbers. The Early Childhood program experienced a significant increase of 28.9% between 2017-2018 and 2021-2022. It is expected that we will continue to see an expansion of both programs with the increase in scholarships provided by the state of New Mexico and the increase in salaries for entry level teachers.

Student Enrollment by Academic Year					
Program	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Education	221	193	196	201	215
Early Childhood	287	275	312	330	370

A further breakdown of data demonstrates that the enrollment in both the Associate of Early Childhood Education (ECED) and the Education (EDUC) programs have maintained steady increases Fall to Fall and Spring to Spring over the past 3 semesters.

Student Head Count by Semester (3 year with projection)						
Program	Term	Head Count	% Change	Term	Head Count	% Change
Education	Fall 2019	136		Spring 2020	129	
	Fall 2020	154	13.23%	Spring 2021	142	10.07%
	Fall 2021	166	7.79%	Spring 2022	154	8.45%
Projected	Fall 2022	183	10.00%	Spring	170	10.00%
Early Childhood	Fall 2019	232		Spring 2020	224	
	Fall 2020	245	5.60%	Spring 2021	237	5.80%
	Fall 2021	261	6.53%	Spring 2022	268	13.08%
Projected	Fall 2022	280	7%	Spring 2022	308	15%

The Education Department serves students from various demographic categories. Notably, we are serving more female students, especially in the Early Childhood program.

Student Enrollment in Education Department 5 Year Average by Gender			
Gender	Education	Early Childhood	Department Total
Male	28.88%	3.18%	13.38%
Female	71.12%	96.82%	86.62%

Student Enrollment in Education Department 5 Year Average by Age			
Age	Education	Early Childhood	Department Total
00-17*	0	0	1%
18-21*	52.66%	32.78%	40.16%
22-24	16.52%	17.68%	17.24%
25-34	21.06%	28.98%	25.98%

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

35+	9.76%	20.54%	16.24%
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Student Enrollment in Education Department 5 Year Average by Ethnicity

Ethnicity	Education	Early Childhood	Department Total
Hispanic	81.16%	87.34%	84.90%
American Indian*			0.18%
Asian*			0.20%
Black*			0.98%
Hawaiian/Pacific*			
White	13.32%	9.76%	11.22%
Two or more*			0.74%
Unknown*			0.48%
Other*	5.52%	2.58%	1.32%

*When there are less than five head count in Age and Ethnicity fields, they are combined within the "Other" category.

Student Enrollment in Education Department 5 Year Average by First Gen

Status	Education	Early Childhood	Department Total
First Gen	54.12%	62.34%	59.34%
Not First Gen	38.52%	25.32%	30.40%
Unknown	7.36%	12.28%	10.26%

Between the 2016-2017 and the 2020-2021 academic years, both the Education program and Early Childhood program had a 5-year average student persistence rate of 80% and a 5-year average student retainment rate between 65% - 69%.

Education Program Persistence/Retainment						
Rate	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	5 Year Avg.
Persistence	80%	75%	81%	84%	77%	80%
Retainment	69%	61%	69%	71%	73%	69%
Early Childhood Program Persistence/Retainment						
Rate	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	5 Year Avg.
Persistence	83%	82%	79%	78%	78%	80%
Retainment	64%	65%	64%	65%	68%	65%

The Education and Early Childhood programs are experiencing an increase in students attending and graduating with an Associate degree. Currently, both programs are on target to graduate a significantly higher number of students in 2021-2022. There has already been a 52.8% increase in students graduating with an Associate in Education degree and a 23.2% increase in students graduating with an Associate of Early Childhood degree from the prior year. In addition, the Early Childhood program awarded 15 students the Certificate of Early Childhood Development the first two semesters it was available.

Number of Awards (Graduates)

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

Program	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Associate of Arts, Education	5	13	13	13	19
Associate of Science, Early Childhood	21	27	23	30	37
Certificate of Early Childhood Development	<i>Certificate became available Fall 2021</i>				15

Breaking down the data further reveals that the graduation rates for the Associate of Education and the Associate of Early Childhood did double or almost doubled between Spring 2021 and Spring 2022. Awards for the new Certificate in Early Childhood Development totaled 15 within the first year of implementation. The Early Childhood Administrator Certificate did not have awardees due to the COVID 19 pandemic and the lack of ability to complete internships in child care centers for the Practicum courses associated with that Certificate.

Program	Graduates: Number of Award Recipients			
	Spring 2021	Summer 2021	Fall 2021	Spring 2022
Associate of Education	7	3	5	14
Associate of Early Childhood	13	6	12	25
Certificate: Early Childhood Development	<i>Certificate Unavailable</i>		8	7

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Objective 1: To recruit and retain full time faculty in the Education Department at DACC to ensure that program is fully staffed and faculty are retained.

Objective 2: To train full time faculty in best strategies for teacher preparation education programming to support the strategies developed by the New Mexico Public Education Department in the Comprehensive Strategic Plan 2022.

Objective 3: To prepare pre-teacher education students to meet the needs of New Mexico’s culturally and linguistically diverse student population as professional educators.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

The 2022-2023 Fiscal Year will be quite challenging as the DACC Education Department has a vacancy for the one full time Education faculty member position. With the current DACC salary scale it will be virtually impossible to recruit a faculty member to fill the vacancy in the education program. DACC cannot compete with the public-school salary tiers when entry level faculty would be offered a salary of minimum \$15,519 discrepancy up to a \$25,519 discrepancy. Currently, there is not a plan at DACC to address this vast discrepancy and it appears that the Education Department will be forced to utilize part-time faculty and alter course offerings to address the vacancy for the 2022-2023 academic year. Further, all faculty members in the Education Department are either licensed educators and/or eligible to be licensed educators in New Mexico. Should any or all of the full-time faculty members choose to seek or return to employment in public education, the DACC Education Department would be forced to utilize part time faculty to offer courses and/or transition students to New Mexico State University for completion of degrees. Students could also choose to opt out of the NMSU system and attend other colleges in the regions, such as Western New Mexico University, Eastern New Mexico University, or

<p>6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.</p>
<p>Southeast New Mexico College based on lack of faculty to serve student needs. This would have a significant impact on the approximately 425 students enrolled at DACC in the Education and Early Childhood programs.</p> <p>The Education Department faculty is committed to providing the best instruction for pre-teacher candidates. However, the faculty recognize that further training and education is necessary to keep up with the changes in instruction that have occurred as a result of the COVID 19 pandemic and with meeting the needs of students of diverse multicultural and linguistic backgrounds. With limited budgets for training and further education, the faculty have been extremely selective.</p>

<p>7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)</p>
<p>Governor Grisham’s administration has a goal of “making our education system as model for the rest of the country” (NM Public Education Department. Discussion Draft, 2022). DACC Education faculty play a significant role in this initiative. As part of the New Mexico State University (NMSU) system, DACC plays a key role in being a pipeline for pre-teacher candidates to NMSU.</p>

<p>8. Does the project receive awards, private donations or Federal grants? Have you sought out funding from other sources?</p>
<p>Equity salary adjustments – Endowment</p>

<p>9. Accomplishment/ Highlights (bullet form)</p>
<p>Click or tap here to enter text.</p>

<p>Medical Projects</p>	
<p>10. How many graduates stay in practice in New Mexico</p>	<p>Click or tap here to enter text.</p>

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	DACC Education Program Faculty Development and Retainment Project
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)

Research

Public Service

Teaching

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

The request for funding to support the Education Department at Dona Ana Community College will support a high-quality, dynamic teacher preparation program that prepares high-quality pre-teacher candidates for entry to the workforce and transfer to four-year university teacher preparation programs. The students prepared by DACC will be prepared to meet the demands for teaching in New Mexico; in multicultural and linguistically diverse classrooms, and prepared with strategies to address diversity, equity, and inclusion in classrooms through in-person and distance education methodologies. The following narrative outlines the ways in which this application aligns with the NMSU Leads 2025 strategic plan.

Goal 1 – Enhance Student Success and Mobility

1.2 Increase student learning, retention, and degree attainment

The Education Department offers two certificates and one Associate Degree in Early Childhood and an Associate with six concentration areas in Education. This variety of offerings allows students to choose a path with flexibility to meet their learning needs to attain their workforce and educational outcomes. The Education Department has a student population which includes 89.4% Hispanic students and 59.2% First Generation college students. The students are well served by the department with an 80% persistence rate and 65-69% retention rate. Additionally, the number of students graduating in the programs is increasing which leads to an increased number of qualified pre-teacher candidates in the pipeline for New Mexico PreK - 12 schools.

Goal 3 – Amplify Extension and Outreach

3.2 Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility.

By recruiting bilingual teacher preparation faculty and retaining highly qualified faculty at DACC, the department will provide continuity to Dona Ana county PreK-12 schools by increasing pre-teacher candidates' use of best practices and strategies for diverse classroom environments in Field Experiences and Practicums.

Goal 4 – Build a Robust University System

4.1 Advance equity, inclusion and diversity and effectively support students, faculty and staff

The DACC Education Program Faculty Development and Retainment Project will allow the college to evaluate the current compensation policies in order to ensure a fair-market salary for the teacher preparation faculty. With equitable compensation, DACC will be able to recruit a bilingual faculty member who will be instrumental in advancing the equity and inclusion for the student population at DACC who are either bilingual or monolingual and need the support of a bilingual educator for their academic success.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. The program summary is limited to the box below. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.

The DACC Education Program Faculty Development and Retainment Project focuses on three major goals; faculty retainment, faculty development, and pre-teacher candidate development; thus, addressing the aspects of New Mexico’s current critical educational needs for increasing the number of licensed educators, increasing training in relevant multicultural and linguistic teaching strategies, and retention of quality educators. Governor Grisham’s administration has a goal of “making our education system a model for the rest of the country” (NM Public Education Department. Discussion Draft Action Plan, 2022). DACC Education faculty play a significant role in this initiative through preparing pre-teacher candidates for the New Mexico K-12 educational system that is focused on five initiatives outlined within the NM Public Education Department’s Comprehensive Strategic Plan 2022. As part of the New Mexico State University (NMSU) system, DACC plays a key role in being a pipeline for pre-teacher candidates to NMSU or other four-year institutions. Upon completion of a Bachelor’s degree in Education or Early Childhood, pre-teacher candidates will be able to enter the work force as licensed educators in public schools in New Mexico where the need for teachers has reached a critical level.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	0	0	0	0	0
Federal G&C Expenditures	0	0	0	0	0
Private G&C Awards	0	0	0	0	0
Private G&C Expenditures	0	0	0	0	0

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment </div> <div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 5. Elevate graduate education </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development </div> <div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 4. Strengthen and elevate public-private engagement </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: Dona Ana Community College Education Program Faculty Development and Retainment Project</p> <p>Contact Name: Kelly Brooks</p> <p>Contact Email: kebrooks@nmsu.edu</p>	<p>FY24 Request</p> <p style="background-color: yellow; border: 2px solid black; padding: 5px;">\$494,092</p>
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NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: By the end of 2023-2024 AY, faculty will increase preparedness of pre-teacher education candidates to meet the needs of New Mexico's current educational initiatives and mandates.

RPSP Objective 4: To prepare pre-teacher education candidates as professional educators to meet the needs of New Mexico's culturally and linguistically diverse student population.		Measure Targets		Comments (Briefly State your case)
		FY23	FY24	
RPSP Measures:				
1	Develop multicultural and linguistically relevant curriculum woven through all Education and Early Childhood content courses.	NA	100%	Faculty in the Education Department will utilize research based strategies to develop curriculum to address the Comprehensive Strategic Plan 2022 and Discussion Draft Action Plan 2022 by NM Public Education Department to ensure alignment of multicultural and linguistically relevant curriculum.
2	Develop assessment tool(s) to measure knowledge of teaching strategies of multicultural and linguistically diverse students.	NA	100%	Faculty will develop assessment(s) tools to measure student success and utilize data to inform curriculum development and modifications as needed.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: Dona Ana Community College Education Program Faculty Development and Retainment Project</p> <p>Contact Name: Kelly Brooks</p> <p>Contact Email: kebrooks@nmsu.edu</p>	<p>FY24 Request</p> <p align="center" style="background-color: yellow; border: 1px solid black;">\$494,092</p>
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NMSU LEADS 2025 Goal: **1 - Enhance Student Success and Social Mobility**

RPSP Goal: By the end of 2023-2024 AY, faculty will increase preparedness of pre-teacher education candidates to meet the needs of New Mexico's current educational systems.

RPSP Objective 5: To prepare pre-teacher education candidates to educate students in PreK-12 environments utilizing best practices for online teaching and virtual learning strategies.		Measure Targets		Comments (Briefly State your case)
		FY23	FY24	
RPSP Measures:				
1	Education and Early Childhood pre-teacher candidates will receive an iPad, Apple Pencil, and case within one year.	NA	100%	Pre-teacher candidates must be equipped with the appropriate technology to to create authentic learning experiences in their education coursework. Technology will also be utilized in the Practicum courses for recording lesson plans for review and assessment.
2	Pre-teacher candidates will be able to navigate the software tools on the iPads and utilize software products to create high-impact learning activities.	NA	100%	Pre-teacher candidates must be prepared to enter the Field Experiences and Practicum courses with the tools necessary to create virtual lesson plans, record observations, and create high-impact learning experiences in Pre K-12 environments.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: Dona Ana Community College Education Program Faculty Development and Retainment Project</p> <p>Contact Name: Kelly Brooks</p> <p>Contact Email: kebrooks@nmsu.edu</p>	<p>FY24 Request</p> <p style="border: 1px solid black; background-color: yellow; padding: 5px;">\$494,092</p>
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NMSU LEADS 2025 Goal: **3 - Amplify Extension and Outreach**

RPSP Goal: By the end of 2023-2024 AY, faculty will develop strategies and skills based on trainings and conferences attended and will disseminate the strategies and skills learned to part-time faculty.

RPSP Objective 2: To train full time faculty in multicultural and linguistically relevant teaching strategies for pre-teacher preparation programming to support the strategies developed by the New Mexico Public Education Department in the Comprehensive Strategic Plan 2022.		Measure Targets		Comments (Briefly State your case)
		FY23	FY24	
RPSP Measures:				
1	Faculty will attend professional development conferences like the WIDA conference and Teaching Professors Conference.	NA	100%	Faculty will attend conferences focused on topics related to multicultural and linguistically relevant teaching strategies, High Quality Teacher Preparation, and Growth-oriented Professional Learning.
2	Full time faculty will provide professional development for part-time faculty.	NA	100%	Faculty will disseminate conference content focused on topics related to multicultural and linguistically relevant teaching strategies, High Quality Teacher Preparation and Growth-oriented Professional Learning.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: Dona Ana Community College Education Program Faculty Development and Retainment Project</p> <p>Contact Name: Kelly Brooks</p> <p>Contact Email: kebrooks@nmsu.edu</p>	<p>FY24 Request</p> <p align="center" style="background-color: yellow; border: 1px solid black;">\$494,092</p>
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NMSU LEADS 2025 Goal: **3 - Amplify Extension and Outreach**

RPSP Goal: By the end of 2023-2024 AY, faculty will develop strategies and skills based on trainings and conference attended and will disseminate the strategies and skills learned to part time faculty.

RPSP Objective: Objective 3: To train full full time faculty in best practices for virtual learning strategies for students in		Measure Targets		Comments (Briefly State your case)
		FY23	FY24	
RPSP Measures:				
1	Faculty will become proficient in the use of HyFlex technologies, including the use of MacBook Air, Webcam, Tripod, and small docking stations.	NA	100%	Teacher preparation faculty will be trained in PreK-12 technologies in order to model best practices for pre-teacher candidates in the Education Department.
2	Faculty will participate in Apple Training for K-12 teachers.	NA	100%	Teacher preparation faculty will participate in the Apple Teacher Training program to prepare pre-teacher candidates for using technology in their future classrooms.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: Dona Ana Community College Education Program Faculty Development and Retainment Project</p> <p>Contact Name: Kelly Brooks</p> <p>Contact Email: kebrooks@nmsu.edu</p>	<p>FY24 Request</p> <p align="center" style="background-color: yellow; border: 1px solid black;">\$494,092</p>
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NMSU LEADS 2025 Goal: **4 - Build a Robust University System**

RPSP Goal: By the end of 2023-2024 AY, DACC will fully staff the DACC Education Department with highly qualified faculty.

RPSP Objective 1: To recruit one bilingual faculty and retain two faculty and Department Chair in the Education		Measure Targets		Comments (Briefly State your case)
		FY23	FY24	
RPSP Measures:				
1	DACC will hire one bilingual faculty member for Education program.	NA	100%	The DACC Education Department must fill one faculty line to be fully staffed.
2	DACC will retain two faculty and Department Chair in Education Department.	NA	100%	The DACC Education Department must retain two faculty and Department Chair to maintain high quality instruction and consistency for pre-teacher candidates.
3	DACC will utilize the project funds to institute a salary differential for teacher preparation faculty.	NA	100%	To eliminate disparities in salary, differentials will be instituted.
4	DACC will utilize the project funds to institute a salary differential for the Education Department Chair.	NA	100%	To eliminate disparities in salary, a differential will be instituted.

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: Education Faculty Development and Retainment Project Total: **\$ 494,092.00**

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance		\$ -	\$ -	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund		\$ 494,092.00	\$ 494,092.00	
Local		\$ -		
Total Appropriations	\$ -	\$ 494,092.00	\$ 494,092.00	
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	\$ -	\$ 494,092.00	\$ 494,092.00	

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						
	FY23 FTE		Change FTE	\$	FY24 FTE	
Faculty Salaries			0.00	\$ -		
Professional Salaries			0.00	\$ -		
Other Staff Salaries			0.00	\$ -		
Student Salaries (GA/TA)			0.00	\$ -		
Other Salaries			0.00	\$ 125,000.00		\$ 125,000.00
Total All Salaries	0.00	\$ -	0.00	\$ 125,000.00	0.00	\$ 125,000.00
Fringe Benefits				\$ 46,875.00		\$ 46,875.00
Travel				\$ 12,000.00		\$ 12,000.00
Utilities				\$ -		
Institutional Support Charges				\$ -		
Plant Operation and Maintenance Charges				\$ -		
Supplies and Expenses				\$ 22,200.00		\$ 22,200.00
Equipment				\$ 214,592.00		\$ 214,592.00
Other Expenditures				\$ 73,425.00		\$ 73,425.00
Total Expenditures	0.00	\$ -	0.00	\$ 494,092.00	0.00	\$ 494,092.00
Ending Fund Balance		\$ -		\$ -		\$ -

Supplemental/Differential Pay \$30000 for 3 faculty, \$35000 for Department Chair

Professional Development \$3000 x 4 faculty

HyFlex Cart \$1500 x 3; Covid safety supplies for 220 students \$200; Prac Kit with books/school supplies \$100 x 175 students = \$17500

MacBook Pro Laptops \$2048 x 4 = \$8192, Docking Stations \$75 x 4 = \$300, iPads with Apple pencil and case \$687 x 300 students

Fuel Vouchers \$.625 miles x 60 miles x 11 weeks x 170 students = \$70,125; Field Experience Background Checks x 75 students x \$44 = \$3300



East Mesa Campus
Chaparral Center
Sunland Park Center

Espina Campus
Gadsen Center
Workforce Center

3400 South Espina Street, Las Cruces, NM 88003, (575) 528 - 7000
Toll Free 1 (800) 903 - 7503, Fax (575) 527 - 7515, dacc.nmsu.edu

FY: 2023 ACTUAL - \$275,900
FY: 2024 REQUEST - \$1,028,912
FY: 2024 CHANGE – \$753,012

DACC Nursing Accomplishments

- Accepted over 40 Vista College Nursing Students due to Vista closing in October 2021
- 2021 pass rates for NCLEX (National Council Licensure Examination) RN 77.7%, and LPN 100%
- Graduation rates 82%
- 100% of graduates are gainfully employed within six months of licensure in the nursing area.
- 33 Associate Degrees and 38 LPN Certificates awarded in 2021
- Purchase of new EMS Simulation IQ System

Plans for the Future:

- Add (3) FT Faculty, (2) PT Faculty, (1) pre-nursing advisor
- Simulation Lab expansion and accreditation
- Professional Development for faculty
- Collaboration with LCPS for early high school nursing



The Nursing Program is meeting DACC’s mission, NMSU LEADS 2025 and responding to the changing healthcare environment by making three primary goals that include: providing nursing education to meet diverse patients’ needs, functioning as community leaders, and advancing science that benefits patients and allows nurses to deliver safe, quality patient care.

In transforming nursing education to prepare nursing graduates to work collaboratively and effectively in a complex health care system, the program requests additional monies to support an expansion to Sunland Park Center.



At a Glance:

Class A.D.N	Enrollment (Projected)	Enrollment (Actual)	Retention	Graduated	Job Placement 6 months after licensure %
2014-2015	36	16	6	6	83%
2015-2016	36	32	30	30	100%
2016-2017	48	43	43	43	100%
2017-2018	56	58	52	52	100%
2018-2019	64	61	45	45	100%
2019-2020	72	72	65	65	100%
2020=2021	80	80	70	70	100%
2021-2022	84	80	74	74	100%
2022-2023	88	90 (fall 2022)	TBA	TBA	100%

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Dona Ana Branch – Nurse Expansion

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): 1,028,912

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): 275,900

Type of Project (X for Type)			
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input checked="" type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	10
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2. Project Description / Executive Summary:

The challenge of meeting the health care needs of the future continues to increase in complexity and size. As our community ages and life expectancy increases, patient acuity requiring hospitalization and associated health care needs are increasing at a rapid rate. In addition, technological advancements have created a demand for health care professionals to continually increase knowledge base and expertise to effectively respond to patient care needs. The nursing program at DACC has responded to successfully meet these growing challenges. In order to successfully meet the growing challenges, nursing students will need to be able to demonstrate clinical excellence in a variety of healthcare settings, effectively work within an integrated health care team, appropriately integrate technology into patient care, practice clinical efficiencies, and provide a high level of cultural awareness.

Funding will allow the nursing program to meet these challenges by allowing expansion for both the Espina Campus in Las Cruces, and at the Sunland Park Center. Both expansions will be located in Dona Ana County servicing the north and south ends of the county. The expansion project will lead the development and enhancement of educational opportunities that incorporate cutting edge models of instruction and practice such as with the use of simulation to respond to the local and national health care needs. Expansion allows the nursing program to continue the action plan to address the trajectory of LPN to RN students, by offering more seats to the current Career Ladder Program that has three different tracks (traditional, advanced placement, and LPN to RN track). In the past three years, 18 LPN to RN students have been admitted into the

2. Project Description / Executive Summary:

program. Each track ensures that nursing graduates fulfill a crucial link in today's health care system that will continue to serve the public.

Funding will continue to allow the development and advancement in health care so that best practices are in use of technologies that help improve the teaching/learning experience. Funding also helps foster a synergistic partnership to advance education, science and practice. With the combination of an aging population, rising chronic diseases, technological advancements and increasingly complex health systems this has caused challenges for health care professional, RPSP funding would help the nursing program provide innovative solutions to improve teaching methods. For example, the program offers all didactic/lectures using hybrid method, that uses the HYFLEX method which allows the instructor to combine face-to-face (F2F), and online learning synchronously so that both students can attend and decide how to participate and be in charge of their learning.

To help students with the cost of completing clinical experiences, RPSP funding will fund gas vouchers, and lodging to allow for completion of clinical experiences outside of Dona Ana County, this will be a continuous funding request.

The nursing program has received funding to help with nursing faculty recruitment and retentions since 2002. Funding for recruitment and retention has allowed the program to meet the challenge of recruiting qualified nurses to the education sector, and keeping the full-time faculty for more than two years. One of the main areas to address when looking at recruitment is offering competitive salaries and job security, RPSP funding would help respond to that challenge.

Expansion Justification:

Additional funding would allow the expansion project expand its services to the southern part of New Mexico and Dona Ana county, by adding additional three full-time nursing faculty and one full-time pre-nursing advisor. Offering services to the southern part of the state would tap into an area that is underserved, and currently has no other nursing schools in the area. Future goals would be to partner with local public high schools in the Gadsden district to provide a pathway into health care careers for high school students, and provide a nursing LPN certificate upon graduation of high school.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Nursing retention in the form of differentials are funded by RPSP for eleven full-time faculty. The increase in budget includes salaries and fringe benefits for three additional full-time faculty to support the expansion of the Espina and Sunland Park Center Expansions.

The market differentials represent 10% of the full-time faculty's base salary and has a positive effect on the program's recruitment and retention efforts.

The budget would also support the current simulation program by offering both virtual and face-to-face simulation experiences for nursing students. Purchase of software and instructional tools are purchased using RPSP funding. Updating and expanding the current simulation program at Espina Campus as allowed the purchase of high-fidelity manikins, plus a simulation integrations system and software, that allows faculty to record, store, and use simulation teaching to enhance clinical experiences in a safe environment. The requests for equipment is a one time request, but yearly maintenance contracts will continue and RPSP money will be used for keeping maintenance of the equipment.

Continued accreditation and approval from the Accreditation Commission for Education in Nursing (ACEN) and the New Mexico Board of Nursing (NMBON) require that we offer the same learning experience at satellite/branch locations. As such, RPSP funding would help the program continue the same simulation initiatives for the Sunland Park Center for nursing students in that part of the country.

Funding would help students complete clinical experiences outside of Dona Ana County by offering gas and travel vouchers.

Funding helps the program meet the New Mexico Board of Nursing guidelines for simulation and clinical experiences and help meet the 8:1 ratio student to faculty ratio in clinical experiences. The funding also ensures that the program is meeting national accreditation for nursing programs by following the (ACEN) guidelines standards 1 Mission; 3 Students, 4 Curriculum, and 6 Outcomes.

Expansion Justification:

3. Budget Narrative (Overview only – Relates to separate Budget Form)

The FY'24 budget will allow for three new full-time faculty positions, one full-time pe-nursing advisor, and continued professional development opportunities for faculty and staff as well as support expansion efforts for the Espina Campus, the new Sunland Park Center, and simulation programs at DACC. The budget will help the program meet accreditation status for the new center by ACEN which is scheduled fall 2023, and help progress the simulation program to meet continuing accreditation status with the NMBON. The budge will continue to help replace equipment, update software for equipment, purchase new software and equipment for Sunland Park Center

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

The mission of the nursing program is to provide educational preparation opportunities for a diverse group of students. The nursing program is responding the needs of the community by generating innovative approaches to educate the next generation of diverse professionals to advance nursing practice and science. According to the 2010 Future of Nursing IOM report an important goal for nursing programs to have is to train future nurses to work in interdisciplinary teams that will help facilitate the model of diverse professionals serving the public to resulting in improved healthcare outcomes for patients. The nursing program observes the recommendations of the Robert Wood Foundation, September 2009, Health Policy Snapshot article that discusses the importance that healthcare professionals including nurses must know how to collaborate with other members of the health care team to create interprofessional collaboration. The is done by scheduling the students to complete clinical experiences in various locations, work and interact with different disciplines while providing care to different demographics of patients across the life span of the patient. Simulation is another way the program increases interprofessional collaboration by having other disciplines present in the simulation experience, nursing students gain collaboration techniques to work with other healthcare team members.

Students served in Dona Ana County are largely non-traditional students' population, where over 70% of nursing students are members of an ethnic/racial minority. Over 60% of students enrolled at DACC meet the federal standards for classification as low income. The nursing program provides support to students by maintaining a low student to faculty ratio of 8:1 per NMBON rules in clinical settings and 9:7.1 per NM Joint House Memorial 40 guidelines). Support services include mentoring, tutoring, and one time with students to ensure student success.

Expansion Justification:

In keeping with the college's and program's mission of being a responsive and accessible learning-centered community college, the nursing expansion will accomplish the mission by educating each generation of nurse leaders, nursing scholars, and transforming healthcare practice while advancing the art of science and bettering health for all the community.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

Key project objectives support NMSU's LEADS 2025 Strategic Plan, DACC's Mission and Vision, and the Nursing Program's End of Program outcomes. Focusing on LEADS 2025 goals # 1 (Enhance Student Success and Social Mobility), and Goal # 4 (Build a Robust University System), the nursing expansion project began with a strategic planning process in 2021 that drew viewpoints and data from several activities. Along with discussions with faculty, students, staff and community partners, strengths, weaknesses, opportunities and threats were identified, which resulted in the DACC Nursing: Designing for the Future of Nursing Education and Healthcare for Southwest New Mexico Strategic plan.

Four goals were identified: # 1 Expansion would meet diverse patient needs in Southwest New Mexico; # 2 Advance nursing education; # 3 Campus and facilities support enhancement of student learning experience while advancing a culture of high performance, and # 4 DACC function as an education leader in the community.

Expansion and Justification:

Funding from RPSP will help the nursing program continue to meet current objectives and outcomes, as well as helping achieve new objectives, and goal outcomes. The expansion will help DACC align its resources and efforts to clearly focus on the work ahead.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Class A.D.N	Enrollment (Projected)	Enrollment (Actual)	Retention	Graduated	Job Placement %
2014-2015	36	16	6	6	83%
2015-2016	36	32	30	30	100%
2016-2017	48	43	43	43	100%
2017-2018	56	58	52	52	100%
2018-2019	64	61	45	45	100%
2019-2020	72	72	65	65	100%
2020=2021	80	80	70	70	100%
2021-2022	84	80	74	74	100%
2022-2023	88	90 (fall 2022)	TBA	TBA	100%

Accomplishments:

1. Cohort enrollment has grown from 16 to 18 traditional students in the 1st and 2nd levels of a four-level program
2. Cohort enrollment has grown from 16 to 24 advanced placement and LPN to RN students in the third level
3. Obtained approval from NMBON to accept over 40 Vista College Students who were displaced October 2021 into DACCs nursing Career Ladder Program and help displaced students finish their nursing degree.
3. Program awarded 33 RN degrees, and 38 LPN certificates for 2021
4. Purchase of simulation equipment to include Education Management System Simulation system
5. Updated software for “Victoria” high-fidelity mannikin
6. Obtained final approval from national accrediting agency, ACEN to offer instruction at the Sunland Park Center
7. Obtained final approval from national accrediting agency, ACEN to deliver instruction using 50% or greater in online instruction methods.

Obstacles:

1. Social distancing guidelines continue for COVID-19 at clinical sites, increasing part-time faculty costs to ensure compliance with NMBON 8:1 student/faculty ratio requirements
2. Recruitment for qualified full-time faculty
3. Retention of full-time faculty
4. Purchasing of Equipment for laboratory and simulation at the Sunland Park Center

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

Expansion of the nursing program will not only provide current maintenance of the existing nursing program’s enrollment and graduation/completion rates, but the project will also help meet the needs of the community by filling a gap left open by the closing of Vista College in Las Cruces New Mexico.

Expansion and Justification:

The New Mexico Coalition of nurses and educators met with NM legislatures to address the chronic shortage of nursing in Mexico January 27, 2022. Currently New Mexico faces a shortage of over 6,000 registered nurses, (UNM, 2021), expanding the program will address the demand for nurses. The Coalition pointed out that nurses usually stay to work where they are trained, making the expansion an important asset for southern New Mexico.

<p>8. Does the project receive awards, private donations or Federal grants? Have you sought out funding from other sources?</p> <p>No, the program does not receive awards or private donations. Carl Perkins is available to the program and has been utilized to purchase some equipment and pay for some faculty development. However, Carl Perkins funding is shared between multiple programs at DACC so there is not guarantee that the program will receive requested funds annually.</p> <p>Yes, the program has sought funding from the New Mexico Higher Education Department RFA Nurse Expansion Appropriation and Faculty Endowment Fund for FY'23</p>

<p>9. Accomplishment/ Highlights (bullet form)</p> <ol style="list-style-type: none"> 1. Program has continued to grow from 65 students in fall 2019 to over 85 students spring 2022. 2. Program continued instruction during the 2020 COVID-19 Pandemic 3. Program awarded 33 RN Degrees and 38 LPN degrees in 2021 4. 100% of graduates were gainfully employed in nursing within 6 months of licensure. 5. LPN licensure rates at 100%

Medical Projects	
10. How many graduates stay in practice in New Mexico	88%

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	Dona Ana Branch – Nurse Expansion
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
--

The DACC Nursing Program Vision for Nursing Expansion aligns with DACC's mission of being a responsive and accessible learning-centered community college, as well as NMSU's mission "to serve the diverse needs of the state through comprehensive programs" by addressing each of the NMSU Leads 2025 strategic plan goals.

Goal # 1, Enhance Student Success and Social Mobility; the nursing program works toward promoting student enrollment, progression, and retention. Nursing faculty cultivate relationships with students to provide initiatives that involve curricular and behavioral integration, pedagogies involving active learning and collaboration, frequent feedback, time on task, respect and engagement with diversity, regular contact with faculty, and connections between academic and non-academic experiences.

Goal # 2, Elevate research and creativity; the program supports nursing faculty by helping foster excellence in the teaching and professional fields by supporting faculty to explore and create new pathways for learning and research. Examples of past projects are the implementation of in-person simulation experiences that align with the standards of the NMBON, the ACEN accrediting agency, and the simulation standards by INACSL.

Goal #3, Extension and Outreach, is achieved within the nursing program by the program's commitment to providing the best and latest evidence-based nursing education and service to others. The nursing department engages with the local community and the professional community by having individual faculty members serve on various committees, offering their expertise on numerous issues in health and education concepts. A plan has begun to expand the current program to help fill the void due to Vista College's closure, leaving a significant gap for students who wish to pursue their nursing degrees. A second expansion to offer instruction in the southern part of the county, located in Sunland Park, New Mexico, is underway to help fill a need for nursing education in that part of the state.

Nursing students and faculty volunteer at community functions such as the Food Pantries, homeless shelters, and homes for at-risk children.

Goal # 4, Build a Robust University System, alignment with the goal is achieved by faculty involved in monitoring and evaluating a dedicated nursing curriculum. Other activities include a faculty-driven simulation committee that meets to implement and assess the latest instructional methods for simulation. The program contributes to the goal by providing system comprehensive technology resources that are flexible, responsive, and secure, such as the software NearPod, virtual simulation, and iPads for students and faculty. Valuing community partners and promoting customer service are established by meeting with community health agencies twice a year and asking for their input and feedback regarding students and the program. A dedicated student affairs committee allows students to share their input and bring up suggestions and concerns. The Student Affairs committee meets monthly and asks students for their information.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.**

The DACC Nursing Program supports the mission of NMSU DACC as a responsive and accessible learning-centered program that provides educational opportunities to a diverse community of learners in support of workforce and economic development. The nursing program prepares students to graduate with one of two options: an LPN certificate or an Associates Nursing degree (RN). Both options help meet the need of the state's nursing shortage. With the program's expansion, students would have a second option for nursing education in the southern part of the county. The program nursing graduates provide hands-on care to patients in various settings and fill a significant role in the healthcare system. The program strives to improve health outcomes for patients and their families by providing qualified nurses to help monitor, treat, and ensure patients are receiving the latest information. The DACC Nursing Program may face challenges, including recruiting and retaining qualified faculty that meet the state's Board of Nursing requirements. Other challenges may include keeping faculty trained and up to date on the latest teaching methods while helping new faculty transition from practicing nurses to educators. Training challenges require resources and seasoned faculty to ensure efficient and productive training. Challenges include securing adequate space and resources to complete live (face-to-face) simulation and laboratory experiences for students, especially with social distance guidelines.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	30,666	0	70,314	122,475	189,547
Federal G&C Expenditures	30,666	0	70,322	122,465	183,861
Private G&C Awards	0	0	0	1,075	1,075
Private G&C Expenditures	1,074	0	0	1,074	1,074

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<p><input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment</p> <p><input type="checkbox"/> 2. Increase student learning, retention, and degree attainment</p> <p><input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences</p> <p><input checked="" type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement</p> <p><input checked="" type="checkbox"/> 5. Elevate graduate education</p> <p><input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<p><input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education</p> <p><input checked="" type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity</p> <p><input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges</p> <p><input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<p><input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development</p> <p><input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility</p> <p><input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education</p> <p><input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement</p> <p><input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<p><input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff</p> <p><input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate</p> <p><input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization</p>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: DACC Nurse Expansion
Contact Name: Kelly Brooks
Contact Email: kbrooks@dacc.nmsu.edu

FY23 Request
\$1,028,912

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal 1: Increase Graduation Rates

RPSP Objective 1: Ensure sufficient current equipment and supplies are available to support student learning and Increase enrollment.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	80% of nursing student academic related needs will be met by services provided through DACC each academic year (ACEN 2017, 3.4)	85%	100%	83%	89%	82%	85%	86%	87%	90%	92%	Graduate satisfaction surveys dipped to 83% in FY21, survey of nursing graduates were not satisfied with student academic related needs such as pre-nursing advising, and admissions. Both areas were experiencing transition in full-time personnel, but have since filled the vacancies.

RPSP Goal 2: Increase number of graduates from diverse backgrounds entering the nursing workforce.		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Objective 1: Retain enough faculty to support the outcomes of the program. Hire enough faculty to maintain student to faculty ratios. Provide tutoring and other support services that meet the needs of program students.		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	A minimum of 52% of the faculty mix each academic year will be contracted for 9 or 12-month positions (ACEN 2017, 2.4)	65%	100%	80%	85%	52%	70%	75%	80%	90%	92%	The nursing program has shown continued growth in student cohort and contracted faculty. RPSP funding has helped retain full time faculty by offering a yearly stipend to compete with acute care settings in the community. Recruitment has helped bring the number of full time faculty to eleven. Full time faculty help keep the ratios of student to faculty low, ensure consistency with implementation of curriculum, and bring in expertise on various nursing specialties.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: DACC Nurse Expansion
Contact Name: Kelly Brooks
Contact Email: kbrooks@dacc.nmsu.edu

FY23 Request
\$1,028,912

RPSP Objective 2: Support student achievement by ensuring faculty are available to support students.	Measure Results				Measure Targets						Comments <i>(Briefly state your case)</i>	
	FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24		
RPSP Measures												
1 Total program student to full-time faculty ratios will not exceed 9.7:1 [NM House Joint Memorial 40] each academic year.	10.9:1	7.8:1	8.9:1	7.8:1	9.7:1	9.7:1	9.7:1	8.7:1	8.7:1	8.7:1	8.7:1	Utilizing the NMHJM 40 recommendations for full-time faculty to student ratios the DACC program has been able to maintain the ratios for FY21. A total of eleven full time and four part-time faculty members during 2020-201 provided the support to meet the 9.7:1 ratio. (ACEN 2.5)
2 Faculty allocation of effort for teaching and related activities will be between 75 - 80% measured by total course / student contact hours per academic year 100% of the time (ACEN 2017, 2.5)	85%	100%	87%	90%	87%	90%	93%	95%	95%	95%	95%	Faculty workloads are set to allocate 75-90% to teaching and related activities such as mentoring. Review of eleven full time faculty promotion and tenure allocation efforts showed ten full time faculty had 75% or greater allocation to teaching efforts. (ACEN # 2.5). A slight dip in FY21 due to two faculty taking FMLA and two FT faculty needing to take overload to cover for the faculty on FMLA. Nursing director had less than 20% teaching allocation due to keeping compliance with NMBON rule that allocates 80% of workload for administrative work.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: DACC Nurse Expansion
Contact Name: Kelly Brooks
Contact Email: kbrooks@dacc.nmsu.edu

FY23 Request
\$1,028,912

RPSP Objective 3: Support student achievement by ensuring faculty are available to support students.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	Faculty allocation of effort for teaching and related activities will be between 75 - 80% measured by total course / student contact hours per academic year 100% of the time (ACEN 2017, 2.5)	82%	100%	90%	87%	86%	90%	93%	95%	90%	90%	Meeting end of program outcomes and student success, faculty workloads are set to allocate 75-90% to teaching and related activities such as mentoring. Review of eleven full time faculty promotion and tenure allocation efforts showed ten full time faculty had 75% or greater allocation to teaching efforts. (ACEN 2.5). Nursing director had less than 75% teaching allocation due to keeping compliance with NMBON rule that program directors allocate 80% to administrative work.

NMSU LEADS 2025 Goal: **3 - Amplify Extension and Outreach**
RPSP Goal 3. Support graduates ability to obtain jobs in their field

RPSP Objective 1: Provide faculty development that supports currency in teaching materials.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	86.64% of licensed graduates seeking employment in role will be employed within 6 months of licensure (ACEN, 2014).	100%	n/a	87%	n/a	87%	87%	87%	n/a	n/a	n/a	Due to updating from 2014 to 2017 ACEN accreditation standards, Objective 1 will be phased out during FY21 and replaced with Objective 2, Measure 1

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: DACC Nurse Expansion
Contact Name: Kelly Brooks
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FY23 Request
\$1,028,912

RPSP Objective 2: The program assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplishes the purposes it represents.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	86.64% of licensed graduates seeking employment in role will be employed within 6 months of licensure (ACEN 2017, 6.4)	100%	100%	87%	85%	87%	87%	90%	95%	90%	90%	DACC nursing graduates have been successful in gaining employment as a nurse within 6 months of licensure in various health care settings. (ACEN 6.3).
RPSP Objective 3: Support graduates ability to obtain gainful employment through attainment of national licensure. Support growth of the program.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	The A.D.N. programs first time licensure exam pass rate will meet or exceed 80%.	95%	88%	77%	80%	80%	80%	80%	82%	85%	87%	Licensure pass rates for the A.D.N program dropped for 2021 to 77%, various factors contributed such as transition to online instruction, limited clinical experiences during COVID, and some graduates waiting over one year to complete licensure exam all contributed to drop in pass rates. The Faculty have reviewed curriculum, and have implemented several interventions to bring up the scores above 80%.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: DACC Nurse Expansion
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FY23 Request
\$1,028,912

NMSU LEADS 2025 Goal: 4 - Build a Robust University System

RPSP Goal: Ensure faculty staffing is sufficient to meet program outcomes and the goals of instruction and to ensure quality of student instruction.

RPSP Objective 1: Maintain standards of quality set by national accreditation.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	100% of full-time nursing faculty will be credentialed with a minimum of a master's degree with a major in nursing; those who do not have a MSN will have an education plan on file and will complete within (5) years. (ACEN 2017, 2.1)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	Current faculty include: Eleven Full time faculty that are; (2) Doctorate prepared faculty; (8) MSN faculty, and (1) BSN faculty, BSN faculty are enrolled in an MSN program and have their education plan on file. By offering competitive salaries and stipends, the nursing program is able to retain credentialed faculty (ACEN, # 2.1).

RPSP Objective 2: Maintain standards of quality set by national accreditation. Support program growth.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	100% of temporary part-time nursing faculty will hold a minimum of a BSN; those who do not have a BSN will have an education plan on file and will complete within (5) years. (ACEN 2017, 2.2)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	(5) Part time faculty include (1) MSN member, (4) BSN faculty. By offering competitive salaries, the nursing program is able to retain credentialed faculty (ACEN, # 2.1).

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: DACC Nurse Expansion
Contact Name: Kelly Brooks
Contact Email: kbrooks@dacc.nmsu.edu

FY23 Request
\$1,028,912

RPSP Objective 3: Support student achievement by ensuring faculty are available to support student.		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	A minimum of 52% of the faculty mix each academic year will be contracted for 9 or 12 month positions [NLNAC, 2009].	67%	100%	100%	80%	52%	52%	75%	80%	90%	90%	The nursing program has shown continued growth in student cohort and contracted faculty. RPSP funding has helped retain full time faculty by offering a yearly stipend to compete with acute care settings in the community. Recruitment has helped bring full time faculty to eleven 12 month positions. Full time faculty help keep the ratios of student to faculty low, ensure consistency with implementation of curriculum, and bring in expertise on various nursing specialties.

RPSP Objective 4: Maintain faculty currency in their field of expertise to ensure quality		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	100% of faculty participates in one or more self-directed scholarly activity per year as defined by Boyer's model of scholarship.	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	Faculty show currency in their expertise and up to date on health care practices, and higher education processes. Faculty members are offered opportunities for faculty development to maintain licensure and maintain the latest up to date knowledge regarding nursing practice and teaching in higher education. Without the RPSP funding many opportunities for nursing faculty would not be available (ACEN, #'s 2.6 & 2.10).

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: Doña Ana Branch - Nurse Expansion Total: **\$ 1,028,912.00**

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 54,919.00	\$ -	\$ 54,919.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 275,900.00	\$ 753,012.00	\$ 1,028,912.00	
Local		\$ -		
Total Appropriations	\$ 275,900.00	\$ 753,012.00	\$ 1,028,912.00	
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	\$ 275,900.00	\$ 753,012.00	\$ 1,028,912.00	

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

	FY23 FTE		Change FTE	\$	FY24 FTE		
Faculty Salaries	2.38	\$ 143,036.00	1.77	\$ 216,000.00	4.15	\$ 359,036.00	3 new faculty @ \$72,000
Professional Salaries			0.80	\$ 50,000.00	0.80	\$ 50,000.00	1 nursing advisor
Other Staff Salaries			0.00	\$ -	0.00		
Student Salaries (GA/TA)			0.00	\$ -	0.00		
Other Salaries			2.31	\$ 79,000.00	2.31	\$ 79,000.00	3 @ 8,000 & 11 @ 5,000
Total All Salaries	2.38	\$ 143,036.00	4.87	\$ 345,000.00	7.25	\$ 488,036.00	
Fringe Benefits		\$ 53,639.00		\$ 129,375.00		\$ 183,014.00	37.50%
Travel		\$ 16,000.00		\$ 24,000.00		\$ 40,000.00	Includes student lodging of \$24,000
Utilities				\$ -			
Institutional Support Charges				\$ -			
Plant Operation and Maintenance Charges				\$ -			
Supplies and Expenses		\$ 48,825.00		\$ -		\$ 48,825.00	
Equipment		\$ 14,400.00		\$ -		\$ 14,400.00	
Other Expenditures				\$ 254,637.00		\$ 254,637.00	Gas vouchers 90 stds-3 sems. & IDI
Total Expenditures	2.38	\$ 275,900.00	4.87	\$ 753,012.00	7.25	\$ 1,028,912.00	
Ending Fund Balance		\$ 54,919.00		\$ -		\$ 54,919.00	

RESPIRATORY THERAPY PROGRAM



BE BOLD. Shape the Future. | **New Mexico State University** | 2023

FY24 Request: \$1,005,750
Change: \$0

The Doña Ana Respiratory Therapy Program began in 1991 and is fully accredited by Commission on Accreditation for Respiratory Care (CoARC).

While Respiratory Therapy (RT) has come to the forefront during the COVID pandemic, RT has always been on the frontlines of patient care when patients are in their most vulnerable circumstances when they are unable to breathe on their own. Respiratory conditions continue to emerge such as COVID, the flu, sepsis, and respiratory distress. A growing aging population, more emphasis on reducing readmissions to hospitals, and greater access to health insurance create a need for respiratory therapists.

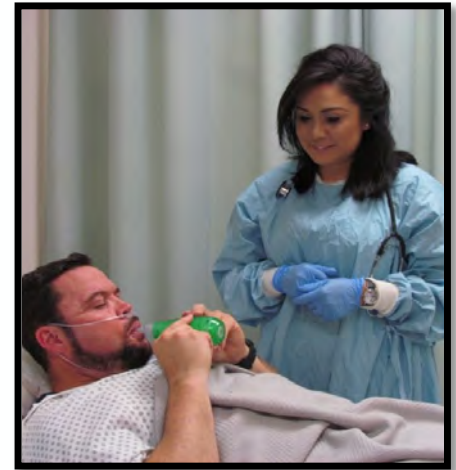
The extensive demand for respiratory therapists in New Mexico is demonstrated by the fact there are 650 licensed respiratory therapists and there are over **250 open positions** as of the most recent review of job openings in the state. Furthermore, there are six respiratory therapy associate degree programs in NM, yet all have small numbers and we have seen over the last two years enrollment declines and faculty retirements. Respiratory Therapy education programs will

be facing shortages over the next 5 - 10 years. The American Association for Respiratory Care (AARC) Human Resource Survey reports that 63.9% of Respiratory Care Education Program Directors intend to leave academics, and 55% of Respiratory Care Education Directors of Clinical Education plan to retire (Shaw, 2020).

Expansion to the southern part of Doña Ana County at the Sunland Park satellite location for the following reasons

- Allows for partnerships with Gadsden ISD to provide access to health programs closer to home. Developing high school senior year dual credit pathways at Gadsden and Santa Theresa high schools.
- Many of the program clinical sites are located in El Paso, Texas and are in closer proximity to students living in the southern part of the county .
- We are able to recruit part-time and full-time faculty from the El Paso county area, the satellite campus opens up opportunities to expand our faculty pools.

Note: The program is cohort style model which spans across two years. The expansion would allow for doubling our current enrollment.



EXPANSION

The proposed program (phases 1 and 2) support the Governor’s initiatives to develop pathways for high school students and first-generation students to obtain a professional career and further degree attainment (Hoachlander, 2021) (Montoya, 2021) and to increase the number of healthcare professionals in the state of New Mexico.

- The key objectives:**
- Objective 1: Recruit and retain sufficient and qualified faculty
 - Objective 2: Retention and Graduation
 - Objective 3: National Board Exams and Licensure Credentials
 - Objective 4: Workforce-Employment
 - Objective 5: Sufficient current equipment, supplies, and staff are available to support the current program and proposed expansion

Phase 1. Expand the entry-level practice Respiratory Care program to the Sunland Park, NM campus as a satellite program

Enrollment Projections*

Cohorts	Projected	Actual Enrollment	Retention*	Graduated
2020	20	21	94%	13
2021	20	27	94%	14
2022	20	22	95%	13
2023	20	TBD	TBD	TBD
2024	40	TBD	TBD	TBD
2025	40	TBD	TBD	TBD

**Please see expanded CoARC definition for Retention in HED Form Section 5- note that we are not penalized for attrition related to non-academic related performance. Many students start the program and choose not to proceed due to life issues and/or the intensity of serving in the role of RT.*

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Dona Ana Community College Respiratory Care Program Expansion

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$1,005,750

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): [Click or tap](#)

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

[Click or tap here to enter text.](#)

1. Number of years the project has received General Fund support (Disregard if new program):	Click or tap here to enter text.
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2. Project Description / Executive Summary:

Respiratory Therapy (RT) has come to the forefront during the COVID pandemic, all the while RT has always been on the front lines of patient care when patients are at their most vulnerable circumstances, when they are unable to breathe on their own. Respiratory conditions continue to emerge such as COVID, the flu, sepsis and respiratory distress. A growing aging population, more emphasis on reducing readmissions to hospitals, and greater access to health insurance create a need for respiratory therapist. Improved pharmacological and biologic agent use, sophisticated treatments and technology for diagnosing and treating cardiopulmonary diseases all require the specific skills of a respiratory therapist. The extensive demand for respiratory therapist in New Mexico is demonstrated by the fact there are 650 licensed respiratory therapist and there are over 250 open positions as the most recent review of job openings. Furthermore, there are six respiratory therapy associate degree programs in NM, yet all have small numbers and we have seen over the last two years enrollment declines and faculty retiring. We are proposing an expansion program, Become a RT to address the governors request to develop programs high school students can develop a pathway to a professional career and furthering degree attainment. We desire to increase enrollment, yet the challenge is to identify and hire faculty because they can earn a higher wage in the hospital setting and institutions of higher education are not competitive. To address this challenge we have developed a number of innovative

2. Project Description / Executive Summary:

mechanisms in this project to provide a competitive salary, with benefits, and incentive compensation for relocation, and retention of faculty. We propose three mechanisms to expand the Respiratory Care Program; Phase 1. Expand the entry level to practice Respiratory Care program to the Sunland Park, NM campus as a satellite program; Phase 2. Expand the curriculum to a Bachelor of Science in Respiratory Care degree and Phase 3. Expand the DACC campus to become a clinical site by offering a pulmonary rehabilitation to people who suffer from chronic respiratory diseases like COPD, asthma and COVID-long haul syndrome. These funds will support Phase 1 and lay the groundwork for these the next two phases and their activities to meet the Commission on Accreditation for Respiratory Care (CoARC) national standards, while allowing for expansion and growth of the respiratory care program.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

This budget is solely for the implementation of Phase 1 of the proposed expansion project. The people of Dona Ana Country in Sunland Park are over 40 miles from the base Respiratory Care Program. By expanding the program to Sunland Park, we can increase the enrollment of graduates who stay in New Mexico for employment and contribute to New Mexico. Expanding requires hiring three faculty at the rank of Assistant, Associate, or Professor and benefits. Furthermore, for parity with the nursing program, the faculty would be compensated and incentivized for teaching in Sunland Park through a differential payment and signing bonus to commit to staying a minimum of two years with the program. Additionally, to recruit new faculty, we would provide relocation fees.

The budget also includes support for faculty development so that they may keep up to date on the best practices in respiratory therapy care. Support for students is also critical, particularly when inflation and the cost of fuel have become cost-prohibitive for our students; we have included gas vouchers for our students to be able to commute to the various clinical locations in the state as well as in El Paso, Texas.

In addition to faculty, teaching equipment is necessary and required by our accrediting body to have an equitable lab available to students in any satellite location. It should be noted that this would be a one-time cost and the maintenance and replacement costs associated with maintaining the lab up to standard will be requested through the Carl Perkins funding opportunities at the college. The following details the various pieces of equipment that mirrors what the DACC campus offers current students.

The equipment includes 6 oxygen and air systems, 6 - 8 ventilators (Avea, Servo, Draeger, PB980, Hayek chest cuirass, Bileve device and CPAP device), 4 - 6 mannikins with diverse ethnicity / race/ age/ gender for teaching and learning invasive and noninvasive procedures, communication, critical thinking and critical actions; airway clearance devices (4 - 6) (HFCWO, OPEP, IPV, Metaneb, Flutter, Aerobika, Inspiratory/expiratory muscle trainers, chest physical therapy device); intubation equipment (endotracheal tubes (adult, pediatric and neonatal sizes), oral and pharyngeal nasal airways (adult, pediatric, neonatal), stylets, laryngoscope blades (adult, pediatric, neonatal) and handles, video laryngoscope(1), devices to secure the endotracheal tube, suction catheters (adult, pediatric, neonatal), vacuum tubing), electrocardiogram (EKG) machine, 4 - 6 monitors for monitoring change in the simulated patient that can read blood pressure, heart rate, respiratory rate, oxygen saturation and capnography monitoring, arterial lab equipment, lung mechanics simulators, oxygen tanks (small and large 6 - 8 of each), air tanks (6 - 8 of each); portable suction vacuum machines (6); oxygen devices for adults, pediatric, neonates (nasal cannula, simple mask, air entrainment masks, high flow nasal cannulas); flow meters (air and oxygen at least 10 of each); high flow flow meter (4); oxygen and air blender (2); Electronic blenders deliver high flow oxygen (Vapotherm; Fischer Pakayl; Teleflex); lung ultrasound (1); chest tube devices (4-6); cuff manometer (3- 4); neonatal warmer; corrugated tubing (boxes); wye drainage bags (boxes); infection control attire (masks, gowns, shoe covers, hair covers, gloves); IV poles (4- 6); IV catheters, IV tubing; arterial blood gas syringes; syringes; (pae) computerized examinations and simulations for board examination preparation for each student; treadmills, monitoring devices, ergometer for arms and legs, free weight set (3 - 4); stethoscopes; student services (library, counseling, security, academic affairs, financial aid);

Note: The equipment costs are a one-time cost and there are not installation or construction costs required.

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

The program's primary mission is to serve the Borderplex region and provide a better quality of life for the residents in Dona Ana County. The mission expands the Respiratory Care Program to the Southern area of New Mexico by expanding this program to Sunland Park, New Mexico. Sunland Park is in the most southern city in Dona Ana County, on the borders of Texas and Mexico. There are approximately 17.1K people and a median household income of \$17,266, with most of the population being White (Hispanic)(83.6%), Other (Hispanic) (10.7%), and White (Non-Hispanic)(4.44%). Furthermore, females between the ages of 25 and 34 live in poverty, yet healthcare and social assistance are the most common employment industry. Sunland Park, NM campus resides within the Gadsden Independent school district and its four high schools (Alta Vista Early College High School, Chaparral High School, Gadsden High School, and Santa Teresa High School.) Over 96% of the student population in these high schools are economically disadvantaged. The four High Schools are ranked between 9 - 83 by the US News and World Report in 2021 for college preparation. There is a great need for respiratory therapists in New Mexico. Employment of respiratory therapists is projected to grow 23% from 2020 to 2030 and much faster than other occupations. New Mexico has over 250 open positions, and salaries are lagging behind the rest of the country for practitioners and faculty. Recruiting faculty and minority faculty is a huge challenge for many reasons. Yet, the most significant challenge is that the salaries for faculty are much lower than practitioners, and to become faculty, a person must have a higher degree than that being taught and, in this case, a baccalaureate degree and eventually a master's degree. Therefore, we seek to provide a pathway for DACC respiratory care students to continue their education 100% online to pursue a Bachelor of Science in Respiratory Care. Once the student graduates from the BSRC program, NMSU has several graduate programs a graduate could attain. Furthermore, the 26,000 people in Dona Ana County who suffer from pulmonary diseases such as asthma, COPD, and long haul COVID, benefit from the pulmonary rehabilitation clinical services and education offered by the Respiratory Care faculty and students. Respiratory diseases disproportionately affect minorities, and the differences in disease patterns may be due to environmental factors, lack of access to healthcare or insurance, and a lack of cultural multifaceted programs for minorities offered by minorities.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

The key objectives are

Objective 1: Recruit and retain sufficient and qualified faculty

Objective 2: Retention and Graduation

Objective 3: National Board Exams and Licensure Credentials

Objective 4: Workforce- Employment

Objective 5: Sufficient current equipment, supplies, and staff are available to support the current program and proposed expansion

Enrollment Projections*

Cohorts	Projected	Actual Enrollment	Retention*	Graduated
2020	20	21	94%	13
2021	20	27	94%	14
2022	20	22	95%	13
2023	20	TBD	TBD	TBD

5. Key Project Objectives (Overview only – relates to separate performance measure form)

2024	40	TBD	TBD	TBD
2025	40	TBD	TBD	TBD

**Please see expanded CoARC definition for Retention in HED Form Section 5- note that we are not penalized for attrition related to non-academic related performance. Many students start the program and choose not to proceed due to life issues and/or the intensity of serving in the role of RT.*

CoARC Statement on Retention Reporting

Students are not included in the retention definition who:

- leave the program by the last day they are eligible for 100% tuition reimbursement within the first term of fundamental respiratory care core coursework**

OR

- are in good academic standing who leave the program due to: financial, medical, or family reasons, military deployment, a change in their course of study, relocation to a different community, or reasons other than those described under academic reasons;

OR

- are admitted to another educational program (same or different educational institution) prior to the scheduled graduation date of their RT class.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

NA

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

First, the proposed program (phase 1 and 2) support the Governor’s initiatives to develop pathways for high school students and first generation students to obtain a professional career and further degree attainment (Hoachlander, 2021) (Montoya, 2021) and to increase the number of healthcare professionals in the state of New Mexico. By expanding the DACC RC program to Sunland Park campus, prospective students are familiar with the campus and able to attend close to home while attending the respiratory care program. Upon graduation from the satellite program, the graduate would be able to pursue a degree completion/degree advancement Bachelor of Science in respiratory care program 100% online while working. The phase 1 and 2 pathway increase the degree attainment within 4 years of high school graduation. The student learning outcomes include graduating with an associate degree in respiratory therapy, passing a national board examination to earn the Registered Respiratory Therapist (RRT) credential, obtain a license to practice respiratory therapy in the state of New Mexico within a few weeks of graduation and employed as soon as the credential and license are obtained. Many graduates are employed prior to graduation or within a month or two of graduation. Furthermore, graduates are earning about \$60000 annually. Some employers will support employees to pursue a higher degree and pursue additional credentials. An earned BSRC degree makes a graduate eligible for leadership roles such as director and supervisor of a cardiopulmonary department or faculty within a college setting.

Last, the state will benefit from respiratory therapy graduates obtaining positions and contributing back to the community financially and economically. Also, the shortage of respiratory therapist will be addressed slowly by the increasing the number of graduates from this respiratory care program.

8. Does the project receive awards, private donations or Federal grants? Have you sought out funding from other sources?
The Project receives equipment and professional training funding through the Carl Perkins funding competition annually.

9. Accomplishment/ Highlights (bullet form)
The DACC RC Program is the ONLY program in New Mexico to be recognized and awarded the Distinguished Registered Respiratory Therapy (RRT) Credentialing Success Award for nine consecutive years by the CoARC (Commission on Accreditation for Respiratory Care Awards, 2022). The program employment placement rates exceed the national average, and employers are 100% satisfied with the graduates from the DACC RC program (Commission on Accreditation for Respiratory Care, 2022).

Medical Projects	
10. How many graduates stay in practice in New Mexico	95%

FISCAL YEAR 2024 RPSP PROGRAM REVIEW

New Mexico State University Supplemental Form

Name/Title of Project:	Dona Ana Community College Respiratory Care Program Expansion
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
--

The primary mission of the Dona Ana Community College Respiratory Care (DACC RC) program is to serve the Borderplex region and provide a better quality of life for the residents in Dona Ana County, which aligns with DACC's mission of being a responsive and accessible learning-centered community college as well as NMSU's mission "to serve the diverse needs of the state through comprehensive programs." The following outlines how this program expansion aligns with the NMSU Leads 2025 strategic plan goals.

Goal #1- Enhance Student Success and Social Mobility & Goal #3-Outreach and Extension: The program enrolled approximately 30-40 students annually. Most of the students are female, between the ages of 19 – 50, and Hispanic. Program graduates secure employment well in advance of their graduation under a temporary license and passes the national licensure exams within six months of graduation at a rate of 95%. The DACC RC program proposed solution to the Respiratory Therapy shortage in New Mexico is to expand the DACC RC base program to the Sunland Park Campus and develop a pathway for working professionals to earn a Bachelor of Science in Respiratory Care through the development and implementation of a Degree Completion/Degree Advancement 100% Online Program as well as develop and implement an interprofessional pulmonary rehabilitation education clinic.

Goal #2 Elevate Research and Creativity: The DACC RC Program is recognized as one of the best respiratory care programs in the country for exceeding the Commission on Accreditation for Respiratory Care (CoARC) outcome thresholds. Furthermore, the DACC RC Program is the **ONLY** program in New Mexico to be recognized and awarded the Distinguished Registered Respiratory Therapy (RRT) Credentialing Success Award for **nine consecutive years** by the CoARC. The program employment placement rates exceed the national average, and employers are 100% satisfied with the graduates from the DACC RC program (Commission on Accreditation for Respiratory Care, 2022). The proposed expansion and addressing faculty retention will further strengthen the program's already stellar reputation for excellence and provide opportunities to further expand upon the discipline expertise in the field of respiratory therapy.

Goal #4, Build a Robust University System: The retention and continued professional development of qualified faculty enhances the program's ability to increase enrollment, provide numerous pathways from high school dual credit to becoming a licensed RT, and ultimately the opportunity to complete a bachelor's degree.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. The program summary is limited to the box below. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.

The DACC RC program proposed solution to the Respiratory Therapy shortage in New Mexico is to expand the DACC RC base program to the Sunland Park Campus and develop a pathway for working professionals to earn a Bachelor of Science in Respiratory Care through the development and implementation of a Degree Completion/Degree Advancement 100% Online Program as well as develop and implement an interprofessional pulmonary rehabilitation education clinic. This project aims to support the Governor of New Mexico's request for colleges and universities to develop pathways for high school students to obtain a professional career and further degree attainment (Hoachlander, 2021; Montoya, 2021). The proposed solutions are to expand the DACC RC program through the Be a Southern New Mexico Respiratory Therapist Program in a phased approach: Phase 1. (a) Identify and hire one new faculty for the Base Program (b). Expand the base DACC Respiratory Care program to the Sunland Park Campus in Sunland Park, NM, and hire two new faculty. Phases two and three include transitioning the program into a baccalaureate program and developing an interprofessional/interdisciplinary pulmonary rehabilitation clinic for people living in New Mexico who suffer from chronic respiratory diseases. This funding request is for Phase 1 of the expansion plan.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	30,666	0	70,314	122,475	189,547
Federal G&C Expenditures	30,666	0	70,322	122,465	183,861
Private G&C Awards	0	0	0	1,075	1,075
Private G&C Expenditures	1,075	0	0	1,075	1,075

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input type="checkbox"/> 5. Elevate graduate education <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<input checked="" type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement <input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities
<input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: DACC Respiratory Therapy Expansion Project</p> <p>Contact Name: Kelly Brooks, VP for Finance</p> <p>Contact Email: kebrooks@nmsu.edu</p>	<p>FY24 Request</p> <p style="font-size: 1.2em; font-weight: bold;">\$1,005,750</p>
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NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Increase Student Enrollment to Main Campus and Expansion to Sunland Park

RPSP Objective 1: Recruit and retain sufficient and qualified faculty		Measure Targets		Comments <i>(Briefly state your case)</i>
		FY23	FY24	
RPSP Measures:				
1	A minimum of five (5) faculty are required to ensure that the proposed expansion efforts are sufficiently staffed. In order to address a current short staffing issue, one faculty will need to be hired for the Espina campus and two for the Sunland Park satellite location.	NA	100%	Currently the program serves 35-40 students (2 cohorts) students with two faculty members and is sorely understaffed. Both faculty have been on overload for several years and the program struggles to find part-time clinical faculty. This has caused challenges in expanding enrollment due to the 1:3 clinical site faculty to student ratio required by CoARC
2	Retain enough faculty to support the outcomes of the program through a competitive salary, differential, and bonus structure that mirrors the Nursing faculty salary table.	NA	100%	The program will institute a new salary structure (\$72,000 base salary + \$8,000 annually and a \$4,000 signing bonus)

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: DACC Respiratory Therapy Expansion Project</p> <p>Contact Name: Kelly Brooks, VP for Finance</p> <p>Contact Email: kebrooks@nmsu.edu</p>	<p>FY24 Request</p> <div style="border: 2px solid black; background-color: yellow; padding: 5px; display: inline-block; font-weight: bold;">\$1,005,750</div>
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3	<p>100% of full-time RRT Faculty will be credentialed with a minimum of a master's degree in a health adjacent field (ex: public health, nursing, etc). Those who do not currently hold a master's degree will have an education plan on file and will complete within five (5) years of being hired.</p>	NA	100%	<p>CoARC Standard 2.09, and 2.14 indicate the following minimum requirements: hold a valid RRT credential and current state license, min. of four years experience as an RRT with at least 2 years clinical respiratory care, minimum of two years experience teaching as either an appointed faculty member in a CoARC accredited respiratory therapy program as a clinical instructor/preceptor and complete Key personnel training programs. Additionally, it calls for satellite location to assign a faculty member as a site coordinator and at minimum this position must hold the degree equivalent to what the program requires. As programs nationwide begin to transition to bachelor's degree granting programs, we recognize the need to elevate the degree requirements to ensure attracting, recruiting and retaining qualified faculty.</p>
4	<p>100% of temporary part-time RRT clinical faculty will hold the minimum CoARC requirements for overseeing clinical instruction</p>	NA	100%	<p>See above explanation. As we increase the number of full-time faculty, our reliance on PT clinical faculty will lessen.</p>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: DACC Respiratory Therapy Expansion Project</p> <p>Contact Name: Kelly Brooks, VP for Finance</p> <p>Contact Email: kebrooks@nmsu.edu</p>	<p>FY24 Request</p> <p align="center" style="background-color: yellow; border: 1px solid black;">\$1,005,750</p>
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NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Increase Student Enrollment to Main Campus and Expansion to Sunland Park

RPSP Objective 2: Retention and Graduation		Measure Targets		Comments <i>(Briefly state your case)</i>
RPSP Measures:		FY23	FY24	
1	Increase current first year cohort enrollment enrollment at the Espina Campus by 5 students from 20 to 25 students	NA	25	The additional faculty member will alleviate the clinical faculty overload and the program can legitimately accept five additional students at our main campus.
2	Increase enrollment at the satelite campus from 0 to 15 students	NA	15	Two faculty and the addition of the administrative assistant will ensure that faculty have sufficient time, resources, etc. to add an yearly cohort of 15 students at the sunland park satelite location. By year 2, we will have 30 students enrolled at any given time, doubling our current pipeline of graduates to the industry.

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

<p>RPSP Title: DACC Respiratory Therapy Expansion Project</p> <p>Contact Name: Kelly Brooks, VP for Finance</p> <p>Contact Email: kebrooks@nmsu.edu</p>	<p>FY24 Request</p> <div style="border: 2px solid black; background-color: yellow; padding: 5px; display: inline-block; margin-top: 10px;"> <p>\$1,005,750</p> </div>
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3	<p>To retain and graduate at least 80% of those who are admitted to the program</p>	NA	80%	<p>CoARC Standard 3.07 indicates that the threshold for retention is 70% across a three year cycle. On average, the current program exceeds this holding to a 94% retention rate for the last cycle, however, with the COVID-19 pandemic, we anticipate this to be a bit more challenging, given the increased risk to the students. <i>"Retention is defined as the number of students who were formally enrolled in a respiratory care program and graduated from the program after completing all programmatic and graduation requirements, calculated as a percentage of the total number of students initially enrolled in that class."</i></p>
4	<p>At least 80% of the student graduating will complete exit surveys and out of those completed, 80% will be satisfied with their educational experience</p>	NA	80%	<p>The program currently completes surveys with students with a high rate of return, 97% annually.</p>

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance		\$ -	\$ -	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund		\$ 1,005,750.00	\$ 1,005,750.00	
Local		\$ -		
Total Appropriations	\$ -	\$ 1,005,750.00	\$ 1,005,750.00	
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	\$ -	\$ 1,005,750.00	\$ 1,005,750.00	

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

	FY23 FTE		Change FTE	\$	FY24 FTE			
Faculty Salaries		0.00	\$	216,000.00		\$	216,000.00	3 @ \$72,000 (1 DACC/2 at Satellite)
Professional Salaries		0.00	\$	-				
Other Staff Salaries		0.00	\$	-		\$	-	
Student Salaries (GA/TA)		0.00	\$	-				
Other Salaries		0.00	\$	54,000.00		\$	54,000.00	3 @ 8,000/2 @ 5,000/5 @ 4,000
Total All Salaries	0.00	\$ -	0.00	\$ 270,000.00	0.00	\$	270,000.00	
Fringe Benefits			\$	101,250.00		\$	101,250.00	37.50%
Travel			\$	7,500.00		\$	7,500.00	Professional development
Utilities			\$	-				
Institutional Support Charges			\$	-				
Plant Operation and Maintenance Charges			\$	-				
Supplies and Expenses			\$	-				
Equipment			\$	500,000.00		\$	500,000.00	
Other Expenditures			\$	127,000.00		\$	127,000.00	Accreditation/relocation/gas vouchers
Total Expenditures	0.00	\$ -	0.00	\$ 1,005,750.00	0.00	\$	1,005,750.00	
Ending Fund Balance		\$ -		\$ -		\$	-	

DENTAL HYGIENE PROGRAM



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2023

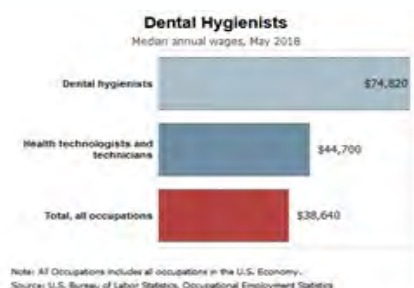
FY23 Actual: \$379,000
FY24 Request: \$379,000
Change: \$0

- The DACC Dental Hygiene program was established in 2007. Its first graduating class of 12 hygienists was in 2009. The Program has graduated over 120 dental hygienists who usually stay and work in Southern New Mexico or other areas in New Mexico.
- The program operates an on-site dental clinic open to the public where students, under faculty supervision, practice the craft of clinical dental hygiene while providing access to dental hygiene services to the community.
- The Dental Clinic is operated in support of the DACC Dental Hygiene Associate degree program. The clinic, operating since 2008, ensures that entry-level dental hygiene students gain practical experience in a controlled, clinical setting.
- The clinic provides low-cost dental care for citizens who do not have access to dental care or who do not have insurance to access dental care.
- On average, the clinic provides low-cost services to over 600 patients yearly and reaches over 3000 individuals through community outreach.
- The clinical hours prepare the students for the licensure exam required to become Registered Dental Hygienists.
- The vast majority of patients served by the clinic are uninsured or underinsured individuals from low-income families or are students on limited budgets from DACC or NMSU.
- People of all ages receive educational, preventive and therapeutic services such as: oral and general health assessments, oral cancer screening, dental examinations, dental radiographs, oral health instruction and counseling regarding nutrition and health life-style and their impact on oral and general health.



OUTLOOK FOR DENTAL HYGIENE

- Because the Commission on Dental Accreditation (CODA) requires that dental hygiene students receive their training under the direct supervision and control of the Program, an on-site clinic is required.
- In addition, the DACC Dental Clinic is shared with the DACC Dental Assistant Program where students learn to work chair-side with practicing clinicians.
- The Program has established partnerships with other agencies such as Las Cruces Public Schools (Lynn Middle School), Amador Health, Jardin de Los Niños and the DACC Gadsden campus to improve access to oral health care services for patients at risk and those with no resources. The program reaches over 3,000 individuals annually.
- The DACC clinic helps to expand the services provided by other county public health agencies with the goal to improve the overall health of the county's citizens and thereby help reduce time lost from work and school due to oral/dental disease.
- The US. Bureau of Labor Statistics reports that the demand for Dental Hygienists will grow 11% from 2008 to 2028, much faster than the average for all occupations.
- The demand for hygienists is increasing as state laws allow dental hygienists to work at the top of their training.



Class	Enrollment (Projected)	Enrollment (Actual)	Retention	Graduation
2017-2019		12	12	11
2018-2020	12	12	12	12
2019-2021	12	12	11	11
2020-2022	12	6	6	6
2021-2023	12	12	10	
2022-2024	12	12		
2023-2025	12			
2024-2026	12			

Quick Facts

- 100% pass rate on clinical board examinations.
- 90-95% Avg. National Board pass rate within the last 3 years.
- 100% Employer Satisfaction on returned satisfaction surveys.
- 100% employability within 12 months after graduation.
- 92% Retention and Graduation
- 100% Student Participation in clinical activities to improve access to care in Southern NM.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Dona Ana Branch – Dental Hygiene Program

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): 379,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): 379,000

Type of Project (X for Type)

Research Public Service Academic Athletics
 Clinical Economic Development Other (Explain Below)

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	9
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2. Project Description / Executive Summary:

The Dental Clinic is operated in support of the DACC Dental Hygiene Associate degree program. The clinic began operation in Fall 2008 after the Legislature provided funding for the program's start-up. The program prepares students to practice entry-level dental hygiene in private dental offices, hospitals, and public health agencies. The program currently accepts cohorts of 12 students annually. Dental hygiene students are exposed to different areas of patient care techniques and management skills while working in the clinic and experiential learning activities as part of their academic and clinical education. Typically, a minimum of 12-16 hours a week of clinical is required to provide sufficient practice time for all students. This prepares them for taking their licensure examinations to practice as Registered Dental Hygienists. The clinical practice is necessary to provide students with the skills required to take national and state board examinations and to provide general preventative dental hygiene services to the public. The Program within the last year has engaged in several community service-learning programs that have the following objectives:

- 1) To promote student learning and skill-building outside of the typical clinical setting in school.
- 2) To promote community and collaboration between the dental hygiene program and other community agencies.
- 3) To improve service-learning practices where students not only gain additional skills while working with the community but also improve access to preventive dental hygiene services and improve access to care of patients with limited or no resources and no insurance or under-insured.

2. Project Description / Executive Summary:

- 4) Promote overall health in the community by decreasing the cost of more complicated treatment due to lack of dental insurance or resources.
- 5) To provide school-based dental services at the schools so that students don't miss school.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

The budget of \$379,000 serves to support the salaries of 4 FTE faculty and 1 administrative assistant, including fringe benefits.

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

The Program is committed to creating an educational environment that will foster the development of learning as a lifelong process, providing students with the cognitive knowledge, psychomotor skills, and overall framework of affective values to provide dental hygiene care for a diverse, dynamic population. As part of the academic and clinical education of students in the Dental Hygiene Program, the DACC Dental Hygiene Program operates an on-site clinic that serves students and community citizens.

Approximately 600 individuals are provided with preventive dental hygiene services annually by students who work and practice dental hygiene under the supervision of licensed dentists and dental hygienists. The vast majority of patients served by the clinic are uninsured or under-insured individuals from low-income families or are students on limited budgets from DACC or NMSU. People of all ages receive educational, preventive, and therapeutic services such as oral and general health assessments, oral cancer screening, dental examinations, dental radiographs, oral health instruction, and counseling regarding nutrition and health lifestyle and their impact on oral and general health.

Students and faculty also participate in several community events and provide services accessible to the community. The program has its "Happy Smiles" free dental clinic. Students and faculty also participate in the annual Special Olympics. Most recently, the Dental Hygiene program has expanded its outreach efforts to improve access to dental hygiene services and prevention in under-served communities in Las Cruces and surrounding areas. We collaborate with Las Cruces Public Schools and have opened the first of its kind "Happy Smiles Dental Hygiene School-Based Clinic" at the Las Cruces Lynn Community School, the first community middle school in the Las Cruces area. All dental hygiene services are provided to the children at Lynn for free. The program also collaborates with Amador Health Center to provide dental hygiene services to individuals experiencing homelessness. The program also offers FREE services to the south part of the state at the DACC Gadsden campus dental hygiene clinic to improve access to dental hygiene services and reduce the amount of dental disease in communities at risk with limited or no access to preventive dental hygiene services.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

- Objective 1.
 - 90% of students taking national board examinations will pass.
- Objective 2.
 - 80% of students admitted to the program will finish the program successfully.
 - 90% of students graduating from the program will find employment within a year after graduation.
 - 90% of students will participate in service-learning and clinical activities to improve oral health promotion and disease prevention.
 - 90% of students will participate in clinical activities to improve access to dental hygiene services among those with limited to no access to preventive services.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

The Dental Hygiene Program successfully maintained enrollment, retention and graduation. In 2020, the program had to decrease enrollment to 6 students instead of 12 due to the pandemic and to accommodate clinical catching up for the previous class. It is expected that the program will continue to admit 12 students annually and will not increase enrollment due to limitations with clinical space, equipment and faculty ratios.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Class	Enrollment (Projected)	Enrollment (Actual)	Retention	Graduation
2017-2019	12	12	11	11
2018-2020	12	12	12	12
2019-2021	12	12	11	11
2020-2022	12	6	6	6
2021-2023	12	12	10	
2022-2024	12	12		
2023-2025	12			
2024-2026	12			

Accomplishments:

- Students in the class of 2021 and 2022 have passed their local anesthesia written board examinations. All classes have also taken and passed their clinical board examinations. All those of the class of 2022 who have taken the National Board have also passed.
- The program has a dual degree program pathway AAS to BSDH with the University of New Mexico, where DACC Dental Hygiene Students can enroll in a dual degree track to complete their AAS at DACC and shortly after complete their BSDH at UNM. The class of 2021 had the first two students enrolled in this dual degree program at DACC and UNM, and the class of 2022 had three students enrolled in the dual degree program. The class of 2023 currently has four students enrolled in the dual degree pathway.
- Improved access to oral health care in Las Cruces and surrounding areas by providing complete preventive services at satellite locations and participating in community events where we reached over 2,500 individuals

Challenges:

- Finding an adequate pool of patients for students to meet clinical requirements with patients who meet the requirements as established by the Commission on Dental Accreditation to demonstrate student competency in all patient categories and all different types of diseases.
- Recruitment of dentists to work in the clinic and complete dental examinations
- Recruitment of qualified dental hygiene faculty. As of July 1, 2022, the Commission on Dental Accreditation requires that all clinical faculty hold a minimum of a bachelor's degree and RDH license to teach in the clinic.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

The Dental Hygiene Program has had a significant impact in the Southwest and the State of NM overall. The program has provided quality and affordable education to many students who otherwise would not have been able to attend and afford the dental hygiene education at other institutions in the State or out of State. The Program is competitive, but the cost of tuition is very low compared to similar programs in the State. Students receive the opportunity to graduate with an Associate of Applied Science in Dental Hygiene and enter the workforce with great opportunities for a good salary (avg salary of a dental hygienist in NM is about \$65,000 annually). In addition, students can enroll in a Dental Hygiene baccalaureate

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

degree completion program. Another benefit of the program includes the services offered to patients and students. The service cost is very low compared to private practices and other community clinics.

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

The Dental Hygiene Program receives some funding from the Carl Perkins grant. Some other grants have been sought and are being considered. Delta Dental of New Mexico has supported the outreach efforts since 2018, providing patients and students with great opportunities to improve access to oral health care and enhance their clinical skills. Other grants that have been secured include Blue Cross Blue Shield of New Mexico, Nusenda Credit Union, and the Community Foundation of Southern New Mexico.

9. Accomplishment/ Highlights (bullet form)

- The program has provided strong clinicians to the community.
- The program was reaccredited for seven years without recommendations. This is a significant accomplishment for DACC Dental Hygiene.
- In 2021 and 2022, the program has successfully graduated 16 students.
- 100% pass rate on clinical board examinations up to date.
- The program continues to strive for excellence and keeps working with the community to provide not only different experiences to students but also provide the community with oral health awareness and prevention strategies.
- The program continues to offer its "Happy Smiles" clinic to provide two days of free dental services to children in the community. The overall cost of the services provided totals over \$25,000 in clinical procedures given back to the community.
- The program also participates yearly in the Special Olympics events and any other community events where there is an opportunity for the students to participate.
- The program has a mobile dental hygiene clinic, "Happy Smiles Dental Hygiene School-Based Clinic," at Lynn Community School in Las Cruces, Jardin de los Niños, and Gadsden Campus.
- The program provides FREE dental hygiene services to patients at Amador Health Center (homeless or nearly homeless individuals), Jardin de los Niños (children and families), and Gadsden Branch Campus (all patients from the southern part of Doña Ana).

Medical Projects

10. How many graduates stay in practice in New Mexico

10

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Dona Ana Branch – Dental Hygiene Program
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input checked="" type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input checked="" type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

Goal 1:
 Objective 1.2. To promote student retention and degree attainment, the program provides students with an array of opportunities to build community and a sense of belonging within the dental hygiene program and the professional community by participating in numerous events and activities.
 Objective 1.3. To create an "Aggie Life" experience, the dental hygiene program is highly involved in public service and research by offering dental hygiene services to the community at a low cost where students have the opportunity to practice and improve their clinical as patient care skills. The program also provides service-learning and experiential learning opportunities for students to go out to community dental clinics, schools, and other non-profit organizations.

Goal 2:
 Objective 2.1; 2.2; 2.3. To facilitate research and improve global and local challenges, the program now incorporates research to promote students' preparedness to take national board examinations. Students are also involved in local and international service-learning and experiential learning opportunities to address global issues related to poor dental hygiene in underserved communities. Faculty also collaborate with international agencies to exchange knowledge and address local communities' needs.

Goal 3:
 Objective 3.4; 3.5. To strengthen and amplify engagement opportunities and collaboration, the program works with Las Cruces Public Schools, Amador Health, Delta Dental, and other agencies in leading initiatives to improve oral health in at-risk communities and decrease oral health disparities.

Goal 4:
 Objective 4.2;4.3;4.5. To cultivate excellence and strategic alliances, the program strives for excellence and collaborates with the NMSU Foundation to improve fundraising.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.**

The Program is committed to creating an educational environment that will foster learning development as a life-long process, providing students with the cognitive knowledge, psychomotor skills, and overall framework of affective values to provide dental hygiene care for a diverse, dynamic population. An on-site clinic is necessary as part of the academic and clinical education of students in the Dental Hygiene Program. Approximately 1000 individuals are provided dental hygiene services annually by students who practice under the supervision of licensed dentists and dental hygienists. Most patients served are uninsured or under-insured from low-income families or are students from DACC or NMSU. People of all ages receive educational, preventive, and therapeutic services such as dental cleanings, dental sealants, fluoride varnish application, oral and general health assessments, oral cancer screening, dental examinations, dental radiographs, oral health instruction, and counseling regarding nutrition and healthy life-style and their impact on oral and general health. The program collaborates with other agencies such as Las Cruces Public Schools, Amador Health Center, and Ben Archer. Including community service, experiential learning, and service-learning, students reach over 2,000 individuals each year outside of the dental clinic. Continuous support is imperative to improve the educational and clinical program and access to care.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	23,149	3,777	67,791	97,065	97,065
Federal G&C Expenditures	23,149	3,777	67,789	97,063	97,063
Private G&C Awards	30,000	57,000	43,500	134,935	137,885
Private G&C Expenditures	29,587	44,486	17,792	88,088	88,088

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p>	<p><input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment</p> <p><input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment</p> <p><input checked="" type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences</p> <p><input type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement</p> <p><input type="checkbox"/> 5. Elevate graduate education</p> <p><input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p>	<p><input checked="" type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education</p> <p><input checked="" type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity</p> <p><input checked="" type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges</p> <p><input checked="" type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p>	<p><input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development</p> <p><input checked="" type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility</p> <p><input checked="" type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education</p> <p><input checked="" type="checkbox"/> 4. Strengthen and elevate public-private engagement</p> <p><input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities</p>
<p><input checked="" type="checkbox"/></p> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p>	<p><input checked="" type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff</p> <p><input checked="" type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate</p> <p><input checked="" type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization</p>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: Dental Hygiene Program
Contact Name: Kelly Brooks, VP for Finance
Contact Email: Kebrooks@nmsu.edu

FY24 Request

\$379,000

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: To track and achieve at least an 80% in retention, graduation, licensing and employment of those students who are admitted and graduate from the program.

RPSP Objective 1: Retention and Graduation		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	To maintain the number of students admitted to the program	12	12	11	12	12	12	12	12	12	12	
2	To graduate 80% of those who are admitted to the program	92%	100%	92%	92%	80%	80%	80%	80%	80%	80%	
3	To retain at least 80 % of those who are admitted to the program	92%	100%	92%	92%	80%	80%	80%	80%	80%	80%	
4	At least 80% of the students graduating will complete exit surveys and out of those completed, 80% will be well satisfied with the education received	100%	100%	92%	92%	80%	80%	80%	80%	80%	80%	It was a hard year for class of 2021 due to the pandemic and school closures. Although they were satisfied, some expressed a little dissatisfaction

RPSP Objective 2: Employment		Measure Results				Measure Targets						Comments (Briefly state your case)
RPSP Measures:		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	90% of students will find employment within a year from graduation	90%	100%	92%	90%	90%	90%	90%	90%	90%	90%	
2	90% employer satisfaction with DACC Dental Hygiene based on returned surveys	100%	100%	90%	90%	90%	90%	90%	90%	90%	90%	

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2021-22 Report**

RPSP Title: Dental Hygiene Program
Contact Name: Kelly Brooks, VP for Finance
Contact Email: Kebrooks@nmsu.edu

FY24 Request

\$379,000

RPSP Objective 3: Board Exams and Licensing Credentials		Measure Results				Measure Targets						Comments <i>(Briefly state your case)</i>
		FY19 Actuals	FY20 Actuals	FY21 Actual	FY22 Estimate	FY19	FY20	FY21	FY22	FY23	FY24	
1	90% of students taking national boards will pass	100%	100%	100%	90%	100%	90%	90%	90%	90%	90%	
2	Out of the students who graduate, 90% will become licensed professionals	91%	100%	92%	90%	90%	90%	90%	90%	90%	90%	One student from class of 2021 is pending to be licensed

RPSP-Budget 1

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

Institution: New Mexico State University

RPSP Project: Doña Ana Branch - Dental Hygiene Program Total: **\$ 329,000.00**

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 72,487.85	\$ (3,799.00)	\$ 68,688.85	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 329,000.00	\$ 50,000.00	\$ 379,000.00	SB1 included \$50,000 in non recurring funds and was reclassified to recurring and budgeted in FY22. The new recurring base is \$379,000 and requesting a flat budget for FY24.
Local		\$ -		
Total Appropriations	\$ 329,000.00	\$ 50,000.00	\$ 379,000.00	
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	\$ 329,000.00	\$ 50,000.00	\$ 379,000.00	
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				
	FY23	Change	FY24	
	FTE	FTE	FTE	
Faculty Salaries	6.61	(4.24)	2.37	
Professional Salaries	\$ 205,077.00	\$ -	\$ 205,077.00	
Other Staff Salaries	1.71	(0.05)	1.66	
Student Salaries (GA/TA)	\$ 56,781.00	\$ -	\$ 56,781.00	
Other Salaries	0.29	(0.12)	0.17	
Total All Salaries	\$ 6,888.00	\$ -	\$ 6,888.00	
Total All Salaries	8.61	-4.41	4.20	
Total All Salaries	\$ 268,746.00	\$ -	\$ 268,746.00	
Fringe Benefits		\$ -		
Travel	\$ 3,848.00	\$ -	\$ 3,848.00	
Utilities		\$ -		
Institutional Support Charges		\$ -		
Plant Operation and Maintenance Charges		\$ -		
Supplies and Expenses	\$ 60,205.00	\$ -	\$ 60,205.00	
Equipment		\$ -		
Other Expenditures		\$ -		
Total Expenditures	8.61	-4.41	4.20	
Total Expenditures	\$ 332,799.00	\$ -	\$ 332,799.00	
Ending Fund Balance	\$ 68,688.85	\$ 46,201.00	\$ 114,889.85	



NMSU Grants Student Veterans Resource Center

Slide Page 894 of 1084

FY 23 Actual: \$45,600
FY24 Request: \$45,600
Change: \$0



Angela Meyer, Coast Guard Dependent



Ian Navarro—USNavy

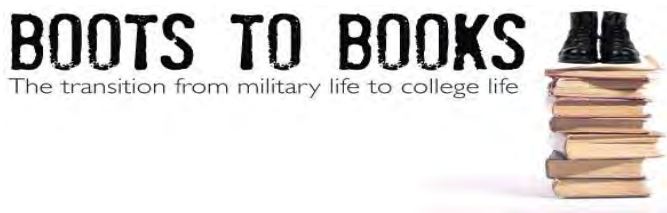


Courtland Tyler—US Army

NMSU Grants is requesting continued funding for Year 3 of the Student Veterans Resource Center (SVRC) on the Grants campus. Year 1 focused on the physical space and equipment for the SVRC, while the purpose of year 2 and 3 was staffing the center and providing professional development opportunities for the coordinator in the area of certification, financial aid, and veteran benefits.

With Year 4 requested funding in place, the priority will be to establish a meaningful partnership with the New Mexico Department of Veteran’s Services Field office in Cibola County. Our outreach efforts will center upon collaborating with the northwest region Veterans Outreach Specialist, consulting with the NM Department of Veterans Services for best practices in supporting our Veterans, and connecting benefit-receiving students with resources in, and outside, of, Cibola County. Funding will continue to employ a Veteran Programs coordinator at NMSU Grants with the remaining funds used for recruitment of student veterans, marketing materials, student travel, and Green Zone Training for all employees. The center will also employ a work study student funded at 100% through the Veteran Administration Work Study program.

It is NMSU Grants’ goal that all student veterans and dependents will receive wrap around services that support and assist them in meeting satisfactory academic progress at the end of each semester. Their success is our success!



NMSU Grants is currently receiving financial support from the New Mexico Legislature to provide a Student Veterans Resource Center in Cibola County.

Student Veterans Resource Center Purpose

- Inform and raise a general awareness to veterans and dependents who have not established the use of any military education benefits (GI BILL®) to attend our college;
- Provide a veteran support system, and create an atmosphere of camaraderie to incoming and current student veterans;
- Continually seek to support the existing Student Veterans Association as a means to contribute to student life projects at our campus;
- Build a partnership with various organizations in the community to further expand Employment, Volunteer, and Health & Welfare opportunities for students to be involved in the NMSU Grants Campus and within our local community.

FY22 Accomplishments

- Hired a Student Veterans Resource Coordinator November 2021
- On Campus opening of SVRC to students January 2022
- Maintained Student Veteran Enrollment despite overall enrollment decrease
- Alignment with NMSU Veteran Affairs Programs for seamless experience taking courses at other NMSU Campuses



BE BOLD. Shape the Future.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	NMSU Grants Veterans Resource Center

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$45,600

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$45,600

Type of Project (X for Type)			
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Academic <input type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	3
---	---

2. Project Description / Executive Summary:

The Student Veteran Resource Center (SVRC) provides a centrally located, easily accessible, and veteran-centered location on the NMSU Grants campus for students receiving VA Benefits to receive dedicated academic and student support, as well as other VA related services. The goal of the program is for all student veterans to make satisfactory academic progress by using the resources in the SVRC.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

The budget for the project includes the salary (\$35,000) and fringe (\$12,775) for a 0.75 FTE Student Veterans Resource Coordinator, travel for coordinator and veteran students (\$10,000), and marketing/recruitment supplies (\$10,000).

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

The SVRC aligns with the NMSU Grants mission (NMSU Grants provides an accessible quality education through innovative teaching and learning that promotes respect and service for our diverse students and community) by helping to support the academic and social success of our VA Benefit receiving students. This is achieved by providing a dedicated, safe space where veteran students can meet, study, and co-

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

mingle with other veteran students around academic and non-academic topics. VA Benefit-receiving students have access to a VA Coordinator whose main function is to work exclusively with the target population to provide VA Certification, academic advising, and supplemental support as needed to ensure student success at all junctures of the academic journey.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

The primary project objective is to increase head count enrollment for full-time and part-time enrollment for students at NMSU Grants who receive VA Benefits. The enrollment for FY 21 was 11 NMSU Grants students which was 55% of the performance measure target. If guest students (students who are certified at Grants but not full-time at Grants) are included then that performance would be 24 students or 120% of the performance measure. Moving forward, recruiting in partnership with the NW NM Veterans Center will be a priority and standard practice. This was not allowed during the first part of FY 21 as the pandemic created barriers for recruitment in Cibola County.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

Accomplishments:

100% of VA Benefit eligible students were certified for benefits on time
 SVRC opened to students both virtually and in-person
 Hired new coordinator January 2022
 Trained new Coordinator
 Met with student veterans despite COVID restrictions
 Certified documents remotely when needed
 Maintained student veteran enrollment numbers despite shrinking enrollment in other populations

Obstacles:

Limitations of campus activity due to COVID made recruiting/assisting veterans students difficult
 COVID related marketing disruptions
 COVID related recruitment disruptions
 Recruitment of Staff – Hiring during the pandemic in Cibola County was difficult given the position was only half-time.
 Retention of Staff – The Veterans coordinator resigned at the end of June, 2021 to pursue full-time employment.

7. Describe the project impact (Statewide impact, does it address the Governor's initiatives, and/or what are the student outcomes?)

The decline in our general student population are not reflected in our student veteran population, which has remained steady despite declines in other populations. Also, in light of all of the disruptions and changes due to COVID, our student veterans have not experienced a disruption in, or lack of, services. The SVRC has also provided an opportunity to align our services and procedures with those of the other VA programs in the NMSU system, thereby providing a more seamless experience for students who are taking courses at other NMSU campuses, and vice versa. The impact of the program is demonstrated by the number of veteran students who persist and finally complete a degree or certificate. It is the goal of

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

this program to have higher completion rates among our veterans students as a direct result of the targeted student support initiatives.

The impact of the program is to provide services to veterans who are trying to upskill or reskill which is a current initiative of the NM Governor and NM HED. At NMSU Grants, we will continue to create an open and friendly environment for military-connected students who visit the SVRC. This will include connecting with the students at the time of their visit, focusing on the needs of the students through focus groups and/or follow up surveys, and further discussing how the SVRC staff can contribute to the overall success and integration of the student into the college.

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

N/A

9. Accomplishment/ Highlights (bullet form)

- Maintained all Student Veterans Enrollment
- Provided Virtual and in-person Support to Student Veterans
- Virtual Opening of Student Veterans Resource Center with in-person opening January 2022

Medical Projects	
10. How many graduates stay in practice in New Mexico	Click or tap here to enter text.

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Veterans Center- NMSU Grants
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)		
Research <input type="checkbox"/>	Public Service <input checked="" type="checkbox"/>	Teaching <input type="checkbox"/>

2. Explain below how the program aligns with the mission. Answer is limited to the box below.
--

The NMSU Grants' mission is to provide accessible quality education through innovation teaching and learning that promotes respect and service for our diverse students and community. The Student Veterans Resource Center (SVRC) aligns with the NMSU Grants mission by helping to support the academic and social success of our students receiving VA Benefits. This is achieved by providing a dedicated, safe space where veteran students can meet, study, and co-mingle with other veteran students around academic and non-academic topics. VA Benefit-receiving students have access to a VA Coordinator whose main function is to work exclusively with the target population to provide VA Certification, academic advising, and supplemental support as needed to ensure student success at all junctures of the academic journey.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. **LIMIT THE LENGTH OF YOUR SUMMARY TO FIT IN THE BOX BELOW ONLY. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor’s Office.**

The purpose of the Student Veteran Resource Center (SVRC) at NMSU Grants is to provide a comprehensive support center for students who are transitioning from military service to civilian life and who are pursuing a college education. The center, staffed by a dedicated Veterans Coordinator, is centrally located and easily accessible for students receiving VA Benefits. The coordinator provides wrap around services include academic, tutoring, financial aid, and social support in addition to providing resources from the NW New Mexico Veterans department.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment </div> <div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 5. Elevate graduate education </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 4. Strengthen and elevate public-private engagement </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate </div> <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

RPSP Title: GRANTS_Veterans Center
 Contact Name: Dr. Marlene Chavez-Toivanen
 Contact Email: marchave@nmsu.edu

FY24 Request

\$45,600

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Enhance Student Success and Social Mobility for veterans

RPSP Objective 1 - 1.2 - Increase student learning, retention, and degree attainment		Measure Results				Measure Targets						Comments (Briefly state your case)
		FY19 Actuals	FY20 Actuals	FY21 Estimate	FY21 Actual	FY19	FY20	FY21	FY22	FY23	FY24	
1	Increase headcount enrollment of part- and full-time student veterans	NA	11	15	11	NA	18	20	20	20	15	NMSU Grants met 55% of its performance measure target for FY 21 as measured by Grants only students. If guest students (other campuses) are measured in addition to Grants students, then NMSU Grants exceeded the goal with 24 students or 120% of the performance measure. The goal will be to maintain or exceed FY 24 will be 15 Grants students and 5 guest.

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance	\$ 61,213.78	\$ (4,000.00)	\$ 57,213.78	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 45,600.00	\$ -	\$ 45,600.00	
Local		\$ -		
Total Appropriations	\$ 45,600.00	\$ -	\$ 45,600.00	
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	\$ 45,600.00	\$ -	\$ 45,600.00	
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				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries		0.00	\$ -	
Professional Salaries	0.62	\$ 35,000.00	(0.06)	\$ -
Other Staff Salaries		0.00	\$ -	
Student Salaries (GA/TA)		0.00	\$ -	
Other Salaries		0.00	\$ -	
Total All Salaries	0.62	\$ 35,000.00	-0.06	\$ -
Fringe Benefits			\$ 12,775.00	\$ 12,775.00
Travel		\$ 5,000.00	\$ 5,000.00	\$ 10,000.00
Utilities			\$ -	
Institutional Support Charges			\$ -	
Plant Operation and Maintenance Charges			\$ -	
Supplies and Expenses		\$ 9,600.00	\$ 400.00	\$ 10,000.00
Equipment			\$ -	
Other Expenditures			\$ -	
Total Expenditures	0.62	\$ 49,600.00	-0.06	\$ 18,175.00
Ending Fund Balance		\$ 57,213.78	\$ (22,175.00)	\$ 35,038.78



Tribal Education Initiative New Mexico State University Grants Community College

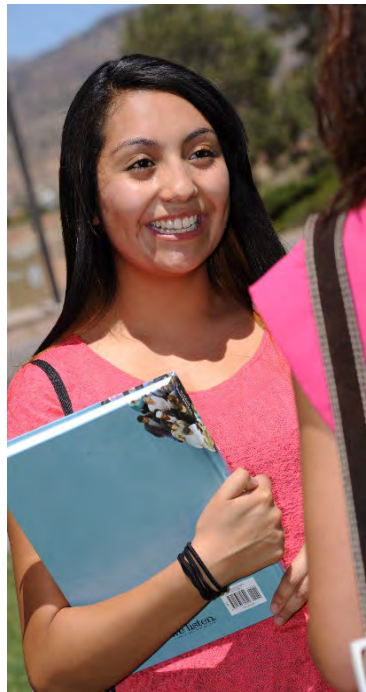
Title: Tribal Education Initiative

FY23 Actual: \$100,000

FY24 Request: \$100,000

\$ Change: \$0

New Mexico State University Grants enrolled 411 Native American students during the 2021-2022 academic year representing about 35% of the student body. During this time, there were 28 Native American students pursuing either an Associate or Certificate degree in Education or Early Childhood. This enrollment accounts for 28% of the enrollment in the Education and Early Childhood programs. While these data appear promising, the critical issue rests in the completion and transfer rates for Native American students pursuing a bachelor's degree in education or related field. These funds, available for the first time in FY 23, will be used to establish promising practices to support the recruitment, retention, and completion of Native American students who are pursuing an Associate or Certificate degree.



Project Description

The first year (FY 23) will be a capacity building year with the priority directed to hiring an Outreach Specialist and professional tutors. The Outreach Specialist will work directly with our tribal communities of Acoma, Laguna, Zuni and the western part of the Navajo Nation as well as the local school districts to recruit Native American students into education programs at NMSU Grants. This position will also provide non-academic support to enrolled Native American students who are pursuing associate degrees in Education, Science, or Arts. Moreover, this position will work with NMSU Indian Programs and College of HEST to provide pathways for transferring into Bachelor of Education programs at the Las Cruces campus.

The ensure students are supported academically, professional tutors will be hired to support gateway courses in English, Mathematics, and Science. These tutors may be available on campus, virtually, or at the Outreach Centers located in Acoma, Laguna, or Prewitt (Navajo Nation).

The first year will also focus on training employees in best practices related to cultural and diversity awareness, tutoring, and NMSU policies and procedures.

Project Impact

The Tribal Education Initiative has a direct impact on students from Cibola County and the surrounding tribal communities by providing the first two years of the pipeline for teacher education. Grants Cibola County Schools (GCCS) educates 3,131 students and employs 261 teachers, respectively, there are 1472 Native students and 32 teachers who identify as Native American. These data indicate that 47% of students attending GCCS are Native American which is not reflective of the Native American teachers which represent only 12% of the licensed teachers. This project would assist in closing the teacher-student diversity gaps for Native Americans by providing a homegrown solution to recruitment into the teaching profession at the Associate and Certificate level which also supports transfer into the bachelor's degree. This project supports NMSU LEADS Goal 1: Enhance Student Success and Social Mobility for students in Cibola County who are pursuing a degree in Education.



Project Goals and Performance Measures

The purpose of the Tribal Initiative Project is to support the pipeline and trajectory for Native American students who are pursuing a degree in teaching. NMSU Grants offers a certificate in Early Childhood and Associate degrees in both Elementary Education and Early Childhood. Since 2003, NMSU Grants also provided transfer assistance and practicum placement for preservice local practicum placement for student pursuing the Bachelor of Science in Education via distance and online learning.

RPSP Goal 1:

Increase degree completion of Native American students in Education or Early Childhood

Performance Measures

- Number of Native American Enrollment at NMSU Grants
- Number of Native American students majoring in Education or Early Childhood
- Increase persistence rate for all Native American students
- Increase retention rate for all Native American students
- Increase Associate and Certificate completion for Education and Early Childhood
- Increase transfer to bachelor's degree programs in Education



Joseph Martin

Associate in Education, 2005,
NMSU Grants

Bachelor in Elementary Education, 2011,
NMSU Las Cruces

Success Story

Joseph Martin, Pueblo of Acoma

Joseph Martin, NMSU Grants (2005) and NMSU Las Cruces (2011), grew up on the Pueblo of Acoma and currently teaches for the Grants-Cibola County School District. He earned his Associate degree in Education from NMSU Grants and a bachelor's degree in Elementary Education via distance learning offered by the Las Cruces campus. Earning his degree while remaining on the pueblo was necessary for Joseph and his family as he was as able to work, go to college, and care for his elderly grandparents while living on the Pueblo of Acoma.

During his time at NMSU Grants, he thrived and showed great promise for becoming a great teacher and future leader. Through the Associated Student Government, he assumed leadership roles of secretary and then president and was a positive role model for other Native American Students. His involvement in various service learning activities solidified his love for teaching. He also was a student ambassador for the Student Services department and assisted the team with the development of different student engagement activities. Mr. Martin credits NMSU Grants for providing him wonderful learning opportunities and for giving him the tools necessary for success. As mentioned by Mr. Martin, "being able to earn my bachelor's degree without leaving my pueblo was convenient and I probably would not have finished my teaching degree if it wasn't offered at the Grants campus".

Joseph is currently working on obtaining his EMBA to begin a business for developing indigenous curriculum. His desire is to help tribal communities, like the Pueblo of Acoma, build a curriculum that will sustain and revitalize native languages for use in schools that serve Native American children.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT
Research & Public Service Projects (RPSP)
FY 2024**

Institution:	NEW MEXICO STATE UNIVERSITY
Name/Title of Project	Tribal Education Initiative-NMSU Grants Campus

Indicate Type (X): New Continuing Expansion Final (Ending/Closing)

FY24 Funding Request (\$XXX,XXX): \$100,000

If Previously Funded, Amount that was awarded in FY23 (\$XXX,XXX): \$100,000

Type of Project (X for Type)			
Research <input type="checkbox"/>	Public Service <input type="checkbox"/>	Academic <input checked="" type="checkbox"/>	Athletics <input type="checkbox"/>
Clinical <input type="checkbox"/>	Economic Development <input type="checkbox"/>	Other (Explain Below) <input type="checkbox"/>	

Please explain if other is marked:

Click or tap here to enter text.

1. Number of years the project has received General Fund support (Disregard if new program):	1 year
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2. Project Description / Executive Summary:

New Mexico State University Grants enrolled 411 Native American students during the 2021-2022 academic year representing about 35% of the student body. During this this time period, there were 28 Native American students pursuing either an Associate or Certificate degree in Education or Early Childhood. This enrollment accounts for 28% of the enrollment in the Education and Early Childhood programs. While these data appear promising, the critical issue rests in the completion and transfer rates for Native American students pursuing a Bachelor degree in teaching. These funds, available for the first time in FY 23, will be used to establish promising practices to support the recruitment, retention, and completion of Native American students who are pursuing an Associate or Certificate degree.

3. Budget Narrative (Overview only – Relates to separate Budget Form)

The project will consist of hiring an Outreach Specialist (\$40,377) who will work directly with our Tribal Communities and local school districts to recruit Native American students into the

3. Budget Narrative (Overview only – Relates to separate Budget Form)

Education programs at NMSU Grants. This position will also provide non-academic support to enrolled Native American students who are pursuing an Associate in Education, Science, or Arts. Another important responsibility of this position will be to work with NMSU Indian Programs and College of HEST to provide pathways for transferring into Bachelor of Education program at the Las Cruces campus.

To ensure students are supported academically, professional tutors (\$20,000) will be hired to support gateway courses in English, Mathematics, and Science. These tutors may be available on campus, virtually, or at the Outreach Centers located in Acoma, Laguna, or Prewitt (Navajo Nation).

The project will support the fringe benefits for both the Outreach Specialist and Professional tutors in the amount of \$19,590.

Travel (\$13,500) is included to support the transfer of NMSU Grants Native American students to Bachelor Programs in Education at any university in the state of New Mexico. It is the intention to work with the Indian Education Programs at each university to establish transfer support network for our students. The exposure to a larger university while still enrolled at a community college not only motivates them but provides incremental support for transfer.

Supplies (\$5,322) is included to support the Outreach Specialist and Professional Tutors. This may include software for tutoring, online training, technology equipment, and office supplies. This will also include basic school supplies (headphones, jump drive, notebooks, folders, and binders) for all Native American Education and Early Childhood students.

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

The Tribal Initiative aligns with the NMSU Grants mission (NMSU Grants provides an accessible quality education through innovative teaching and learning that promotes respect and service for our diverse students and community) by helping to support the academic and social mobility success of our Native American students pursuing an Associate or Certificate degree in Education or Early Childhood. This achieved by providing strategic and intentional wrap-around support services to enrolled Native American students that increase persistence, retention, and degree completion.

5. Key Project Objectives (Overview only – relates to separate performance measure form)

The primary objective of this project is to increase the number of Native American students completing a degree in Education or Early Childhood. Intermediate benchmarks include increasing the number of Native American student enrolled at NMSU Grants, increasing the number of Native American students enrolled in Education or Early Childhood, increasing the persistence and the retention of Native American Students, increasing the persistence and retention of Native American students who major in Education or Early Childhood, and increase the transfer of Native American Students to Bachelor Programs.

6. For EXISTING PROJECTS – Describe major accomplishments and/or obstacles encountered in the previous fiscal year. For NEW PROJECTS – Identify the top objectives and challenges for the current FY.

The first year will be a capacity building year with the priority of hiring an Outreach Specialist and professional tutors. A challenge during the pandemic has been the ability to hire qualified personnel in Grants, NM as many residents in rural communities often do not have the skillset needed for the position. Another challenge has been gaining access to the tribal communities as they have strict executive orders from their tribal governments limiting visitor access to their communities. The first year will also focus on training employees in best practices related to cultural and diversity awareness, tutoring, and NMSU policies and procedures.

7. Describe the project impact (Statewide impact, does it address the Governor’s initiatives, and/or what are the student outcomes?)

The Tribal Education Initiative has a direct impact on students from Cibola County and the surrounding tribal communities by providing the foundation of the pipeline for teacher education. Grants Cibola County Schools (GCCS) educates 3,131 students and employs 261 teachers, respectively, there are 1472 students and 32 teachers who identify as Native American. These data indicate that 47% of students attending GCCS are Native American which is not reflective of the Native American teachers which represent only 12% of the licensed teachers. This project would assist in closing the teacher-student diversity gaps for Native Americans by providing a homegrown solution to recruitment into the teaching profession at the Associate and Certificate level which also supports transfer into the Bachelor degree. This project supports NMSU LEADS Goal 1: Enhance Student Success and Social Mobility for students in Cibola County who are pursuing a degree in Education.

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

N/A

9. Accomplishment/ Highlights (bullet form)

N/A

Medical Projects	
10. How many graduates stay in practice in New Mexico	N/A

FISCAL YEAR 2024 RPSP PROGRAM REVIEW New Mexico State University Supplemental Form

Name/Title of Project:	Tribal Education Initiative – NMSU Grants
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1. Does the RPSP align with the NMSU Mission? (Check all that apply)

Research

Public Service

Teaching

2. Explain below how the program aligns with the mission. Answer is limited to the box below.

New Mexico State University Grants enrolled 411 Native American students during the 2021-2022 academic year representing about 35% of the student body. During this this time period, there were 28 Native American students pursuing either an Associate or Certificate degree in Education or Early Childhood. This enrollment accounts for 28% of the enrollment in the Education and Early Childhood programs. While these data appear promising, the critical issue rests in the completion and transfer rates for Native American students pursuing a Bachelor degree in teaching. These funds, available for the first time in FY 23, will be used to establish promising practices to support the recruitment, retention, and completion of Native American students who are pursuing an Associate or Certificate degree.

The Tribal Initiative aligns with the NMSU Grants mission (NMSU Grants provides an accessible quality education through innovative teaching and learning that promotes respect and service for our diverse students and community) by helping to support the academic and social mobility success of our Native American students pursuing an Associate or Certificate degree in Education or Early Childhood. This achieved by providing strategic and intentional wrap-around support services to enrolled Native American students that increase persistence, retention, and degree completion.

The Tribal Education Initiative has a direct impact on students from Cibola County and the surrounding tribal communities by providing the foundation of the pipeline for teacher education. Grants Cibola County Schools (GCCS) educates 3,131 students and employs 261 teachers, respectively, there are 1472 students and 32 teachers who identify as Native American. These data indicate that 47% of students attending GCCS are Native American which is not reflective of the Native American teachers which represent only 12% of the licensed teachers. This project would assist in closing the teacher-student diversity gaps for Native Americans by providing a homegrown solution to recruitment into the teaching profession at the Associate and Certificate level which also supports transfer into the Bachelor degree. This project supports NMSU LEADS Goal 1: Enhance Student Success and Social Mobility for students in Cibola County who are pursuing a degree in Education.

3. Short Program Summary: Provide a short description of what the program does, i.e. Mission, scope, how the program benefits the state, or what challenge/need it addresses. The program summary is limited to the box below. It will be used as a description in submissions to the board of Regents, NMSU administration, the Higher Education Department or the Governor's Office.

The Tribal Education Initiative at NMSU Grants supports the college's mission and strategic plan by helping to support the academic and social mobility success of our Native American students pursuing an Associate or Certificate degree in Education or Early Childhood. This can be achieved by providing strategic and intentional wrap-around support services to enrolled Native American students that increase persistence, retention, degree completion and transfer for those students. The Tribal Education Initiative program has a direct impact on students from Cibola County and the surrounding tribal communities by providing the foundation of the pipeline for teacher education. Grants Cibola County Schools (GCCS) educates 3,131 students and employs 261 teachers, respectively, there are 1472 students and 32 teachers who identify as Native American. These data indicate that 47% of students attending GCCS are Native American which is not reflective of the Native American teachers which represent only 12% of the licensed teachers. This project would assist in closing the teacher-student diversity gaps for Native Americans by providing a homegrown solution to recruitment into the teaching profession at the Associate and Certificate level which also supports transfer into the Bachelor degree. This project supports NMSU LEADS Goal 1: Enhance Student Success and Social Mobility for students in Cibola County and surrounding tribal communities who are pursuing a degree in Education.

4. Total Federal and Private Grants and Contracts (G&C) Leveraged from State Funds (###,##0).

Type of G&C	2019	2020	2021	5 Yr 2017-21	10 Yr 2012-21
Federal G&C Awards	Click or	Click or	Click or	Click or	Click or
Federal G&C Expenditures	Click or	Click or	Click or	Click or	Click or
Private G&C Awards	Click or	Click or	Click or	Click or	Click or
Private G&C Expenditures	Click or	Click or	Click or	Click or	Click or

5. The RPSP must achieve at least one Leads 2025 Goal and Objective.

GOALS



OBJECTIVES



<div style="border: 1px solid black; padding: 10px;"> <input checked="" type="checkbox"/> <p style="text-align: center;">GOAL 1</p> <p style="text-align: center;">Enhance Student Success and Social Mobility</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Diversify, optimize, and Increase system-wide enrollment <input checked="" type="checkbox"/> 2. Increase student learning, retention, and degree attainment <input type="checkbox"/> 3. Develop a culture of 'Aggie Life' reflected by high student engagement through participation and learning in co-curricular experiences <input type="checkbox"/> 4. Strengthen career pathways through service-learning, experiential learning and research engagement <input type="checkbox"/> 5. Elevate graduate education <input type="checkbox"/> 6. Offer a portfolio of engaging, relevant, and accessible academic programs that are tightly integrated with efforts related to research, service and outreach </div>
<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 2</p> <p style="text-align: center;">Elevate Research and Creativity</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Facilitate the convergence of research and creative activity to address local and global challenges, integrated with undergraduate and graduate student education <input type="checkbox"/> 2. Intentionally grow humanities, social sciences and creative arts to achieve comprehensive excellence in research and creative activity <input type="checkbox"/> 3. Amplify impact of research findings by addressing local needs that align with global challenges <input type="checkbox"/> 4. Amplify impact of research on society and the economy and promote international collaboration by accelerating technology and knowledge transfer </div>
<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 3</p> <p style="text-align: center;">Amplify Extension and Outreach</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Be a leader in place-based innovation and in economic and community development <input type="checkbox"/> 2. Develop and implement innovative and culturally responsive PK-20 outreach, professional development, and continuing education programs that support social mobility <input type="checkbox"/> 3. Improve PK-20 Science, Technology, Engineering and Math (STEM) education <input type="checkbox"/> 4. Strengthen and elevate public-private engagement <input type="checkbox"/> 5. Amplify Cooperative Extension and outreach programs and services to increase support for businesses, individuals, and communities </div>
<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> <p style="text-align: center;">GOAL 4</p> <p style="text-align: center;">Build a Robust University System</p> </div>	<div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> 1. Advance equity, inclusion and diversity and effectively support students, faculty and staff <input type="checkbox"/> 2. Cultivate faculty and staff excellence, enhance productivity and improve the work climate <input type="checkbox"/> 3. Nimble respond to a dynamic higher ed environment, optimizing systems, processes and space utilization </div>

**Research and Public Service Projects (RPSP)
Performance Measures Longitudinal Report
2022-23 Report**

Tribal Education Initiative RPSP Title: NMSU Grants	FY24 Request
Contact Name: Marlene Chavez-Toivanen Contact Email: marchave@nmsu.edu	\$100,000

NMSU LEADS 2025 Goal: 1 - Enhance Student Success and Social Mobility

RPSP Goal: Increase degree completion for Native American students majoring in Education and Early Childhood

RPSP Objective 1: Increase degree completion of Native American students in Education or Early Childhood		Measure Targets		Comments (<i>Briefly state your case</i>)
		FY23	FY24	
RPSP Measures:				
1	Number of Native American Enrollment at NMSU Grants	423	436	3% increase per year (base enrollment 411)
2	Number of Native American students majoring in Education or Early Childhood	30	35	The 2021-22 enrollment was 28 with achievable targets.
3	Increase Persistence Rate for all Native American students	65%	70%	Students often change majors at least twice, supporting persistence for all Native American students is beneficial as those students may transfer to and education field or pursue a Bachelor and alternative licensure. Persistence is defined as Fall to Spring
4	Increase retention rate for all Native American students	42%	50%	Students often change majors at least twice, supporting persistence for all Native American students is beneficial as those students may transfer to and education field or pursue a Bachelor and alternative licensure. Retention is defined at Fall to Fall
5	Increase Associate and Certificate completion for Education and Early Childhood	5 - Certificate; Associate	5 - 7 - Certificate; Associate	7 - Fall 2021/Spring 2022 4 Certificate; 4 Associate
6	Increase transfer to Bachelor degree programs in Education	2	5	

RPSP-Budget 1

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

Institution:

RPSP Project: Total:

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
Revenue and Transfers				
Beginning Fund Balance		\$ 19,182.00	\$ 19,182.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 100,000.00	\$ -	\$ 100,000.00	
Local		\$ -		
Total Appropriations	\$ 100,000.00	\$ -	\$ 100,000.00	
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	\$ 100,000.00	\$ -	\$ 100,000.00	

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

	FY23 FTE		Change FTE	\$	FY24 FTE		
Faculty Salaries			0.00	\$ -	0.00		
Professional Salaries	0.71	\$ 40,377.00	(0.05)	\$ 1,211.00	0.66	\$ 41,588.00	Outreach Specialist (assumption 3 % increase)
Other Staff Salaries			0.00	\$ -	0.00		
Student Salaries (GA/TA)			0.00	\$ -	0.00		
Other Salaries	0.55	\$ 17,960.00	0.04	\$ 2,040.00	0.59	\$ 20,000.00	Tutors/Mentors
Total All Salaries	1.26	\$ 58,337.00	-0.01	\$ 3,251.00	1.25	\$ 61,588.00	(36.5% Outreach Specialist, 22.02% Tutors)
Fringe Benefits				\$ 19,590.00		\$ 19,590.00	
Travel		\$ 16,000.00		\$ (2,500.00)		\$ 13,500.00	Travel to visit 4 yr Universities
Utilities				\$ -			
Institutional Support Charges				\$ -			
Plant Operation and Maintenance Charges				\$ -			
Supplies and Expenses		\$ 6,481.00		\$ (1,159.00)		\$ 5,322.00	Supplies
Equipment				\$ -			
Other Expenditures				\$ -			
Total Expenditures	1.26	\$ 80,818.00	-0.01	\$ 19,182.00	1.25	\$ 100,000.00	
Ending Fund Balance		\$ 19,182.00		\$ -		\$ 19,182.00	



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-18

- Action Item
- Consent Item
- Informational Item

Presented By: Derek Dictson
NMSU Foundation President

Agenda Item:

Acceptance of New Mexico Higher Education Department (HED) Endowment Grants

Requested Action of the Board of Regents:

Approval of the Acceptance of New Mexico Higher Education Department (HED) Endowment Grants

Executive Summary:

In accordance with Section VIII.J of the attached NMSU/Foundation Collaboration Agreement (Exhibit A), the Foundation must obtain approval from the Foundation Board, NMSU, and the applicable governmental agency before accepting any grant from that governmental agency.

The New Mexico HED recently announced three grant awards totaling \$27,775,000 to establish four new endowment funds and increase two existing endowment funds, benefiting NMSU (Exhibit B).

References:

Please see attached memorandum and exhibits.

Prior Approvals:

N/A



September 2, 2022

BE BOLD. Shape the future.

To: NMSU Board of Regents
NMSU Foundation Board of Directors

From: Derek Dictson
NMSU Foundation President
NMSU Vice President of University Advancement

Re: Acceptance of New Mexico Higher Education Department (HED) Endowment Grants

NMSU Regents & NMSU Foundation Board Members:

In accordance with Section VIII.J of the attached NMSU/Foundation Collaboration Agreement (Exhibit A), the Foundation must obtain approval from the Foundation Board, NMSU, and the applicable governmental agency before accepting any grant from that governmental agency.

The New Mexico HED recently announced three grant awards totaling \$27,775,000 to establish four new endowment funds and increase two existing endowment funds, benefiting NMSU (Exhibit B).

Existing endowment matching funds:

- | | |
|--|-----------|
| 1. Esperanza/Covarrubias Endowed Helping Hands Scholarship | \$25,000 |
| 2. Papen-Aprendamos Professorship | \$250,000 |

New endowment grant funds:

- | | |
|---|--------------|
| 1. New Mexico State University Endowed Nursing Faculty | \$2,500,000 |
| a. \$100,000 will be spendable immediately | |
| 2. New Mexico State University Endowed Positions in Educator Preparation | \$6,000,000 |
| 3. NMSU School of Social Work True Initiative | \$16,500,000 |
| 4. Endowed Nursing Faculty Coordinator in Health Sciences Nursing
Program: Sunland Park Center | \$2,500,000 |

The grant applications stated that these endowments would be managed by the NMSU Foundation, so HED has approved by granting the funds. The Foundation is seeking approval from the NMSU Board of Regents and Foundation Board for the following:

1. The Foundation will receive the funds either directly from HED or via a transfer from NMSU and account for the funds as Assets Held In Trust (AHIT) for NMSU.
2. The Foundation will invest the funds in its Long-Term Investment Pool and provide annual distributions for expenditure by NMSU in accordance with its Investment Policy Statement (Exhibit C).
3. The Foundation will file required annual reports with HED.
4. The University will be responsible for the duties in Section VI. A of the Collaboration Agreement related to ensuring the timely and proper use of the funds.

Thank you,

 A handwritten signature in blue ink, appearing to read "Derek Dictson".

Derek Dictson

EXHIBIT

A

Collaboration Agreement

This Agreement between the New Mexico State University Foundation, Inc. ("*Foundation*") and the Regents of New Mexico State University ("*NMSU*") (each, a "*Party*" and collectively, the "*Parties*"), takes effect on February 2, 2021 ("*Effective Date*").

Background

- The Foundation is an independent, nonprofit corporation, as further described in Exhibit A (attached and incorporated into this Agreement).
- NMSU is a public land-grant higher-educational institution that:
 - has generally delegated its authority to its chancellor (the "*Chancellor*");
 - has current operations that include an Office of University Advancement ("*OUA*"); and
 - has the ultimate responsibility for governing NMSU, including responsibility for the employment, compensation, and evaluation of the Chancellor and all other NMSU employees.
- The Foundation recognizes that its role is to seek gift support for the priorities established by NMSU, in consultation with the Foundation, and to further support NMSU as set forth in the Foundation's Articles of Incorporation and Bylaws.
- NMSU desires to engage the Foundation to provide expertise, advice, coordination, assistance, and other services to enhance fundraising and development for all related areas of NMSU, recognizing the many benefits that the Foundation provides to NMSU.
- The Foundation desires under this Agreement to strengthen and clearly define its relationship with NMSU.
- The Parties understand that:
 - it is in their mutual best interest to work closely together to achieve success in securing significant philanthropic support for NMSU;
 - a need exists for competitive compensation to reward sustained fundraising success because of the Foundation's unique challenges in competing in relevant markets for fundraising and administrative talent;
 - NMSU currently assigns certain of its employees to duties on behalf of both the Foundation and the OUA ("*Jointly-Assigned EEs*")
 - a need remains for the Parties further to discuss and clarify their respective roles and duties with respect to any gift whose circumstances the Parties determine to require special handling and disposition.
- The Parties intend under the Agreement to:
 - make formal NMSU's designation of the Foundation as the only organization authorized to seek, receive, and manage gifts on behalf of NMSU;
 - coordinate their mutual activities in a manner that promotes and supports the educational, research, and service missions of NMSU; and

- establish a regionally-competitive compensation arrangement that includes incentive compensation opportunities for key Foundation employees.
- The Parties envision that once the Foundation becomes financially self-sustaining, the Parties will establish a separate transitional arrangement under which – to the extent lawful – some Jointly-Assigned EEs will become employed solely by the Foundation.

Agreement

The Parties agree as follows:

I. **Authorization.**

A. Definitions.

1. “*Bequest*” means gifts that are made as part of a will, trust, beneficiary designation or other planned giving vehicle.
2. “*Endowment*” means an aggregation of assets invested by the Foundation to support NMSU’s mission in perpetuity.
3. “*Gift*” means a charitable donation of cash, securities, real estate, goods, or services made to a nonprofit organization to help accomplish its mission. Gift includes further any corporate or private grant to which no contractual deliverable applies.

B. Exclusivity. NMSU grants to the Foundation an exclusive right to:

1. seek, receive, and manage all types of Gifts and bequests on behalf of NMSU; and
2. act as an investing agent for any Endowment or bequest to NMSU.

C. NMSU Role. NMSU must take any step or action that is reasonably necessary and appropriate to support the Foundation's role as the exclusive organization authorized to seek, receive, and manage Gifts and bequests on behalf of NMSU.

II. **Foundation Duties.**

A. Definitions.

1. “*Board*” means the Foundation’s governing board.
2. “*CBA*” means NMSU’s then-current collective bargaining agreement with the American Federation of State, County and Municipal Employees Local 2393 or its successor entity.
3. “*Donation*” means any inter vivos (*between living people*) or testamentary Gift or bequest to NMSU (or any of its divisions, units, colleges, and departments) of cash, securities, real estate or other negotiable instruments received under the Agreement.
4. “*Employment Action*” means hiring, assessment, termination, search, compensation or goal setting respect to an employee.
5. “*Executive Committee*” means the Board’s executive committee.

6. *“Foundation President”* means an individual whom NMSU employs as its own Vice President of University Advancement with duties including, without limitation:
 - a. overseeing NMSU’s alumni association; and
 - b. as Loaned Personnel (defined below), serving as President of the Foundation.
 7. *“Law”* means each applicable state or federal statute, regulation or common-law provision.
 8. *“Loaned Personnel”* means each employee whom NMSU supplies to the Foundation for this Agreement’s purposes.
 9. *“Site”* means a NMSU department, college or unit to which the Foundation has assigned Loaned Personnel.
- B. Personnel Coordination with NMSU. The Parties understand that close working relationships are required between NMSU and Loaned Personnel.
1. *Joint Oversight of Applicable Workforce.* The Parties must ensure that the Chancellor and the Board’s chair and Executive Committee are included as prominent participants in discussion and decision making regarding any Employment Action of:
 - a. the Foundation President; or
 - b. Loaned Personnel whom the Foundation has assigned to a Site.
 2. *Human Resources.* The Foundation has a right to:
 - a. use NMSU’s Human Resources Services office to administer any Employment Action for Loaned Personnel so long as that arrangement is mutually beneficial to both Parties;
 - b. pursue any other human resource management option that the Foundation considers to be more cost efficient or more effective in recruiting and retaining qualified staff, subject to Law; and
 - c. contract directly with any person or entity that the Foundation considers necessary to carry out its functions, such as any fund-raising consultant, accountant, attorney or investment manager.
 3. *Collective Bargaining Aspects.* The Parties reserve a right to renegotiate this Agreement’s Loaned Personnel arrangement upon any significant CBA modification that the Foundation considers negatively to impact this Agreement’s objectives.
- C. Fundraising. The Foundation is responsible for planning and implementing comprehensive fundraising and donor-acquisition programs in support of any opportunity or priority that NMSU identifies. The Foundation must establish appropriate asset allocation, distribution, and spending policies consistent with Law.
- D. Donations. The Foundation must cause any acceptance of a Donation to be evidenced by a deposit or transfer of the Donation proceeds into a Foundation account. The Parties

consider any Donation that the Foundation accepts to have been transferred by NMSU to the Foundation for use consistent with each donor's intent, with no further action or approval required by NMSU.

- E. Policy Compliance. The Foundation must abide by each applicable NMSU regulation relative to fundraising on behalf of NMSU to the extent permitted by Law and the Foundation's governing documents.

III. **Financial Support.** “*Services*” means advancement services that the Foundation provides including, but not limited to, those enumerated in this Agreement.

- A. NMSU Support. As a beneficiary of the Gift funds raised by the Foundation, NMSU acknowledges its responsibility to support the work of the Foundation with both active involvement of NMSU leaders and financial support.

1. Compensation. In exchange for Services, NMSU must provide to the Foundation fair and reasonable payment and in-kind support according to an Advancement Services Arrangement as set forth in Exhibit B (attached and incorporated into the Agreement).

2. Changed Circumstances. If NMSU’s circumstances require a reduction in NMSU compensation or in-kind support of more than ten percent:

- a. an additional review between the Parties is justified; and
- b. NMSU must provide a reasonable period of transition to accommodate any necessary operating or staffing change.

- B. Funds Use. The Foundation has a right to use a reasonable percentage of unrestricted funds, assess fees for services, or assess fees on Gifts, endowed funds, and other investments. The Foundation has a right to earmark a portion of its spendable, unrestricted funds designated for NMSU according to an Unrestricted Gift Allocation as set forth in Exhibit C (attached and incorporated into the Agreement). The Foundation must cause:

1. each such expenditure to comply with the IRS 501(c)(3) code and be consistent with the Foundation’s mission; and
2. those funds to be audited as part of the Foundation’s annual independent audit.

- C. Advance Planning. The Foundation, in collaboration with NMSU, is responsible for establishing a financial plan to underwrite the cost of each Foundation program, operation and service.

- D. Foundation Resources. The Foundation, at its own expense, must provide servers, computers, databases, email, file storage systems, office supplies, and other such services that are necessary or required to fulfill its responsibilities and obligations. The Foundation owns and must independently control the data and donor records stored on its servers, databases, email, and file storage systems.

- E. Reimbursement to NMSU. The Foundation must reimburse NMSU for all salaries, wages, and fringe benefits of Loaned Personnel.

IV. **Term; Termination.**

A. Definitions.

1. *“Indebtedness”* means all debt incurred by the Foundation on NMSU's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives.
2. *“Term”* means a period during which the Agreement has effect.

B. Duration. The Term is indefinite, beginning on Effective Date, subject to termination as set forth below.

C. Termination. Termination of the Agreement does not relieve the Parties of their obligation to protect and return any Donor Information (defined below). Each Party has a right to terminate this Agreement:

1. for convenience, upon ninety days' prior written notice to the other Party; or
2. immediately for cause, if the other Party has:
 - a. materially defaulted in the performance of its obligations; and
 - b. failed to cure the default within a reasonable time after receiving written default notice from the nondefaulting Party.

D. Post-Term Rights. If NMSU terminates this Agreement, then the Foundation is entitled to require NMSU to pay Indebtedness to the Foundation no later than 180 days after written notice. If the Foundation terminates this Agreement, then NMSU has a right to require the Foundation to pay any debt that NMSU incurred on behalf of the Foundation in like manner.

V. **Coordination between Parties.** *“Executive Session”* means a special meeting that provides an opportunity for the Board or Executive Committee to meet privately to handle any sensitive, confidential or legal matter of the Foundation.

A. Concurrent Personnel Appointments. Along with the Foundation President, the Parties intend the OUA to be staffed by the same Loaned Personnel as NMSU supplies to the Foundation.

B. Communication. In order to foster open communication between the Parties, NMSU must cause the Chancellor to either:

1. include the Foundation President as a member of the Chancellor's Cabinet; or
2. engage the Foundation on a similar process to facilitate joint communication and planning.

C. NMSU Strategic Planning Representation for the Foundation. NMSU must include the Foundation President as an active and prominent participant in strategic planning for NMSU.

D. NMSU Policy Applicable to Foundation. NMSU must use reasonable efforts to apprise the Foundation of any policy or regulation adopted by NMSU that applies to the Foundation.

NMSU must establish and enforce policies that support the Foundation's ability to respect the privacy and confidentiality of donor records, as defined in Article X of this Agreement.

- E. NMSU Accountability to Foundation Board. NMSU recognizes that:
1. the Foundation is an independent, nonprofit corporation that the Board independently governs; and
 2. any action that NMSU takes concerning Foundation operations or - before being allocated to NMSU - funds, is consequently subject to the Board's approval.
- F. Foundation Executive Committee Representation for NMSU. The Foundation authorizes the Chancellor to represent NMSU as an ex-officio, nonvoting member of the Executive Committee, except when the Executive Committee enters executive session. Staff, attendees, and ex-officio, non-voting members are excluded from Executive Session meetings unless invited to attend.
- G. Periodic Decision-Maker Review. To ensure effective achievement of the Agreement's goals, the Parties must cause certain of their officers and – if Law permits – their respective governing board representatives to:
1. periodically hold meetings to foster and maintain productive relationships and to ensure open and continuing communications and alignment of priorities; and
 2. review the Agreement's progress either:
 - a. every five years to update as necessary;
 - b. after any material change at either Party of its senior executive leadership (*e.g.*, Chancellor of the University, President of the Foundation, *etc.*); or
 - c. upon written notification of a significant concern by either Party.
- H. Foundation Board Participation. The Foundation must update its bylaws to include the following NMSU representatives as *ex-officio*, non-voting members of the Foundation Board:
1. the Chair of NMSU Board of Regents, or a designee from the Board of Regents;
 2. the Chancellor of NMSU;
 3. the President of NMSU;
 4. one Senior Executive appointed by the Chancellor;
 5. one academic Dean appointed by the Chancellor;
 6. the President of the Associated Students of NMSU; and
 7. the President or Chair of each affiliated organization of the Foundation recognized under Article XIV of the Foundation's bylaws.
- VI. **NMSU Duties**. "*Leaders*" means senior NMSU executives, such as the Chancellor, President, Vice Chancellors, Vice Presidents, Provost, Deans, Athletic Director, and Department Heads.

- A. Compliance with Donor Intent. NMSU must:
1. use each Gift or distribution from any Gift donated to the Foundation, and later transferred to NMSU, according to the donor's intent as documented in an applicable Gift document;
 2. cause its colleges or departments (or like units) to provide to the Foundation written reports regarding the use of funds by NMSU during each preceding fiscal year in order to enable the Foundation to:
 - a. provide donor stewardship impact reports; and
 - b. confirm that Gift funds were used according to donor intent;
 3. provide necessary assistance and decision making in selecting scholarship recipients, faculty chairs and programmatic expenditures, consistent with donor criteria; and
 4. upon receiving – and discussing with the Foundation President – the Foundation's quarterly report of account balances for expenditure:
 - a. review that report and take appropriate action to ensure timely usage of the available funds according to each donor's documented Gift document; and
 - b. resolve any donor's Gift document ambiguity according to Law.
- B. Fundraising Coordination. Because the Foundation has major responsibility for fundraising, NMSU must cause its Leaders, volunteers, boards, and committees to coordinate with Foundation fundraising initiatives including major Gift solicitations.
- C. Private Gift Opportunities. As the beneficiary of Gift funds raised by the Foundation, NMSU understands its responsibility to support Foundation work with active Leaders' involvement to assist in identifying, cultivating, and soliciting private Gift prospects.
- D. Naming Opportunities. NMSU must assist the Foundation with establishing naming opportunities and follow each established guideline.
- E. Goals Communication. NMSU must cause:
1. the Chancellor (or designee) to provide to the Foundation current written information outlining NMSU's educational, research and service goals and objectives; and
 2. each Leader to provide prioritized philanthropic funding needs that identify annual and future long-term opportunities for which an active fundraising campaign is desired for that Leader's Site or program.
- VII. **NMSU's Name, Trademarks, and Logos**. "*NMSU Identity*" means NMSU's name, trademarks, service marks, logos, trade dress, verbiage and associated goodwill.
- A. Grant. NMSU grants to the Foundation, consistent with the Foundation's mission, a right to use NMSU Identity in the promotion of the Foundation's business and activities. The Foundation acknowledges that NMSU owns solely all NMSU Identity. Despite the preceding

grant, the Parties must make clear to all parties with whom they are dealing that the Foundation is a separately incorporated entity.

B. Restrictions.

1. *Third-Party Use.* The Foundation must obtain NMSU's written approval before authorizing any third party to use NMSU Identity.
2. *Allowed Uses.* NMSU acknowledges that any current Foundation use of NMSU Identity is acceptable. Upon determining a need for the Foundation (or third party authorized by the Foundation) to discontinue or modify a general or particular use of NMSU Identity use, NMSU must:
 - a. notify the Foundation; and
 - b. attempt in good faith to resolve any issue concerning that use.
3. *Withdrawn Approval.* Other than for those arrangements enumerated above, NMSU retains final authority to withdraw any authorization granted under this Agreement. Any item for resale or promotional product giveaway that bears any NMSU Identity is subject to royalty and NMSU requires that item to be produced by a licensed vendor only.

VIII. **Priorities, Plans, Accomplishments, and Gift Funds.** The Parties must jointly establish Gift acceptance policies, naming policies and provisions for establishing scholarships, chairs, and other endowed purposes. The Foundation must:

- A. cause the Foundation President to provide to NMSU the Foundation's current strategic plan, including annual objectives and goals for securing Gift support;
- B. provide to NMSU quarterly written reports:
 1. of the Foundation's accomplishments in securing philanthropic support for NMSU; and
 2. of funds available for expenditure by NMSU from any unrestricted Gift, restricted Gift or Endowment so that NMSU can budget and expend these funds;
- C. issue Gift receipts applicable to this Agreement;
- D. manage funds in accordance with its fiduciary obligation to NMSU and according to Donor intent, subject to Law and corporate governance;
- E. cause a binding Gift agreement to be:
 1. signed according to Foundation policy for each major Gift; and
 2. coordinated with and signed by each Party for each Gift requiring an obligation on behalf of either Party (*e.g.*, naming right, matching funds, management of illiquid assets, unrelated business income tax, *etc.*);
- F. keep an account of receipts and distributions in connection with applicable funds;
- G. monitor – and provide to NMSU a quarterly report of – account balances available for expenditure;

- H. for any Gift that a donor endows:
 - 1. invest that Gift unless a relevant Gift instrument or Law specifies otherwise; and
 - 2. make available for disbursement a portion of the earnings from the investment under the Foundation's then-current investment policy;
- I. provide to NMSU any necessary binding Gift agreements, written information or instruction so that NMSU can use funds consistent with donor intent; and
- J. obtain approval from the Board, NMSU and an applicable governmental agency before accepting any grant from that governmental agency.

IX. **Foundation Governance.**

A. Definitions.

- 1. *"Donor Information"* means Foundation donor information in any form or medium about any past, current or prospective donor. Donor Information further includes, without limitation: identifying information, giving history, past involvement with NMSU cultivation and solicitation strategy.
- 2. *"Foundation Audit"* means an annual audit of the Foundation's financial and operational records.

B. Audit Collaboration. The Parties jointly must define the scope of - and negotiate an appropriate and acceptable fee for – the Foundation Audit.

C. Required Compliance. The Foundation must:

- 1. maintain its status as a tax-exempt corporation under Section 501(c)(3) of the Internal Revenue Code;
- 2. under NMAC 2.2.2.10.A.C, use the same independent accounting firm as NMSU to conduct each Foundation Audit, unless the Foundation receives an exemption from NMSU and the New Mexico State Auditor;
- 3. provide annually to NMSU:
 - a. a copy of each annual audited financial statement including any management letter; and
 - b. evidence of any insurance coverage that the Foundation then has in effect;
- 4. make available to NMSU for review upon its written request associated work papers of the audit for:
 - a. a three year period after each audit date; or
 - b. any longer period that the state of New Mexico requires;
- 5. maintain a conflict-of-interest policy for its staff and the Board;
- 6. decline any Gift (if not a typical Gift that requires NMSU to select scholarships, administer chairs, etc.) that without the advance written consent of an authorized NMSU-level signer would impose onto NMSU:

- a. an apparent or known liability; or
 - b. unusual obligation;
7. provide, to the Chancellor and NMSU personnel designated by the Chancellor, access to the Foundation's donor information as needed to carry out the mission of NMSU:
- a. according to the Foundation Policy on Accessing Database Information; and
 - b. as set forth in Article X, below, entitled "Confidentiality;" and
8. from time to time, disclose to NMSU any applicable Donor Information as set forth in this Agreement.

X. **Confidentiality.** NMSU recognizes that the Foundation is a separate, private corporation with authority to keep confidential all of its records, documents, and data, consistent with Law.

A. Definitions.

- 1. "*Security Rule*" means any policy regarding return of information, restriction on distribution or dissemination, and restriction on printing and returning printed data.
- 2. "*User*" means any individual who gains access to any database, document or file under the Agreement that includes donor Information.

B. State Law Confidentiality Duty. The Parties acknowledge Section 6-5A-1 of the New Mexico Statutes, and each protection and requirement set out in that Section, which this Agreement incorporates by reference.

C. Foundation Discretion to Disclose.

- 1. *Foundation Reservations.* The communication of Donor Information to NMSU:
 - a. is not required by law;
 - b. is totally subject to the discretion of the Foundation; and
 - c. would not be made by the Foundation if that Donor Information, upon disclosure to NMSU, were to be determined to become:
 - i. property of NMSU; or
 - ii. available for public examination otherwise.
- 2. *Limited NMSU Right.* Only the Foundation has a right to maintain any Donor Information that has been, or is, disclosed to NMSU. Donor Information remains the proprietary and confidential information, trade secret and property of the Foundation. NMSU's right to use Donor Information is limited to purposes authorized by the Foundation consistent with the Foundation's mission.

D. Need for Confidentiality. Preserving the confidentiality of Donor Information is paramount to the effectiveness of the Foundation in carrying out its purposes. The Foundation denies consent to treat as a public record any Donor Information disclosed to NMSU under the Agreement or otherwise, because public or other indiscriminate disclosure of the Donor Information would:

1. violate the need for discretion and confidentiality inherent in the fundraising mission of the Foundation;
 2. irreparably damage the Foundation's relationships with past and current contributors; and
 3. negatively impact the Foundation's ability to develop new donors.
- E. Secrecy Precautions.
1. *Limited Access.* NMSU must limit donor information access only to any NMSU employee:
 - a. whom a Party authorizes; and
 - b. who has a need to know in order to perform an authorized NMSU function or activity:
 - i. under any written arrangement with the Foundation; and
 - ii. subject to each applicable confidentiality requirement and policy.
 2. *User Instructions.*
 - a. Awareness. The Foundation must inform each User of that User's responsibility with respect to use, interpretation, and distribution of data. The Parties desire that individuals be aware that all Foundation provided information is confidential and is to be maintained solely by the Foundation.
 - b. Requirements. The Foundation requires each User to use Donor Information solely for development purposes according to each applicable Security Rule. The Foundation prohibits any User from:
 - i. disclosing Donor Information to any third party or the general public; or
 - ii. using Donor Information for any commercial or political purpose.
 3. *Foundation Cybersecurity Compliance.* In the interest of ensuring Donor Information confidentiality, the Foundation must:
 - a. cause its cybersecurity compliance program at least to meet NMSU's minimum data security requirements; and
 - b. promptly notify NMSU's IT Compliance Officer and Chief Privacy Officer of any breach of any Foundation system or data that poses potential reputational damage to NMSU Identity.
- F. Return/Destruction of Information. NMSU must return promptly to Foundation any Donor Information disclosed to NMSU that legally cannot be kept confidential, including either returning or destroying any copy that NMSU has made of that information. NMSU must also return to the Foundation – or with Foundation's permission delete or destroy – all Donor Information or other private information that is disclosed to NMSU upon the sooner of:

1. the completion of NMSU's use; or
2. the Foundation's request.

G. NMSU Protections. NMSU must use reasonable efforts to implement practices and procedures to protect the privacy and confidentiality of any donor or Foundation record as set forth in this Agreement.

XI. **Open Meetings Act; Inspection of Public Records Act.** The Parties understand that the Foundation, not being a public agency or a governing body, is not required to adhere to the New Mexico Open Meetings Act. The Parties must take each step, and this Agreement is to be construed, so as not to subject the Foundation or its activities and records to the New Mexico Open Meetings Act or New Mexico Inspection of Public Records Act. Nothing in this Agreement is considered to be a waiver of the Foundation's exemption from these statutes.

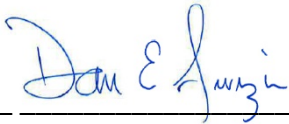
XII. **Foundation Dissolution.** Consistent with the Foundation's Articles of Incorporation, if the Foundation is dissolved, then the Foundation's assets are to be distributed, paid over, conveyed, and transferred to NMSU to be used for educational or scientific purposes.

XIII. **Miscellaneous.**

- A. Amendment. Each Party has a right to modify or amend this Agreement only upon obtaining a written understanding that both Parties sign.
- B. Prohibition against Assignment. A Party must obtain the other Party's written consent before assigning this Agreement to any third party.
- C. Third Parties. Nothing in this Agreement is considered to create or give rise to any right in any third party or any person other than the Parties.
- D. Governing Law. This Agreement – and any claim relating to or arising out of the Agreement or its breach – is governed by and to be construed according to the laws of the State of New Mexico, excluding that State's choice-of-law principles.
- E. Arbitration. The Parties must resolve any legal dispute that is not resolved through negotiations:
 1. subject to New Mexico state law; and
 2. by final and binding arbitration administered by the American Arbitration Association under its Commercial Arbitration Rules and Mediation Procedures, rather than under any civil lawsuit.
- F. Headings. Any heading of any part of this Agreement is inserted only as a matter of convenience and for reference and in no way defines, limits, or describes the scope or intent of this Agreement.
- G. Entire Agreement. This Agreement:
 1. constitutes an entire understanding between the Parties with respect to its subject matter; and
 2. when fully signed, supersedes and terminates:

- a. the Memorandum of Understanding between the Parties dated July 23, 2007; and
- b. any other prior or existing understanding, whether unwritten or in writing, with respect to that subject matter.

Signed:



Dan Arvizu, Chancellor
Regents of New Mexico State University



Derek Dictson, President
New Mexico State University Foundation, Inc.

Reviewed and Acknowledged:



Dina Chacón-Reitzel, Chair
Regents of New Mexico State University



Bobby Lutz, Chair
New Mexico State University Foundation, Inc.

EXHIBIT

B



Higher Education Endowment Fund Notice of FY22 Initial Awards

Dear Higher Education Institution Presidents,

The New Mexico Higher Education Department (NMHED) is pleased to announce the first round of FY22 awards from the Higher Education Endowment Fund. Pursuant to Laws 2021, Chapter 137 of the 52nd Legislative Session, award determinations have been made by the secretaries of the Higher Education Department; Department of Finance and Administration; and the Economic Development Department. Applications were judged based on the following criteria:

- Completeness of application and narrative quality;
- Effect of proposed activities on enhancing public postsecondary education;
- Endowment fund reporting and prior fund utilization (as applicable), and overall quality of budget narrative;
- Ability of proposed activities to advance the Governor's Initiatives as defined in the legislation; and
- Demonstrated ability of the institution to secure required matching funds from private donors.

The FY22 appropriation to the Higher Education Endowment was \$5 million. The Department received 27 applications with over \$6.3 million in funding requests. Based on available funding, 12 of the 27 submitted applications were selected for funding this cycle.

As required by the legislation, matching funds from private (non-governmental) sources must be secured by the institution prior to distribution from the Higher Education Endowment Fund. Institutions must demonstrate that funds have been received by **March 31, 2022**. Any award funds that have not been matched by the deadline will be available to other activities within the sector that were not awarded in this first round of funding. For purposes of reporting to the Office of the Governor and Legislature on the impact of the Higher Education Endowment Fund, the agency's Institutional Finance Division will negotiate reporting metrics for each endowment activity prior to distribution of funds.

Thank you for your continuing commitment to enhancing our state's higher education system, and please do not hesitate to contact me or my colleagues with any questions you may have.

Sincerely,

Stephanie Rodriguez
Cabinet Secretary



New Mexico Higher Education Endowment Fund – FY22 Awards (first round)			
INSTITUTION	ENDOWMENT ACTIVITY	TENTATIVE AWARD	MINIMUM REQUIRED MATCH (by 3/31/2022)
NMHU	Institute for Culturally and Linguistically Response Learning and Teaching	\$150,000	\$75,000
WNMU	Early Childhood Education Endowment	\$150,000	\$75,000
SECTOR TOTAL		\$300,000	\$150,000
NMIMT	Senator Pete V. Domenici Endowed Faculty Professorship in Science and Technology for National Security	\$446,500	\$223,250
NMIMT	Maurice R. Greenberg Endowed Professorship	\$500,000	\$250,000
NMSU	Esperanza/Covarrubias Endowed Helping Hands Scholarship	\$25,000	\$12,500
UNM - HSC	Terry and Alyce J. Richardson Professorship in Nursing	\$150,000	\$75,000
UNM- HSC	Donna M. Tomky & Robert W. Geer Professorship in Ovarian Cancer Research.	\$750,000	\$375,000
UNM - MAIN	Economic Development Endowed Fellowship	\$250,000	\$125,000
UNM - MAIN	Evelyn M. Neil Endowed Faculty Fellowship in Special Education	\$45,000	\$22,500
SECTOR TOTAL		\$1,716,500	\$858,250
SFCC	Early Childhood Center of Excellence Endowed Faculty Chair at Santa Fe Community College	\$175,000	\$87,500
SJC	San Juan College Food Hub and San Juan College Food Pantry	\$200,000	\$100,000
UNM - Taos	UNM Taos Early Childhood Education and Development Endowment Fund	\$650,000	\$325,000
SECTOR TOTAL		\$1,000,000	\$500,000

**NEW MEXICO
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Fostering Student Success from Cradle to Career

*Michelle Lujan Grisham, Governor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary*

**Higher Education Endowment Fund Notice of FY22
Awards – Round #2**

Dear Higher Education Institution Presidents,

The New Mexico Higher Education Department (NMHED) is pleased to announce the second round of FY22 awards from the Higher Education Endowment Fund. Pursuant to Laws 2021, Chapter 137 of the 52nd Legislative Session, award determinations have been made by the Secretaries of the Higher Education Department; Department of Finance and Administration; and the Economic Development Department. Applications were judged based on the following criteria:

- Completeness of application and narrative quality;
- Effect of proposed activities on enhancing public postsecondary education;
- Endowment fund reporting and prior fund utilization (as applicable), and overall quality of budget narrative;
- Ability of proposed activities to advance the Governor's Initiatives as defined in the legislation; and
- Demonstrated ability of the institution to secure required matching funds from private donors.

The FY22 appropriation to the Higher Education Endowment was \$5 million. The Department awarded \$3,016,500 during Round #1 and reopened applications for the remaining balance of \$1,983,500 for a second application round, leaving \$1,383,500 to be allocated amongst the Research Universities Sector and \$600,000 to be allocated amongst the Comprehensive Universities Sector. Based on available funding, 3 of the 5 submitted applications were selected for this cycle, totaling \$400,000. The remaining FY22 balance of \$1,583,500 will roll over into FY23 and will become available to all sectors. Application information for the remaining balance in the third-round application cycle during FY23 will be forthcoming.

As required by the legislation, matching funds from private (non-governmental) sources must be secured by the institution prior to distribution from the Higher Education Endowment Fund. Institutions must demonstrate that funds have been received by **June 24th, 2022**. Any award funds that have not been matched by the deadline will be available to other activities within the sector that were not awarded in this second round of funding. For purposes of reporting to the Office of the Governor and Legislature on the impact of the Higher Education Endowment Fund, the agency's Institutional Finance Division will negotiate reporting metrics for each endowment activity prior to distribution of funds.

Thank you for your continuing commitment to enhancing our state's higher education system, and please do not hesitate to contact me or my colleagues with any questions you may have.

Sincerely,

Stephanie Rodriguez
Cabinet Secretary

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Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary

New Mexico Higher Education Endowment Fund – FY22 Awards (Round #2)			
INSTITUTION	ENDOWMENT ACTIVITY	TENTATIVE AWARD	MINIMUM REQUIRED MATCH by 6/24/2022
	NO APPLICANTS		
COMPREHENSIVE SECTOR TOTAL AMOUNT AVAILABLE \$600,000			\$0
NMIMT	The Kaiser MST Teacher Endowment	\$100,000	\$50,000
NMSU	Papen-Aprendamos Professorship	\$250,000	\$125,000
UNM	Duffy and Jean Ann Swan Endowed Lectureship in Special Education	\$50,000	\$75,000
RESEARCH UNIVERSITY SECTOR TOTAL AMOUNT AVAILABLE \$1,383,500		\$400,000	\$200,000
	TWO APPLICANTS – Applications will remain on file for FY23 consideration		
BRANCH, INDEPENDENTS, AND NMMI SECTOR TOTAL AMOUNT AVAILABLE \$0 – FULLY AWARDED DURING ROUND #1			\$0

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*Michelle Lujan Grisham, Governor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary*

August 23, 2022

Dear Colleagues:

Pursuant to Laws 2022, Chapter 54 of the 55th Legislature, General Appropriations Act – House Bill 2 Section 5, the New Mexico Higher Education Department (NMHED) has completed its review of applications for endowed faculty positions in nursing, social work and educator preparation. The agency received 22 eligible applications with a total of \$137 million in funding requests to support 58 endowed faculty positions across the state.

After consideration of all funding requests and the broad statewide need for the faculty positions proposed within the applications, the NMHED will be funding every request with targeted reductions to match the appropriated amounts for nursing and educator preparation. Reductions were made based on criteria such as identifying unallowable costs; evaluation of proposed investment income; and consideration of institutional capacity or other sources of funding. A table of awards by higher education institution is attached. Please note that budgets and activities may be adjusted to best meet a program's needs within the award. Higher education institutions are also encouraged to submit additional funding requests as part of their FY24 Research and Public Service Project (RPSP) submissions where appropriate.

Funding Source, Subaward Agreements and Scope of Work

Laws 2022, Chapter 54 of the 55th Legislature appropriated funds that originate from the Coronavirus State and Local Fiscal Recovery Funds (SLFRF) program, a part of the American Rescue Plan. All higher education institutions shall enter a subgrantee agreement with the NMHED to satisfy federal reporting requirements. This requirement applies to nursing and social work endowments only.

The agency shall issue a subgrantee award template to each principal investigator (PI) identified within nursing and social work applications. The PI will be responsible for completing the Scope of Work (SOW) with an updated budget, identifying all authorized officials for signatures, and notifying the NMHED of any additional parties to include in regular correspondence.

If you have any questions regarding the subaward template, please contact Dr. Harrison Rommel, Director, Institutional Finance Division, at Harrison.Rommel@state.nm.us with a copy to Peter Kovnat, General Counsel, at Peter.Kovnat@state.nm.us. Upon execution of the subgrantee agreement, higher education institutions may invoice the NMHED for the full amount of the subgrantee award. Please remit your invoice by email to Loretta Marquez, Loretta.Marquez@state.nm.us.

Thank you for your continuing commitment to enhancing our state's higher education system and workforce, and please do not hesitate to contact us with any questions you or your colleagues may have.

Sincerely,

Stephanie M. Rodriguez
Cabinet Secretary



APPENDIX 1

Attachment 1: FY23 Faculty Endowment Awards by Higher Education Institution

Institution	Endowment Title	Award Number	Amount Awarded
Central New Mexico Community College	CNM Teacher Education Faculty Fellowship	2022-FAC-ENDMNT-1	\$2,000,000
Central New Mexico Community College	CNM Endowed Faculty in Nursing	2022-FAC-ENDMNT-2	\$3,000,000
Mesalands Community College	Faculty in Nursing Programs	2022-FAC-ENDMNT-3	\$2,000,000
New Mexico Highlands University	Cluster Hire for the Institute for Culturally and Linguistically Response Learning and Teaching (CLRLT)	2022-FAC-ENDMNT-4	\$10,000,000
New Mexico Highlands University	Social Work Faculty: Innovative Initiatives in Social Work Education in New Mexico	2022-FAC-ENDMNT-5	\$8,000,000
New Mexico Highlands University	Nursing Faculty: Clinical Placement, Training, & Community Outreach	2022-FAC-ENDMNT-6	\$2,500,000
New Mexico Institute of Mining and Technology	STEM Education Center	2022-FAC-ENDMNT-7	\$5,000,000
New Mexico State University	New Mexico State University Endowed Nursing Faculty	2022-FAC-ENDMNT-8	\$2,500,000
New Mexico State University	New Mexico State University Endowed Positions in Educator Preparation	2022-FAC-ENDMNT-9	\$6,000,000
New Mexico State University	NMSU School of Social Work True Initiative	2022-FAC-ENDMNT-10	\$16,500,000
New Mexico State University - DACC	Endowed Nursing Faculty Coordinator in Health Sciences Nursing Program: Sunland Park Center	2022-FAC-ENDMNT-11	\$2,500,000
Northern New Mexico College	NNMC Nursing Preparation	2022-FAC-ENDMNT-12	\$2,500,000

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Northern New Mexico College	NNMC Faculty Endowment RFA (Education)	2022-FAC-ENDMNT-13	\$2,500,000
San Juan College	SJC Endowed Positions in Educator Prep, Social Work and Nursing (Nursing)	2022-FAC-ENDMNT-14	\$2,000,000
Santa Fe Community College	Endowed Nursing Faculty Stipends at Santa Fe Community College	2022-FAC-ENDMNT-15	\$2,000,000
University of New Mexico-Gallup	Faculty Endowed Position in Nursing	2022-FAC-ENDMNT-16	\$2,500,000
University of New Mexico-Gallup	Faculty Endowed Position in Teacher Education	2022-FAC-ENDMNT-17	\$2,500,000
University of New Mexico-HSC	NMHED Faculty of Nursing Endowment Fund	2022-FAC-ENDMNT-18	\$6,500,000
University of New Mexico-Main	UNM Educator Preparation Faculty Endowment	2022-FAC-ENDMNT-19	\$17,000,000
Western New Mexico University	Endowed Faculty in bachelor and master degree Social Worker Programs	2022-FAC-ENDMNT-20	\$6,000,000
Western New Mexico University	Mustangs Harnessing Excellence in Teacher Education	2022-FAC-ENDMNT-21	\$5,000,000
Western New Mexico University	Endowed Faculty Positions in Nursing	2022-FAC-ENDMNT-22	\$2,000,000
Grand Total			\$110,500,000

EXHIBIT

C



Investment Policy Statement

Long-Term Investment Pool

Acknowledged by:

A handwritten signature in blue ink, appearing to read "Bobby Lutz", written over a horizontal line.

Signature

Bobby Lutz

Name

Chair, NMSU Foundation Board

Title

Approval Date:

November 17, 2021

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I. OVERVIEW

A. Purpose of this Document

This Investment Policy Statement (“IPS”) has been adopted by the New Mexico State University Foundation (“NMSUF” or “the Foundation”) Board of Directors (“Board”) in order to establish the investment objectives, philosophy, and relevant policies that pertain to management the NMSUF Long-Term Investment Pool (“LTIP”). The IPS describes the degree of overall investment risk that the Board deems appropriate, given prudent investment principles and the goal of preserving the Pool’s purchasing power over multiple generations.

The investment program’s implementation will be guided by the policies and plans articulated in this document. The IPS incorporates the Foundation’s objectives, policies, asset allocation guidelines, and decision-making framework in order to fulfill the Board’s fiduciary obligation to manage the endowment assets “in good faith and with the care an ordinarily prudent person in a like position would exercise under similar circumstances.”¹ It is designed to allow for sufficient flexibility in the management oversight process to capture investment opportunities as they may occur, while setting forth reasonable parameters to ensure prudence and care in the execution of the investment program.

All investment actions and decisions made in accordance with this IPS must be based solely on the best interest of the Foundation. Fiduciaries must provide full and fair disclosure of all material facts regarding any potential conflicts of interest. Members of the Investment Committee and Staff shall adhere to the Conflict of Interest Policy detailed in **Appendix A**.

B. Purpose of the Foundation

New Mexico State University (“NMSU” or “the University”) is New Mexico’s land-grant institution and a comprehensive research university dedicated to teaching, research, and service at all levels. NMSU is the oldest public institution of higher education in the state, and maintains campuses, extension, and research centers in communities within each of New Mexico’s 33 counties.

NMSUF is a separate legal entity incorporated under the laws of New Mexico as a 501(c)(3) nonprofit organization. The Foundation actively fosters long-term relationships with alumni, supporters, and members of the community to secure, manage and protect sustainable sources of private support that help provide scholarships to students, and boost the ability of NMSU to fulfill its land grant mission. NMSUF also aims to enhance both the image and value of the University for students, faculty, staff, alumni and all other friends and members of the University community. Its purpose is to provide financial assistance in the form of private contributions for

¹ Uniform Prudent Management of Institutional Funds Act (“UPMIFA”), as stated in the New Mexico Statutes: *NM Stat § 46-9A-3 (2013)*

the support of the University's teaching, research, public service, and extension education programs. Assets of the Foundation can be used for no other purpose.

C. Purpose of the LTIP

The LTIP functions as a pooled, unitized endowment pool which collectively invests those Foundation assets that provide long-term support to the University. The LTIP seeks to preserve (and hopefully grow) the purchasing power of its corpus over perpetuity while making annual distributions.

The perpetual nature of endowment distributions coupled with the need to evaluate investment results over full market cycles (i.e., 5-10 years) means that policies will be set within the context of a long-term investment horizon and with minimal consideration given to shorter-term market developments aside from how they might affect NMSUF's ability to operate successfully and fulfill its mission.

II. RESPONSIBLE PARTIES AND THEIR DUTIES

Listed below are the key parties that hold responsibility for the investment program along with their specific duties. A matrix summarizing the decision-making responsibilities of all involved parties is attached as **Appendix B**.

A. Duties of the Board of Directors

The New Mexico State University Foundation Board is charged with assuring that all endowment funds within the Foundation are managed pursuant to the provisions of the New Mexico Uniform Prudent Management of Institutional Funds Act, this Investment Policy Statement, and other applicable law, including provisions relating to distributions from endowment funds. Accordingly, the Board will:

- ❑ Review relevant reports from the Investment Committee.
- ❑ Review and approve any IPS changes recommended by the Committee.
- ❑ Communicate with the Committee regarding any changes in the Foundation's financial circumstances and/or goals that may have a bearing on the LTIP's investment objectives, liquidity requirements, or other elements addressed in the IPS.
- ❑ Inform the Committee of any anticipated modifications to future distribution requirements, including both spending and administrative expenses.
- ❑ From time to time, review and update the Investment Committee Charter.

B. Duties of the Investment Committee

The Investment Committee is appointed by the Board and, in conjunction with the OCIO, has responsibility for implementing this Investment Policy. These responsibilities include the following elements:

- ❑ At its discretion, delegate certain responsibilities, including the flexibility to retain, terminate or replace an investment advisor to serve as an outsourced Chief Investment Officer (“OCIO”).
- ❑ Oversee all aspects of the IPS and its implementation.
- ❑ Review changes to the IPS as recommended by the OCIO and recommend amendments to the NMSUF Board.
- ❑ Approve initial investments into any pooled multi-manager implementation vehicles managed by the OCIO.
- ❑ Monitor and evaluate the portfolio’s investment performance, risk profile, and liquidity on a regular basis (at least quarterly).
- ❑ Review regular reports from the OCIO on various investment matters.
- ❑ Periodically, but no less than once every three years, review the suitability of the asset allocation framework, informed by updated capital market assumptions and the Foundation’s circumstances.
- ❑ Oversee all investment, record keeping, and administrative expenses associated with the investment program.
- ❑ Update the Board of Directors on investment activities as required for the Board to fulfill its supervisory role as described above.
- ❑ Periodically evaluate the OCIO.

C. Duties of Staff

Staff shall serve as the primary liaison between the OCIO and the Investment Committee and will adhere to the following procedures in the management of the investment program:

- ❑ Provide relevant information necessary for the OCIO and Investment Committee to fulfill their responsibilities.
- ❑ Collect and disseminate monthly and quarterly performance updates from the OCIO.
- ❑ Coordinate with the OCIO’s operations team regarding cash flows into and out of the LTIP.
- ❑ Maintain appropriate records of all Investment Committee actions.

D. Duties of the OCIO

The principal role of the OCIO is to provide the Investment Committee with independent advice and oversee implementation of the investment program in accordance with the IPS. The OCIO's primary goals are to help NMSUF achieve its investment objectives and to aid in protecting the overriding interests of the Foundation. If, at any time, the OCIO believes that any policy or guideline has the potential to inhibit investment performance, the OCIO will communicate this view to the Investment Committee. The specific duties of the OCIO shall be as follows:

- ❑ Assist in the development and maintenance of the IPS, including recommendations regarding investment policy, suitable asset classes, strategic asset allocation, and liquidity profile.
- ❑ Implement the policies and procedures detailed in this document by selecting, rebalancing, and/or terminating individual investment funds and underlying managers while complying with all aspects of the IPS.
- ❑ Periodically rebalance the portfolio in a manner consistent with the strategic asset allocation targets and allowable ranges as outlined in Appendix C.
- ❑ Deliver monthly "flash" reports including preliminary performance versus benchmarks and asset allocation versus targets.
- ❑ Prepare comprehensive quarterly performance reports that provide detail on the total portfolio as well as individual asset categories and managers/funds.
- ❑ Monitor and interpret strategy and performance results of individual investment managers, asset categories, and the portfolio as a whole.
- ❑ Communicate regularly regarding investment strategy and outlook.
- ❑ Be accessible to Staff, the Investment Committee, and the Board as needed to address any issues related to the investment program.
- ❑ Act in the best interests of NMSUF, fully disclose potential conflicts of interest, and demonstrate high standards of conduct, care, and loyalty.

III. SPENDING POLICY

A. Annual Distributions

In order to support its mission, NMSUF aims to make annual distributions in accordance with a spending policy established by the Board of Directors. The current policy calls for an annual distribution equal to 4.0% of each endowment's average market value measured over the prior 12 quarters. Each year, following the close of the third quarter (i.e., Sept 30), the Foundation will use this formula to calculate distributions, and these amounts will be provided to the President of the Foundation for either a special Board meeting or electronic vote during the

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fourth quarter. Upon approval, the distribution will be made available for spending effective Jan 1.

Distributions that remain unspent by beneficiaries at the end of the calendar year following their distribution shall be added to principal and used to purchase additional units in the LTIP, unless (a) the donor instructs the Foundation in writing, or (b) the President of the Foundation determines that those funds are to be retained as expendable in the following year.

B. Underwater Endowments²

NMSUF strives to balance each donor's desire to fund current program needs with the intent to preserve intergenerational equity. Each year, as part of the annual distribution process described above, Foundation staff will evaluate individual endowment funds to ascertain whether an underwater condition exists, and a distribution should be made to each endowment for spending the following calendar year.

C. Administrative Fees

Each year the Foundation shall assess an administrative fee, which may be drawn on a monthly or quarterly basis, based on a specified administrative fee rate applied to the twelve-quarter rolling average of each endowment fund's market value. The current rate is 1.9%, and over time the Foundation plans to reduce this by 0.1% per year until it reaches approximately 1.25%.

IV. INVESTMENT POLICY

It shall be the policy of NMSUF to:

- ❑ Maintain a well-diversified endowment investment program that utilizes a variety of asset classes to provide return opportunities that are consistent with the Foundation's risk tolerance.
- ❑ Ensure that the investment program complies with applicable state and federal regulations.
- ❑ Manage the assets on a net total return basis that takes into account earnings, growth of principal, and costs of management.
- ❑ Adhere to a strategic asset allocation plan, which balances expected return and risk, and is reviewed periodically.
- ❑ Administer the investment program in a cost-effective manner.
- ❑ Avoid a market timing approach that makes dramatic shifts in asset allocation over short time spans based on emotional or ad hoc decision-making.

² Defined by FASB as "A donor-restricted fund for which the fair value of the fund at the reporting date is less than either the original gift amount or the amount required to be maintained by the donor or by law that extends donor restrictions." (ASU 2016-14)

- ❑ Utilize highly qualified investment managers (including those that within a multi-manager implementation vehicle) that have demonstrated skill in particular asset classes and strategies.
- ❑ Monitor the net-of-fee performance of each investment manager and the total fund relative to the institution's long-term objectives and appropriate benchmarks.

V. INVESTMENT OBJECTIVES

The key long-term goals of NMSUF's investment program are as follows:

- ❑ To earn investment returns that provide for annual distributions in accordance with the spending policies referenced in this IPS.
- ❑ To earn additional returns sufficient to maintain the purchasing power of the endowment's invested assets after distributions, expenses, and inflation.
- ❑ To enhance, if possible, the purchasing power of the invested assets.

NMSUF establishes the following specific investment objectives, both of which relate to the LTIP's total rate of return as measured on an annualized, net-of-fee basis over a full market cycle (typically 5-10 years):

- ❑ Exceed the rate of inflation as measured by the Consumer Price Index (CPI) by an amount greater than or equal to the long-term spending rate (endowment distributions plus administrative fees).
- ❑ Exceed the return of a custom benchmark, comprised of individual asset class benchmarks weighted according to the policy weight for each asset category. **Appendix C** details the current custom benchmark composition.
- ❑ Exceed the median return of a representative peer universe (e.g., Alpha Capital, InvestorForce, NACUBO-TIAA).

VI. ROLE OF ASSET CATEGORIES

The LTIP may utilize the following components to fulfill the asset allocation targets and total fund performance goals established in this document.

- A. Growth** – This segment of the portfolio is expected to be the primary source of return as well as risk for the portfolio. The Growth portfolio may be comprised of different market segments and approaches, including, but not limited to:
 - ❑ *Public Market Equities* – This portfolio element will maintain a global orientation that is broadly diversified with respect to geography, as well as market capitalization and style orientation.

- *Opportunistic Credit* – This part of the portfolio will provide exposure to higher yielding public fixed income securities such as non-investment grade fixed income, emerging markets debt, bank loans, and other similar securities. The portfolio is expected to have higher correlation to equity markets and higher volatility than core investment grade fixed income, along with a higher yield to compensate for the incremental risk.
- *Absolute Return Strategies* – Commonly known as "hedge funds," these strategies typically engage in a wide variety of investment and trading activities seeking to exploit inefficiencies in capital markets while controlling market risk by hedging investments with short-selling techniques. The objective of this asset category is to diversify across a range of complementary hedge fund strategies in order to generate attractive risk-adjusted returns with lower correlation to traditional investment benchmarks and limited downside risk. Such strategies may employ publicly traded as well as privately held equity investments, a broad range of fixed-income securities, commodities, options, futures, and various derivative contracts. These funds generally have higher fees, less liquidity, and reduced transparency compared to traditional public market portfolios, and most strategies employ leverage to some degree.
- *Private Markets* – The Private Markets portfolio will comprise funds that seek returns exceeding those available in the public equity markets by investing in the equity and/or debt securities of private companies. Exposure to these companies increases the endowment's opportunity set and provides diversification that could potentially reduce total portfolio volatility. Private market investments may include the following:
 - Leveraged buyouts, which typically involve a majority interest in a private company.
 - Growth equity, where a manager purchases a minority stake in a growing company at or near profitability.
 - Venture capital, which provides growth capital to companies in early stages of commercial operations.
 - Distressed/special situation/turnaround investments.
 - Private debt investments.
 - Secondary investments, where interests in private equity funds are purchased or sold from other limited partners.
 - Direct co-investments in specific companies, typically made alongside an investment being made by a general partner that manages a fund within the existing Private Markets portfolio.

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- Private real estate and other private real assets such as natural resources may also be included on an opportunistic basis.

Investments in private market funds are made via fixed dollar commitments that typically lock up capital for 10 years or longer. Each fund manager has discretion to call capital over time, which means that it usually requires several years before the amount committed is fully invested. Meaningful distributions usually do not occur during the first 3-5 years, which often results in a “J-curve” effect whereby early negative returns (due to fees) are offset by subsequent gains.

The higher expected returns associated with private market investments is partly related to their inherent illiquidity. This requires private market investors to have a longer-term perspective along with an intention to diversify commitments across vintage years.

- *Direct Real Estate* – Through its community involvement, the Foundation may have opportunities to invest in certain commercial real estate projects. Such investments may receive consideration for inclusion in the LTIP provided that due diligence suggests they possess attractive risk-adjusted return prospects in comparison with other opportunities being evaluated within the Private Markets portion of the portfolio.
 - *Private Credit* – This segment of the portfolio will provide exposure to debt investments not readily accessible in the public markets, such as privately-originated loans, high-yield bonds and/or bank loans associated with small or less liquid debt issues, stressed or distressed securities, and other types of private debt financing. Return premiums may exist for investors who accept the illiquid and inefficient characteristics of the private credit market. The performance objective of Private Credit is to achieve an internal rate of return over the life of the investment that is commensurate with the broad marketable debt benchmarks plus a premium for illiquidity and risk.
- B. Liquidity** – The Liquidity Portfolio is intended to provide the portfolio with “downside protection” during periods of economic stress, while also serving as a buffer to meet near-term liquidity needs. This Portfolio may be comprised of different market segments and approaches, including:
- *Fixed Income* – The primary role of this asset class is to provide relatively stable investment returns above the rate of inflation and to generate income while diversifying the overall endowment portfolio. Bonds can suffer losses, particularly during periods of rising interest rates and/or rising inflation, but they tend to be not as severe as those experienced in equity markets. Bond returns tend to be less volatile than those of equities due to the income component, and because bonds have greater priority within a company’s capital structure. Assets within the Fixed Income portfolio will primarily be composed of publicly traded investment grade fixed income securities denominated in U.S. dollars.

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- Liquidity Pool – The purpose of the Liquidity Pool is to meet anticipated and unanticipated spending needs. The Liquidity Pool also can be used as a source of funds during a market dislocation. This portfolio will primarily be composed of high quality, investment grade fixed income securities that have a relatively short duration and are denominated in U.S. dollars. The emphasis within this part of the portfolio is capital preservation, with income being a secondary objective.
- Cash – Cash and cash equivalents (e.g., money market funds) shall generally be held at minimal levels other than what may be required to meet the Foundation’s near-term liquidity needs (e.g., funding of capital calls and endowment distributions).

VII. ASSET ALLOCATION

The LTIP will be invested in accordance with an asset allocation framework that encompasses a strategic, long-term perspective of capital markets. This framework identifies the broad asset categories included in the portfolio, along with the target percentages allocated to each. Over time, the consistent and disciplined implementation of this strategic asset allocation plan is likely to be the major determinant of investment performance.

The asset allocation plan shall be predicated on the following:

- The Foundation’s primary objective of preserving the LTIP corpus over a long horizon, after accounting for inflation and distributions.
- A perpetual time horizon.
- Historical and expected capital market risk and return behavior in the long run.
- The perception of future economic conditions, including inflation and interest rate levels.
- The Foundation’s determination of the appropriate degree of investment risk.
- Broad diversification intended to limit the impact that large losses in individual securities could have on total invested assets in a manner that is in keeping with fiduciary standards.

The specific asset allocation policy of the LTIP is summarized in **Appendix C**.

VIII. RISK TOLERANCE

Given the uncertainties and complexities of capital markets, the Investment Committee recognizes the challenges associated with achieving the Foundation’s investment objectives, and it understands that the long-term investment objectives cannot be achieved without taking on investment risk.

To the best of its ability, the Investment Committee has considered the Foundation’s tolerance for short- and intermediate-term variability of the LTIP’s market value. The asset allocation framework summarized in **Appendix C** has been formulated based on the Committee’s

assessment of the institution's capacity to accept potential losses, interim market value fluctuations, and illiquidity in order to enhance the probability of preserving and, if possible, increasing, the purchasing power of endowment assets in order to support NMSUF's mission over future generations.

IX. REBALANCING POLICY

When portfolio weightings approach the specified limits or whenever significant cash flows occur, the OCIO will rebalance the portfolio at its discretion within the allowable ranges detailed in **Appendix C**. All rebalancing activity must remain within these allowable ranges unless a specific exception is authorized in advance by the Investment Committee.

These rebalancing guidelines will not apply to illiquid holdings with the Private Markets and Private Credit portfolios due to the fact that the managers of those investment vehicles have full discretion to draw down capital commitments and make distributions.

X. MISCELLANEOUS POLICIES

A. General Guidelines – Asset allocation within allowable ranges, portfolio structure, manager and fund selection, and the timing of purchases and sales are delegated to the OCIO.

Performance results will be evaluated using comparisons with appropriate market indices and relevant universes of other active investment managers. Interim deposits and withdrawals will be considered when calculating rates of return on investments. Performance results will be presented based on both long-term and short-term returns on a net-of-fee basis.

B. Prohibited Transactions – Acting on behalf of NMSUF, the OCIO will not:

- Borrow or loan money
- Pledge, hypothecate, mortgage, or encumber assets

C. Tax Implications – The portfolio will be managed on the basis that NMSUF is a 501(c)(3) non-profit organization that faces no significant tax implications. All purchases and sales will be made for the purpose of improving total return and/or reducing return volatility, including selling investments and realizing losses, if such action is considered advantageous to longer-term total return maximization. Investments that have the potential to generate unrelated business taxable income ("UBTI") will be considered only if the contribution to the investment portfolio is projected to be sufficient to outweigh the negative tax and accounting implications.

D. Liquidity

NMSUF will advise the OCIO of any anticipated liquidity requirements as such needs become known. The OCIO is to presume no need to maintain liquid reserves in excess of those specified in **Appendix C** or otherwise communicated by the Foundation.

E. Proxy Voting

The responsibility for voting proxies shall be delegated to the individual investment managers and/or the OCIO, as applicable. The Investment Committee expects proxies to be voted vigorously and in the best interest of the Foundation.

APPENDIX A – CONFLICT OF INTEREST POLICY

Each director, officer and employee must avoid any conflict of interest between such director, officer and employee and the Foundation. A "conflict of interest" can occur when a person's personal interest is adverse to or may appear to be adverse to the interests of the Foundation as a whole. A conflict of interest also arises when a person, or a member of his or her immediate family (which shall include a person's spouse, parents, children, siblings, mothers and fathers-in-law, sons and daughters-in-law, brothers and sisters-in-law and anyone sharing such person's home) receives improper personal benefit as a result of his or her position as a director, officer or employee of the Foundation.

Without attempting to describe all possible conflicts of interest which could develop, some common conflicts are as follows:

- *Relationship of Foundation with Third Parties.* Directors, officers, and employees may not engage in any conduct or activities which are inconsistent with the Foundation's best interests or that disrupt or impair the Foundation's relationship with any person or entity with which the Foundation has or proposes to enter into a business or contractual relationship.
- *Gifts.* Directors, officers and employees and their families may not accept gifts from persons or entities who deal with the Foundation if any such gift has a value beyond what is normal and customary courtesy.
- *Personal Use of Foundation Assets.* Directors, officers, and employees may not use Foundation assets or information for personal use unless approved by the Audit Committee (in the instance of a director or officer) or by the President of the Board of Directors (in the instance of an employee).

Any director or officer who has an interest in a contract, a non-passive investment or other transaction presented to the Board of Directors or a committee thereof for authorization, approval or ratification shall make a prompt and full disclosure of his or her interest to the Board of Directors or such committee prior to any action on such contract or transaction by the Board of Directors or such committee.

Any individual who becomes aware of a potential conflict situation involving another director or officer is encouraged to bring such potential conflict to the attention of the Board of Directors (by communication to the Board in session or to a Board member) or the applicable committee (by communication to the chairperson or any other member of the committee), since conflicts of interest may arise in varied contexts and may not be understood as a conflict by the conflicted individual. The body to which such disclosure is made shall thereupon determine, by a vote of two-thirds of the members entitled to vote, whether the disclosure shows a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor participate in (other than to present factual information or to respond to questions) the discussions or deliberations with respect to such contract or transactions. Such person may be counted in determining whether a quorum is present.

NEW MEXICO STATE UNIVERSITY FOUNDATION

Investment Policy Statement

APPENDIX B -- GOVERNANCE MATRIX

	Strategy	Implementation			Operations		Education	
	IPS	Manager Selection and Portfolio Construction	Portfolio Holdings	Rebalancing within IPS Parameters	Investment Operations	Admin. Operations	Reporting on Holdings, Exposures & Performance	Ongoing Fiduciary Education
Board of Directors	Approves							Receives
Investment Committee	Oversees and Endorses Changes	Monitors	Reviews	Reviews			Reviews	Receives
Staff				Monitors	Monitors	Monitors	Reviews	Facilitates
OCIO	Proposes Changes as Warranted	Implements	Monitors and Implements	Implements	Implements	Implements	Implements	Implements
Investment Managers			Implements				Supports	
Custodian					Supports	Supports	Supports	

NEW MEXICO STATE UNIVERSITY FOUNDATION

Investment Policy Statement

APPENDIX C – ASSET ALLOCATION

The following asset allocation framework includes guideline percentages of the total endowment assets to be invested in various asset categories. Actual allocations may deviate from guideline percentages at any specific point in time due to market fluctuations.

**New Mexico State University Foundation LTIP Asset Allocation
Targets, Allowable Ranges, and Benchmarks**

Asset Class	Expected Liquidity	Policy Target	Allowable Range	Benchmark
Growth		100%	75-100%	
Global Equity	Monthly	45%	30-60%	MSCI ACWI IMI (Net Dividends, \$US)
Opportunistic Credit	Monthly	20%	0-30%	50% Bloomberg Barclays U.S. Intermediate Corporate & 50% Bloomberg Barclays Global High Yield
Private Markets (including Private Equity and Private Real Assets)	Illiquid	20% ³	2-30%	Actual performance of the Private Markets Portfolio
Private Credit	Illiquid	10% ³	2-15%	50% S&P/LSTA Leveraged Loan Index & 50% ICE BofAML US High Yield Index ("Private Credit Benchmark")
Hedge Funds	Variable ⁴	5%	0-15%	HFRI Fund of Funds Index
Capital Preservation		0%	0-25%	
Fixed Income	Monthly	0%	0-20%	Bloomberg Barclays US Aggregate Index
Liquidity Pool	Daily	0%	0-5%	3-month U.S. Treasury Bills
Cash	Daily	0%	0-5%	N/A
Total Fund		100%		(1) Weighted average of asset class benchmarks (2) CPI + 5.9%

Targets Approved: November 17, 2021

³ As the Private Markets and Private Credit allocations are implemented, the constituent weightings in the Capital Appreciation and Total Fund benchmarks will gravitate toward the policy targets.

⁴ While most hedge funds offer quarterly, semi-annual, or annual redemptions, actual liquidity may be subject to notification requirements, initial lockups, investor- and/or fund-level gates, audit holdbacks, or other restrictions.



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-19

- Action Item
- Consent Item
- Informational Item

Presented By: Derek Dictson
NMSU Foundation President

Agenda Item:

Acceptance of honorary naming request from NMSU Alamogordo campus.

Requested Action of the Board of Regents:

Approval of request to name Science Center 127 on NMSU Alamogordo campus the Dr. Vincente Lombraña Biology Lab.

Executive Summary:

In accordance with ARP 18.10, philanthropic and honorary namings are reviewed and approved by the NMSU Naming Committee, prior to coming before the Regents for approval. This honorary naming has been reviewed and approved by the Naming Committee on September 8, 2022.

References:

Please see attached memorandum and exhibits.

Prior Approvals:

NMSU Naming Committee - 9/8/2022



Career & Technology: Health Science Center – Allied Health
 New Mexico State University Alamogordo
 2400 N. Scenic
 Alamogordo, NM 88310
 Telephone: 575.439.3873
 Fax: 575.439.3759

To: Ken Van Winkle, Associate Vice Chancellor External Relations

From: Becky Ross, RN MSN, Director NMSU-A Allied Health

Date: August 12, 2022

Subject: Science Center 127 renamed to Dr. Vicente Lombraña, Jr., PhD, Biology Center

Introduction: Dr. Vicente Lombraña, Jr., PhD, Professor of Biology has been a steadfast pillar of New Mexico State University (NMSU) and New Mexico State University - Alamogordo (NMSU-A) since 1985 with his main focus being student success. During his career in teaching, Vicente Lombraña PhD (Vince) has demonstrated core values in teaching and support for students and New Mexico State University – Alamogordo, all which is evidenced by successful student scholarly outcomes. Faculty, students, and I would like to honor Vicente Lombraña’s legacy by naming the biology classroom, Science Center 127, with his name. In doing so, we hope to honor the dedication and commitment Vincente has demonstrated throughout the years at NMSU-A. We also hope naming the Biology lab after Vince will also signify the appreciation of Vince’s service echoed by students, colleagues, and staff. Renaming the Biology lab will also publically demonstrate to faculty, students, and the community the dedication and commitment that exists within our faculty to our NMSU-A campus and communities in which we serve.

Dr. Vicente Lombraña, Jr., PhD received his PhD in Biology from New Mexico State University – Las Cruces. His teaching career began for NMSU began in 1985 and has been consistent until his retirement at NMSU-A as a full professor at the conclusion of the Spring 2022 semester. Dr. Vicente Lombraña has taught 34 varying classes over his 37-year teaching career at NMSU, with the focus constantly being student growth and success.

As a direct result of his excellence in teaching, Dr. Vicente Lombraña, Jr., PhD received several awards during his career at NMSU, which included the National Institute for Staff and Organizational Development (NISOD) Teaching and Leadership Excellence Award (2017, 2000, 1995), Donald C. Roush Award for Teaching Excellence (2000, 2016, 2009, 1995), New Mexico State University Regents Professorship Master Teacher Award (2005), the Excellence in Teaching by Regular College Faculty Award (2005), and the NMSU-A Teaching Excellence Award (1997).

Dr. Vicente Lombraña also contributed to the operations and growth of the university and his colleagues through professional service to NMSU and NMSU-A, which consisted of involvement in awards committees, search committees, and task forces. Leadership roles include Assistant Division Head for the Natural Sciences and Math English Science History (MESH) division, Vice Chair of the Promotion and Tenure Committee, and Biology Laboratory Coordinator. Additionally, in 1995, Vince held the role of Coordinator/Co-coordinator for the New Mexico Alliance for Minority Participation Institutional.

Dr. Vicente Lombraña also has experience in grant writing, where he worked collaboratively with colleagues on the following grants:

- “Bridging Biology and Physics Undergraduate Education through Nanoscience: A New Mexico Approach”
- “Student Recruitment and Retention in the Natural Resource Sciences through Curriculum Development and Partnerships with a 2- and 4-year Degree Programs, High Schools and Resource Agencies – Collaborative Approach”
- “Student Experiential Learning in the Natural Resources Sciences through Summer Internships and Professional Mentoring – a Joint Project Proposal”
- Preparing Students for Career Paths with the USDA Forest Service by Linking Student Success with Experiential Learning Opportunities in Forest Management and Climate Change Ecology”

Admirable is Vince’s teaching philosophy;

“Teaching, as I see it, is much more than simply conveying knowledge of a particular subject. At the very least, a good teacher should also aim to:

- (1) stimulate interest in the subject being taught;
- (2) stimulate critical thinking on the part of the student;
- (3) make the course academically challenging to students;
- (4) present material as clearly and as comprehensibly as possible;
- (5) mentor, tutor, and advise students as needed;
- (6) inspire professional confidence and respect. To this end, a teacher

- must maintain a professional demeanor
- must be fair and impartial
- must have a good command of the subject
- must be well prepared for class
- must be consistent in dealing with students
- must have a good attitude toward students and the subject”

Support: Written and verbalized statements from colleagues and students include the following:

- As Vince’s colleague, and as a result of Vince’s continued support, I have felt important to the University, the NMSU-Alamogordo campus, and to each student who I have the honor to interact with. Vince often supported and became a mentor to me through conversation on the weekends and during the work week. He always offered advice with a positive and encouraging tone. I have the privilege of interacting with an abundance of students who took classes from Vince, and have heard first-hand what an incredible professor we have in Vince, as well as the progress students have made in their academic and professional lives, all because of the positive impact Vince had in their lives while at NMSU-Alamogordo. Becky Ross, Director of Allied Health
- “Provided quality work and went above and beyond for his student and the University”
- “Students in nursing assistant and phlebotomy speak highly of him and that he works hard to support student success”
- From an online faculty teaching for NMSU-Alamogordo from New York, “Vince was always professional, helpful, and inspiring in my interactions with him. He made me feel fully included in the NMSU-A faculty team, even though I was so far away in terms of distance”.

- “He goes out of his way to make things run smoothly, as his utmost concern is to meet the educational needs of our students”. “As a proctor, I have tested virtually all of Dr. Lombrana’s students. The conversations I have had with them over the years have been overwhelmingly positive. As students move up through his classes, they often indicate their appreciation for the building blocks he has provided them”.
- “His love of teaching and genuine compassion for his students was just so wonderful to watch. He would help any and all students that would come to his office door. He works countless hours tutoring, helping, feeding, and explaining with such kindness, which came straight from the heart ALWAYS! “

Situation: Classroom and laboratory space is identified by assigned numbers which are based on location within each of the NMSUA building structures.

Proposed Solution: Identify classrooms or laboratories to honor and remember those who have contributed to the success of students and the NMSUA campus.

Benefits:

- Public recognition of value placed in NMSUA professors
- Public recognition of High-quality interactive instruction from Vincente Lombrana
- Public recognition of fostering positive student relationships
- The impact on continued student retention, satisfaction, and completion on our campus
- Continued student retention in English Language Acquisition classes

Strategic Plan for Growth and Future Benefits:

- Implementation of a program focused on the profound impact instructors/professors make in student lives and in the NMSU – Alamogordo campus reputation

Verbal and written comments for supporting naming Science Center classroom 127 after Vicente Lombraña, Jr., PhD are numerous and have been submitted via email by myself and by email from the following:

Becky Ross
Greg Hillis
Dave MacWilliams
Gloria Villaverde
Jennifer Smith
George Hernandez
Ramona Becker
Joyce Hill
Maria Sainz
Susan Swaim
George Hernandez
Jennifer Smith
Paula Harms-VanDuyn
Brian Preppernau
Catherine Hartkorn
Kelly King

John Hurt
Sofia Ugarte
Mark Cal
Jasmine Mesa
Aidee Covarrubias
Ernestine Baca
Marti Morales
Niki Mott
Denise King
Lesia Bryant-Gonzales
Michelle Nelson
Theresa Ross
Jasmine Mesa

Sincerely,

A handwritten signature in blue ink that reads "Becky Ross" followed by a horizontal line.

Becky Ross, Director Allied Health
Becky Ross, RN, BSN, MSN
NMSUA Director Allied Health
2400 North Scenic Drive
Alamogordo, NM 88310

575-439-3873
bross@nmsu.edu



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-20

- Action Item
- Consent Item
- Informational Item

Presented By: Derek Dictson
NMSU Foundation President

Agenda Item:

Acceptance of philanthropic naming request from NMSU Foundation (Nusenda Center for Financial Capability)

Requested Action of the Board of Regents:

Approval of request to name the Nusenda Center for Financial Capability and apply recognition signage within Student Success Center, Hardman & Jacobs room 128, and supporting signage in in Corbett Center in recognition for 1.5M gift from Nusenda Credit Union.

Executive Summary:

In accordance with ARP 18.10, philanthropic and honorary namings are reviewed and approved by the NMSU Naming Committee, prior to coming before the Regents for approval. This honorary naming has been reviewed and approved by the Naming Committee on September 8, 2022.

References:

Please see attached memorandum and exhibits.

Prior Approvals:

NMSU Naming Committee - 9/8/2022



BE BOLD. Shape the future.

MEMORANDUM

TO: NMSU Naming Committee

FROM: Derek Dictson, President NMSU Foundation

DATE: September 9, 2022

SUBJECT: Physical signage for the Nusenda Center for Financial Capability

In August of 2021 the Nusenda Credit Union established the Nusenda Center for Financial Capability fund with a gift of \$1.5 million to establish the Nusenda Center for Financial Capability housed in the Student Success Center.

The program and corresponding physical space will be named the Nusenda Center for Financial Capability, subject to approval by the University Naming Committee and NMSU Board of Regents. Pending the University Naming Committee approval, signage leading into and within the Student Success Center will read "Nusenda Center for Financial Capability" for the duration of the donor's annual sponsorship of the program. Signage will range in size from 4" to 12" with work completed by the NMSU Sign Shop and paid from the proceeds of this gift. At the end of the pledge period, Nusenda Credit Union will be presented with the opportunity to renegotiate the agreement.

Proposed recognition for this gift would be to erect a sign outside the Student Success Center in room 128 in Hardman and Jacobs Undergraduate Learning Center as well as a sign referencing the availability of the program in Corbett Center. Sign placement will be managed by Dr. Toni Marin, Assistant Vice President of Student Success in partnership with NMSU Facilities and the NMSU Architect's office. Signage will serve both as a form of donor recognition as well as an aide to students in locating the program, which already has a web presence at <https://ssc.nmsu.edu/red-green-money-management/> and a significant student following.

The Foundation in partnership with the Office of Student Success is seeking approval to move forward with the proposed signage to recognize the generous contribution of Nusenda Credit Union.



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-21

- Action Item
- Consent Item
- Informational Item

Presented By: Derek Dictson
NMSU Foundation President

Agenda Item:

Acceptance of philanthropic naming request from NMSU Foundation (Nusenda FinTech Lab)

Requested Action of the Board of Regents:

Approval of request to name the Nusenda FinTech Lab and apply recognition signage within Arrowhead Park in recognition for 1.5M gift from Nusenda Credit Union.

Executive Summary:

In accordance with ARP 18.10, philanthropic and honorary namings are reviewed and approved by the NMSU Naming Committee, prior to coming before the Regents for approval. This honorary naming has been reviewed and approved by the Naming Committee on September 8, 2022.

References:

Please see attached memorandum and exhibits.

Prior Approvals:

NMSU Naming Committee - 9/8/2022



BE BOLD. Shape the future.

MEMORANDUM

TO: NMSU Naming Committee

FROM: Derek Dictson, President NMSU Foundation

DATE: September 9, 2022

SUBJECT: Physical signage for the Nusenda FinTech Lab

In August of 2021 the Nusenda Credit Union established the Nusenda FinTech Lab fund with a gift of \$1.5 million to establish the Nusenda FinTech Lab housed in the Arrowhead Center.

The corresponding physical space will be named the Nusenda FinTech Lab at Arrowhead Park, subject to approval by the University Naming Committee and NMSU Board of Regents. Pending the University Naming Committee approval, signage leading into and within the FinTech Lab will read "Nusenda FinTech Lab" for the duration of the donor's annual sponsorship of the program. Signage will range in size from 4" to 12" with work completed by the NMSU Sign Shop and paid from the proceeds of this gift. At the end of the pledge period described above, Nusenda Credit Union will be presented with the opportunity to renegotiate the agreement.

Sign placement will be managed by Dr. Kathy Hansen, Director of Arrowhead Center, in partnership with NMSU Facilities and the NMSU Architect's office. Signage will serve both as a form of donor recognition as well as an aide to visitors in locating the program.

The Foundation in partnership with the Arrowhead Center is seeking approval to move forward with the proposed signage to recognize the generous contribution of Nusenda Credit Union.



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # G-22

- Action Item
 Consent Item
 Informational
 Item

Presented By:

Jeff M. Witte
 Director/Secretary NMDA

Agenda Item:

Amendment Title 21, Chapter 1, Part 1 of the New Mexico Administrative Code (21.1.1 NMAC, Rulemaking Procedures) - Proposed Amendments to Sections 9, 10, 11, 12, 14, 15, and 16.

Requested Action of the Board of Regents:

Approval of Amendments to 21.1.1 NMAC, Rulemaking Procedures.

Executive Summary:

The hearing concerning New Mexico Department of Agriculture's (NMDA) proposed amendments to 21.1.1 NMAC took place on April 13, 2022, at 3190 South Espina Street in Las Cruces, New Mexico. The hearing was conducted in person at this location and via Zoom to enable the public to participate.

The Rulemaking Notice was published in the *New Mexico Register* on February 22, 2022. Notice was provided to the Sunshine Portal, in the *Santa Fe New Mexican*, the *Albuquerque Journal*, the *Las Cruces Sun-News*, the *Roswell Daily Record*, and NMDA's website. The New Mexico Economic Development Department's Small Business Advisory Commission and the Legislative Council Service were notified.

New Mexico Economic Development Department's Small Business Advisory Commission reported no findings.

The hearing officer provided the following information for my consideration. I agree with the hearing officer's recommendations and thereby recommend the following for your consideration.

Hearing Officer's Report

This memorandum represents the summary of the hearing held on April 13, 2022. The content is provided for your attention and decision to present a recommendation to the New Mexico State University Board of Regents for its adoption of the proposed amendments to NMDA's Proposed Rulemaking Procedures - Amendment Title 21, Chapter 1, Part 1 of the New Mexico Administrative Code (21.1.1 NMAC, Rulemaking Procedures) - Proposed Amendments to Sections 9, 10, 11, 12, 14, 15, and 16.

The overall purpose of the proposed amendments is to provide notice of an opportunity for public participation in hearings that NMDA conducts; to allow for a presentation of rules and

regulations; to allow for the department to receive and consider public comments and arguments; to ensure public hearings are conducted in a fair and equitable manner; to ensure that public hearings are open to the public and recorded; to inform the public of the reasons for any changes between the published proposed rule and the final rule; to provide reasons for not accepting substantive arguments made through public comment; and to ensure the department complies with emergency rulemaking procedures in Section 14-4-5.6 NMSA 1978.

In accordance with the New Mexico Attorney General (NMAG), agencies are allowed to adopt their own procedures as long as the procedures (new or existing) provide at least as much opportunity for public participation as the NMAG's default rulemaking procedures.

Through this proposed rulemaking, NMDA's amendments provide the opportunity for improved and continued public participation in future rulemakings.

I recommend the proposed amendment as presented including the following changes as a result of the hearing, public comment, and due consideration be approved.

Amend 21.1.1.10 by adding C. and re-lettering the section as follows:

21.1.1.10 RULEMAKING HEARINGS: Rulemaking hearings shall be conducted as follows.

A. The rules of civil procedure and the rules of evidence shall not apply.

B. Unless the circumstances otherwise justify, the order of appearance will be as follows:

- (1) comments of department staff
- (2) comments of each proponent
- (3) comments of each opponent
- (4) comments [~~of other interested persons.~~] from the general public.

(Add) **C.** *Comments from any individual who provides public comment at the hearing may be questioned by the agency or hearing officer or, at the discretion of the hearing office or as otherwise provided by law, by other persons at the hearing. (italicized content is the proposed change)*

~~**C. D.**~~ Public hearings shall be conducted in a fair and equitable manner.

~~**D. E**~~ Public hearings shall be open to the public and recorded.

I recommend a change to the proposed amendment at 21.1.1.11 D. that is currently proposed to provide greater certainty to the public that comments will be posted in a timely manner.

Change from:

~~**D.** All comments filed on proposed rule shall be made available to any person for inspection upon request and shall be posted to the agency's website as soon as practicable after they are filed.~~

Change to:

- D.** All comments filed on proposed rule shall be made available to any person for inspection upon request and shall be posted to the agency's website *within three (3) business days of receipt.* (italicized content is the proposed change)

No other changes are suggested to the proposed amendments for NMDA's rulemaking procedures.

References:

In accordance with the New Mexico Attorney General (NMAG), agencies are allowed to adopt their own procedures as long as the procedures (new or existing) provide at least as much opportunity for public participation as the NMAG's default rulemaking procedures [1.24.25 NMAC, Default Procedural Rule for Rulemaking](#).

[Section 76-1-2C NMSA 1978](#), authorizes the board of regents of New Mexico State University, relative to the New Mexico Department of Agriculture, the authority to adopt and file in compliance with the [State Rules Act](#) [Chapter 14, Article 4 NMSA 1978], regulations as may be necessary to carry out its duties.

Prior Approvals:

Agenda Item Approved By:

Each office may determine required signatures (if any). All items will be routed to the Chancellor's Office



Jeff M. Witte
Director/Secretary

____09/06/2022____
Date

Official Record

New Mexico Department of Agriculture

Amendment to 1.21.1 NMAC
NMDA Rule Making Procedures

September 15, 2022



NMDA Rule Making Procedures

1.21.1 NMAC

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Director/Secretary
Recommendation Memo






NEW MEXICO DEPARTMENT OF AGRICULTURE
 Office of the Director/Secretary
 MSC 3189
 New Mexico State University
 P.O. Box 30005
 Las Cruces, NM 88003-8005
 Phone: (575) 646-3007

June 16, 2022

MEMORANDUM

TO: New Mexico State University Board of Regents

FROM: Jeff M. Witte, Director/Secretary 

SUBJECT: Recommendation to Adopt the Hearing Officer's Recommendations
 RE: New Mexico Department of Agriculture Hearing on Proposed Rulemaking Procedures - Amendment Title 21, Chapter 1, Part 1 of the New Mexico Administrative Code (21.1.1 NMAC, Rulemaking Procedures) - Proposed Amendments to Sections 9, 10, 11, 12, 14, 15, and 16 (Attached)

BACKGROUND INFORMATION

The hearing concerning New Mexico Department of Agriculture's (NMDA) proposed amendments to 21.1.1 NMAC took place on April 13, 2022, at 3190 South Espina Street in Las Cruces, New Mexico. The hearing was conducted in person at this location and via Zoom to enable the public to participate.

The Rulemaking Notice was published in the *New Mexico Register* on February 22, 2022. Notice was provided to the Sunshine Portal, in the *Santa Fe New Mexican*, the *Albuquerque Journal*, the *Las Cruces Sun-News*, the *Roswell Daily Record*, and NMDA's website. The New Mexico Economic Development Department's Small Business Advisory Commission and the Legislative Council Service were notified.

New Mexico Economic Development Department's Small Business Advisory Commission reported no findings.

The hearing officer provided the following information for my consideration. I agree with the hearing officer's recommendations and thereby recommend the following for your consideration.

Hearing Officer's Report

This memorandum represents the summary of the hearing held on April 13, 2022. The content is provided for your attention and decision to present a recommendation to the New Mexico State

University Board of Regents for its adoption of the proposed amendments to NMDA's Proposed Rulemaking Procedures - Amendment Title 21, Chapter 1, Part 1 of the New Mexico Administrative Code (21.1.1 NMAC, Rulemaking Procedures) - Proposed Amendments to Sections 9, 10, 11, 12, 14, 15, and 16.

The overall purpose of the proposed amendments is to provide notice of an opportunity for public participation in hearings that NMDA conducts; to allow for a presentation of rules and regulations; to allow for the department to receive and consider public comments and arguments; to ensure public hearings are conducted in a fair and equitable manner; to ensure that public hearings are open to the public and recorded; to inform the public of the reasons for any changes between the published proposed rule and the final rule; to provide reasons for not accepting substantive arguments made through public comment; and to ensure the department complies with emergency rulemaking procedures in Section 14-4-5.6 NMSA 1978.

In accordance with the New Mexico Attorney General (NMAG), agencies are allowed to adopt their own procedures as long as the procedures (new or existing) provide at least as much opportunity for public participation as the NMAG's default rulemaking procedures.

Through this proposed rulemaking, NMDA's amendments provide the opportunity for improved and continued public participation in future rulemakings.

I recommend the proposed amendment as presented including the following changes as a result of the hearing, public comment, and due consideration be approved.

Amend 21.1.1.10 by adding C. and re-lettering the section as follows:

21.1.1.10 RULEMAKING HEARINGS: Rulemaking hearings shall be conducted as follows.

- A. The rules of civil procedure and the rules of evidence shall not apply.
- B. Unless the circumstances otherwise justify, the order of appearance will be as follows:
 - (1) comments of department staff
 - (2) comments of each proponent
 - (3) comments of each opponent
 - (4) comments [~~of other interested persons.~~] from the general public.

(Add) C. *Comments from any individual who provides public comment at the hearing may be questioned by the agency or hearing officer or, at the discretion of the hearing office or as otherwise provided by law, by other persons at the hearing.* (italicized content is the proposed change)

~~C.~~ D. Public hearings shall be conducted in a fair and equitable manner.

D. E Public hearings shall be open to the public and recorded.

I recommend a change to the proposed amendment at 21.1.1.11 D. that is currently proposed to provide greater certainty to the public that comments will be posted in a timely manner.

Change from:

D. ~~All comments filed on proposed rule shall be made available to any person for inspection upon request and shall be posted to the agency's website as soon as practicable after they are filed.~~

Change to:

D. All comments filed on proposed rule shall be made available to any person for inspection upon request and shall be posted to the agency's website *within three (3) business days of receipt.* (italicized content is the proposed change)

No other changes are suggested to the proposed amendments for NMDA's rulemaking procedures.

Attachments: Hearing Officer Recommendation
 Hearing Transcript

Final Amendment for Approval



This is an amendment to 21.1.1 NMAC, Sections 9, 10, 11, 12, 14, 15 and 16 effective xx/xx/2022**21.1.1.9 RULEMAKING PREREQUISITES:**

A. Prior to the adoption, amendment, or repeal of any rule, the department shall publish notice of its proposed action in the New Mexico register and at least 30 days prior to its proposed action, not including the publication or the day of proposed action, shall:

- (1) if required by statute, publish notice of its proposed action in newspapers or trade, industrial, or professional publications, as will reasonably give public notice to interested persons;
- (2) notify by mail or electronic mail any person or group filing a written request for such notification to the New Mexico department of agriculture, notification being by mail or electronic mail to the last address specified by the person or group; ~~requests from such persons or groups shall be renewed annually.~~
- (3) sending it by electronic mail to persons who have participated in the rulemaking and who have provided an electronic mail address to the agency;
- (4) post on the agency website;
- (5) post on the sunshine portal;
- (6) make available at the agency district and field offices;
- (7) provide to the New Mexico legislative council.

B. The notice described in Subsection A of 21.1.1.9 NMAC above shall include:

- (1) information on the public hearing and how a person may participate;
- (2) information on how comments may be submitted to the department where the comments will be received, and when the comments are due;
- (3) a summary describing the full text of the proposed rule;
- (4) a short explanation describing the substance of the proposed action;
- (5) information on how the proposed rule may be obtained and internet link that provides free access to the full text of the proposed rule;
- (6) a reference to the statutory authority under which the rule is proposed; and
- (7) a citation to technical information, if any, and how to obtain the technical information.

[21.1.1.9 NMAC, Rp, 21.1.1.8 NMAC, 11/01/2018, A; xx/xx/2022]

21.1.1.10 RULEMAKING HEARINGS: Rulemaking hearings shall be conducted as follows.

- A.** The rules of civil procedure and the rules of evidence shall not apply.
- B.** Unless the circumstances otherwise justify the order of appearance will be as follows:
 - (1) comments of department staff;
 - (2) comments of each proponent;
 - (3) comments of each opponent; and
 - (4) comments ~~[of other interested persons.]~~ from the general public.
- C.** Comments from any individual who provides public comment at the hearing may be questioned by the agency or hearing officer or, at the discretion of the agency or hearing officer, or as otherwise provided by law, by other persons at the hearing.
- D.** Public hearings shall be conducted in a fair and equitable manner.
- E.** Public hearings shall be open to the public and recorded.

[21.1.1.10 NMAC, Rp, 21.1.1.9 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.11 PUBLIC COMMENT: The department shall afford all interested persons reasonable opportunity to submit written data, views, or arguments in support of or opposition to a proposed rule. Any interested person seeking to modify a proposed rule in any way must submit a proposed modification in writing to the department.

- A.** Information or comment submitted may be in electronic or written format;
- B.** public comment period will be open for a period of at least 30 days after the date of notice in the NM register; and
- C.** the department will consider all comments respecting the proposed rule prior to a final decision.
- D.** All comments filed on proposed rule shall be made available to any person for inspection upon request and shall be posted to the agency's website within three (3) business days of receipt.

[21.1.1.11 NMAC, N, 11/01/2018; A, xx/xx/2022]

21.1.1.12 HEARING OFFICER: The director ~~may~~ shall appoint an agency representative or hearing officer to conduct the hearing and receive statements and supporting data. The agency representative or hearing

officer will be authorized to make all rulings in the conduct of the proceedings and in the receipt of statements and supporting data.

[21.1.1.12 NMAC, Rp, 21.1.1.10 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.14 ADOPTION OF THE RULE: Adoption of any rule will be through the board of regents of New Mexico state university at a scheduled board meeting. The board shall be presented with a complete hearing record and recommended action of the director. ~~[A.]~~ At the time a rule is adopted, the department shall provide a concise explanatory statement to the public containing:

~~[(1)]~~ **A.** the date the agency adopted the rule and effective date if different than adopted date;

~~[(2)]~~ **B.** a reference to the specific statutory or other authority authorizing the rule; and

~~[(3)]~~ **C.** any findings required by a provision of law for the adoption of the rule;

D. reasons for any changes between the published proposed rule and the final rule;

E. reasons for not accepting substantive arguments made through public comment.

~~[B.] Within 15 days after the adoption of the rule the department shall file the adopted rule with the state records office, and shall provide to the public as defined in Section 14-4-2 NMSA 1978, the adopted rule. The effective date of the rule shall be the date of publication in the New Mexico register unless a later date is provided for in the rule.]~~

[21.1.1.14 NMAC, Rp, 21.1.1.14 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.15 EMERGENCY RULE: ~~[The director may adopt an emergency rule if he finds that the time required to complete the rule making procedures would: cause imminent peril to the public health, safety or welfare; cause the unanticipated loss of funding for an agency program; or place the agency in violation of federal law. The agency shall provide to the public a record justifying the finding for the need of the emergency rule, prior to the publication of the emergency rule. The director's finding and a brief statement of the reasons for its finding shall be incorporated in the public record, the public record will also state that the rule is temporary and will not exceed 180 days.]~~ The department shall comply with emergency rulemaking procedures in Section 14-4-5.6 NMSA 1978.

[21.1.1.15 NMAC, N, 11/01/2018; A, xx/xx/2022]

21.1.1.16 FILING RULES: Each rule, amendment, or repeal thereof adopted by the department shall be filed with the state records center in accordance with the ~~[law.]~~ State Rules Act, Section 14-4-5 NMSA 1978

[21.1.1.16 NMAC, Rp, 21.1.1.15 NMAC, 11/01/2018; A, xx/xx/2022]

Final Amendment in Context



TITLE 21 AGRICULTURE AND RANCHING
CHAPTER 1 AGRICULTURE AND RANCHING GENERAL PROVISIONS
PART 1 NMDA RULE MAKING PROCEDURES

21.1.1.1 ISSUING AGENCY: New Mexico Department of Agriculture, New Mexico State University MSC 3189; PO Box 30005; Las Cruces, New Mexico 88003-8005; Telephone: (575) 646-3007
 [21.1.1.1 NMAC, Rp, 21.1.1.1 NMAC, 11/01/2018]

21.1.1.2 SCOPE: This rule establishes a rulemaking procedure, which will enable the New Mexico department of agriculture to secure the views and statements of all interested persons concerning rules and regulations at the department in a transparent, organized and fair manner.
 [21.1.1.2 NMAC, Rp, 21.1.1.2 NMAC, 11/01/2018]

21.1.1.3 STATUTORY AUTHORITY: Granted to the board of regents of New Mexico state university under Sections 76-1-2 NMSA 1978 compilation and shall apply to all New Mexico department of agriculture rulemaking proceedings.
 [21.1.1.3 NMAC, Rp, 21.1.1.3 NMAC, 11/01/2018]

21.1.1.4 DURATION: Permanent.
 [21.1.1.4 NMAC, Rp, 21.1.1.4 NMAC, 11/01/2018]

21.1.1.5 EFFECTIVE DATE: November 1, 2018, unless a later date is cited at the end of a section.
 [21.1.1.5 NMAC, Rp, 21.1.1.5 NMAC, 11/01/2018]

21.1.1.6 OBJECTIVE: Standardize rule making procedures for the NMDA.
 [21.1.1.6 NMAC, Rp, 21.1.1.6 NMAC, 11/01/2018]

21.1.1.7 DEFINITIONS: This rule adopts the definitions found in Section 14-4-2 NMSA 1978.
A. “Department” means the New Mexico department of agriculture.
B. “Director” means the director of the New Mexico department of agriculture.
 [21.1.1.7 NMAC, Rp, 21.1.1.7 NMAC, 11/01/2018]

21.1.1.8 ORDER OF ADVANCE NOTICE OF RULEMAKING: For purposes of developing proposed rules and regulations, the department may request attendance at informal meetings or workshops.
 [21.1.1.8 NMAC, Rp, 21.1.1.13 NMAC, 11/01/2018]

21.1.1.9 RULEMAKING PREREQUISITES:

A. Prior to the adoption, amendment, or repeal of any rule, the department shall publish notice of its proposed action in the New Mexico register and at least 30 days prior to its proposed action, not including the publication or the day of proposed action, shall:

- (1) if required by statute, publish notice of its proposed action in newspapers or trade, industrial, or professional publications, as will reasonably give public notice to interested persons;
- (2) notify by mail or electronic mail any person or group filing a written request for such notification to the New Mexico department of agriculture, notification being by mail or electronic mail to the last address specified by the person or group; [~~requests from such persons or groups shall be renewed annually.~~]
- (3) sending it by electronic mail to persons who have participated in the rulemaking and who have provided an electronic mail address to the agency;
- (4) post on the agency website;
- (5) post on the sunshine portal;
- (6) make available at the agency district and field offices;
- (7) provide to the New Mexico legislative council.

B. The notice described in Subsection A of 21.1.1.9 NMAC above shall include:
 (1) information on the public hearing and how a person may participate;
 (2) information on how comments may be submitted to the department where the comments will be received, and when the comments are due;
 (3) a summary describing the full text of the proposed rule;

- (4) a short explanation describing the substance of the proposed action;
 - (5) information on how the proposed rule may be obtained and internet link that provides free access to the full text of the proposed rule;
 - (6) a reference to the statutory authority under which the rule is proposed; and
 - (7) a citation to technical information, if any, and how to obtain the technical information.
- [21.1.1.9 NMAC, Rp, 21.1.1.8 NMAC, 11/01/2018, A; xx/xx/2022]

- 21.1.1.10 RULEMAKING HEARINGS:** Rulemaking hearings shall be conducted as follows.
- A.** The rules of civil procedure and the rules of evidence shall not apply.
 - B.** Unless the circumstances otherwise justify the order of appearance will be as follows:
 - (1) comments of department staff;
 - (2) comments of each proponent;
 - (3) comments of each opponent; and
 - (4) comments ~~[of other interested persons.]~~ from the general public.
 - C.** Comments from any individual who provides public comment at the hearing may be questioned by the agency or hearing officer or, at the discretion of the agency or hearing officer, or as otherwise provided by law, by other persons at the hearing.
 - D.** Public hearings shall be conducted in a fair and equitable manner.
 - E.** Public hearings shall be open to the public and recorded.
- [21.1.1.10 NMAC, Rp. 21.1.1.9 NMAC, 11/01/2018; A, xx/xx/2022]

- 21.1.1.11 PUBLIC COMMENT:** The department shall afford all interested persons reasonable opportunity to submit written data, views, or arguments in support of or opposition to a proposed rule. Any interested person seeking to modify a proposed rule in any way must submit a proposed modification in writing to the department.
- A.** Information or comment submitted may be in electronic or written format;
 - B.** public comment period will be open for a period of at least 30 days after the date of notice in the NM register; and
 - C.** the department will consider all comments respecting the proposed rule prior to a final decision.
 - D.** All comments filed on proposed rule shall be made available to any person for inspection upon request and shall be posted to the agency's website within three (3) business days of receipt.
- [21.1.1.11 NMAC, N, 11/01/2018; A, xx/xx/2022]

- 21.1.1.12 HEARING OFFICER:** The director ~~may~~ shall appoint an agency representative or hearing officer to conduct the hearing and receive statements and supporting data. The agency representative or hearing officer will be authorized to make all rulings in the conduct of the proceedings and in the receipt of statements and supporting data.
- [21.1.1.12 NMAC, Rp, 21.1.1.10 NMAC, 11/01/2018; A, xx/xx/2022]

- 21.1.1.13 RECORD OF THE RULEMAKING HEARING:**
- A.** A record shall be made at each proceeding, the cost of which shall be borne by the department. Transcript costs shall be paid by those persons requesting transcripts. The records shall contain:
 - (1) a copy of all publications in the NM register relating to the proposed rule;
 - (2) a copy of technical information that was relied upon in formulating the final rule;
 - (3) official transcript, audio recording or verbatim transcript of the hearing, and any memoranda summarizing the hearing provided by the hearing officer or agency official presiding over the hearing;
 - (4) a copy of all comments and other material received by the agency during public comment period and at the public hearing;
 - (5) a copy of the full text of the initial proposed rule and the full text of the final adopted rule and the concise explanatory statement provided with the state records administrator; and
 - (6) any corrections made by the state records administrator.
 - B.** The record shall be closed at the conclusion of the proceeding unless the department or hearing examiner holds it open for no longer than 30 days for the purpose of receiving additional written supporting comment.
- [21.1.1.13 NMAC, Rp, 21.1.1.11 NMAC, 11/01/2018]

21.1.1.14 ADOPTION OF THE RULE: Adoption of any rule will be through the board of regents of New Mexico state university at a scheduled board meeting. The board shall be presented with a complete hearing record and recommended action of the director. ~~[A.]~~ At the time a rule is adopted, the department shall provide a concise explanatory statement to the public containing:

~~[(1)]~~ **A.** the date the agency adopted the rule and effective date if different than adopted date;

~~[(2)]~~ **B.** a reference to the specific statutory or other authority authorizing the rule; and

~~[(3)]~~ **C.** any findings required by a provision of law for the adoption of the rule;

D. reasons for any changes between the published proposed rule and the final rule;

E. reasons for not accepting substantive arguments made through public comment.

~~[B.]~~ Within 15 days after the adoption of the rule the department shall file the adopted rule with the state records office, and shall provide to the public as defined in Section 14-4-2 NMSA 1978, the adopted rule. The effective date of the rule shall be the date of publication in the New Mexico register unless a later date is provided for in the rule.]

[21.1.1.14 NMAC, Rp, 21.1.1.14 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.15 EMERGENCY RULE: ~~[The director may adopt an emergency rule if he finds that the time required to complete the rule making procedures would: cause imminent peril to the public health, safety or welfare; cause the unanticipated loss of funding for an agency program; or place the agency in violation of federal law. The agency shall provide to the public a record justifying the finding for the need of the emergency rule, prior to the publication of the emergency rule. The director's finding and a brief statement of the reasons for its finding shall be incorporated in the public record, the public record will also state that the rule is temporary and will not exceed 180 days.]~~ The department shall comply with emergency rulemaking procedures in Section 14-4-5.6 NMSA 1978.

[21.1.1.15 NMAC, N, 11/01/2018; A, xx/xx/2022]

21.1.1.16 FILING RULES: Each rule, amendment, or repeal thereof adopted by the department shall be filed with the state records center in accordance with the ~~[law.]~~ State Rules Act, Section 14-4-5 NMSA 1978

[21.1.1.16 NMAC, Rp, 21.1.1.15 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.17 GENERAL RULES: [RESERVED]

[21.1.1.17NMAC, Rp, 21.1.1.17 NMAC, 11/01/2018]

HISTORY OF 21.1.1 NMAC:

Pre-NMAC History: The material in this part was derived from that previously filed with the State Records Center and Archives under:

NMDA Rule No. 95-10, Rulemaking Procedures, filed 11/14/1995.

History of Repealed Material:

21.1.1 NMAC - NMDA Rule Making Procedures, filed 11/14/1995 and Renumbered 5/29/2009 was repealed and replaced by 21.1.1 NMAC - Rule Making Procedures, effective 11/01/2018.

Hearing Officer Recommendation Memo





New Mexico Department of Agriculture

Agricultural Programs and Resources Division

MSC APR

New Mexico State University

P.O. Box 30005


Las Cruces, NM 88003-8005

575-646-2642, fax: 575-646-1540

May 31, 2022

MEMORANDUM

TO: Director/Secretary Jeff Witte

FROM: Julie Maitland, Division Director - Hearing Officer 

SUBJECT: Hearing Officer's Report - RE: New Mexico Department of Agriculture
Hearing on Proposed Rulemaking Procedures - Amendment Title 21, Chapter 1,
Part 1 of the New Mexico Administrative Code (21.1.1 NMAC, Rulemaking
Procedures) - Proposed Amendments to Sections 9, 10, 11, 12, 14, 15 and 16

BACKGROUND INFORMATION

The hearing concerning New Mexico Department of Agriculture's (NMDA) proposed amendments to 21.1.1 NMAC took place on April 13, 2022, at 3190 S. Espina Street in Las Cruces, NM. The hearing was conducted in person at this location and via Zoom to enable the public to participate either in person or via zoom.

The Rulemaking Notice was published in the New Mexico Register on February 22, 2022. Notice was provided to the Sunshine Portal, in the Santa Fe New Mexican, the Albuquerque Journal, the Las Cruces Sun-News, the Roswell Daily Record, the NMDA webpage, New Mexico Economic Development Department's Small Business Advisory Commission, and the Legislative Council Service. See Exhibits.

The New Mexico Economic Development Department's Small Business Advisory Commission reported no findings.

The hearing officer provides the following information for consideration by NMDA's director/secretary.

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THE RULE and AMENDMENTS TO THE RULE in CONTEXT

TITLE 21 AGRICULTURE AND RANCHING

CHAPTER 1 AGRICULTURE AND RANCHING GENERAL PROVISIONS

PART 1 NMDA RULE MAKING PROCEDURES

21.1.1.1 ISSUING AGENCY: New Mexico Department of Agriculture, New Mexico State University

MSC 3189; PO Box 30005; Las Cruces, New Mexico 88003-8005; Telephone: (575) 646-3007

[21.1.1.1 NMAC, Rp, 21.1.1.1 NMAC, 11/01/2018]

21.1.1.2 SCOPE: This rule establishes a rulemaking procedure, which will enable the New Mexico department of agriculture to secure the views and statements of all interested persons concerning rules and regulations at the department in a transparent, organized and fair manner.

[21.1.1.2 NMAC, Rp, 21.1.1.2 NMAC, 11/01/2018]

21.1.1.3 STATUTORY AUTHORITY: Granted to the board of regents of New Mexico state university under Sections 76-1-2 NMSA 1978 compilation and shall apply to all New Mexico department of agriculture rulemaking proceedings.

[21.1.1.3 NMAC, Rp, 21.1.1.3 NMAC, 11/01/2018]

21.1.1.4 DURATION: Permanent.

[21.1.1.4 NMAC, Rp, 21.1.1.4 NMAC, 11/01/2018]

21.1.1.5 EFFECTIVE DATE: November 1, 2018, unless a later date is cited at the end of a section.

[21.1.1.5 NMAC, Rp, 21.1.1.5 NMAC, 11/01/2018]

21.1.1.6 OBJECTIVE: Standardize rule making procedures for the NMDA.

[21.1.1.6 NMAC, Rp, 21.1.1.6 NMAC, 11/01/2018]

21.1.1.7 DEFINITIONS: This rule adopts the definitions found in Section 14-4-2 NMSA 1978.

- A. **“Department”** means the New Mexico department of agriculture.
- B. **“Director”** means the director of the New Mexico department of agriculture.

[21.1.1.7 NMAC, Rp, 21.1.1.7 NMAC, 11/01/2018]

21.1.1.8 ORDER OF ADVANCE NOTICE OF RULEMAKING: For purposes of developing proposed rules and regulations, the department may request attendance at informal meetings or workshops.

[21.1.1.8 NMAC, Rp, 21.1.1.13 NMAC, 11/01/2018]

21.1.1.9 RULEMAKING PREREQUISITES:

A. Prior to the adoption, amendment, or repeal of any rule, the department shall publish notice of its proposed action in the New Mexico register and at least 30 days prior to its proposed action, not including the publication or the day of proposed action, shall:

(1) if required by statute, publish notice of its proposed action in newspapers or trade, industrial, or professional publications, as will reasonably give public notice to interested persons;

(2) notify by mail or electronic mail any person or group filing a written request for such notification to the New Mexico department of agriculture, notification being by mail or electronic mail to the last address specified by the person or group; ~~requests from such persons or groups shall be renewed annually.~~

(3) sending it by electronic mail to persons who have participated in the rulemaking and who have provided an electronic mail address to the agency;

(4) post on the agency website;

(5) post on the sunshine portal;

(6) make available at the agency district and field offices;

(7) provide to the New Mexico legislative council.

B. The notice described in Subsection A of 21.1.1.9 NMAC above shall include:

- (1) information on the public hearing and how a person may participate;
- (2) information on how comments may be submitted to the department where the comments will be received, and when the comments are due;
- (3) a summary describing the full text of the proposed rule;

- (4) a short explanation describing the substance of the proposed action;
- (5) information on how the proposed rule may be obtained and internet link that provides free access to the full text of the proposed rule;
- (6) a reference to the statutory authority under which the rule is proposed; and
- (7) a citation to technical information, if any, and how to obtain the technical information.

[21.1.1.9 NMAC, Rp, 21.1.1.8 NMAC, 11/01/2018, A; xx/xx/2022]

21.1.1.10 RULEMAKING HEARINGS: Rulemaking hearings shall be conducted as follows.

- A. The rules of civil procedure and the rules of evidence shall not apply.
- B. Unless the circumstances otherwise justify the order of appearance will be as follows:
 - (1) comments of department staff;
 - (2) comments of each proponent;
 - (3) comments of each opponent; and
 - (4) comments [~~of other interested persons.~~] from the general public.
- C. Public hearings shall be conducted in a fair and equitable manner.
- D. Public hearings shall be open to the public and recorded.

[21.1.1.10 NMAC, Rp. 21.1.1.9 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.11 PUBLIC COMMENT: The department shall afford all interested persons reasonable opportunity to submit written data, views, or arguments in support of or opposition to a proposed rule. Any interested person seeking to modify a proposed rule in any way must submit a proposed modification in writing to the department.

- A. Information or comment submitted may be in electronic or written format;
- B. public comment period will be open for a period of at least 30 days after the date of notice in the NM register; and
- C. the department will consider all comments respecting the proposed rule prior to a final decision.
- D. All comments filed on proposed rule shall be made available to any person for inspection upon request and shall be posted to the agency's website as soon as practicable after they are filed.

[21.1.1.11 NMAC, N, 11/01/2018; A, xx/xx/2022]

21.1.1.12 HEARING OFFICER: The director [~~may~~] shall appoint an agency representative or hearing officer to conduct the hearing and receive statements and supporting data. The agency representative or hearing officer will be authorized to make all rulings in the conduct of the proceedings and in the receipt of statements and supporting data.

[21.1.1.12 NMAC, Rp, 21.1.1.10 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.13 RECORD OF THE RULEMAKING HEARING:

A. A record shall be made at each proceeding, the cost of which shall be borne by the department. Transcript costs shall be paid by those persons requesting transcripts. The records shall contain:

- (1) a copy of all publications in the NM register relating to the proposed rule;
- (2) a copy of technical information that was relied upon in formulating the final rule;
- (3) official transcript, audio recording or verbatim transcript of the hearing, and any memoranda summarizing the hearing provided by the hearing officer or agency official presiding over the hearing;
- (4) a copy of all comments and other material received by the agency during public comment period and at the public hearing;
- (5) a copy of the full text of the initial proposed rule and the full text of the final adopted rule and the concise explanatory statement provided with the state records administrator; and
- (6) any corrections made by the state records administrator.

B. The record shall be closed at the conclusion of the proceeding unless the department or hearing examiner holds it open for no longer than 30 days for the purpose of receiving additional written supporting comment.

[21.1.1.13 NMAC, Rp, 21.1.1.11 NMAC, 11/01/2018]

21.1.1.14 ADOPTION OF THE RULE: Adoption of any rule will be through the board of regents of New Mexico state university at a scheduled board meeting. The board shall be presented with a complete hearing record and recommended action of the director. [~~A.~~] At the time a rule is adopted, the department shall provide a concise explanatory statement to the public containing:

~~[(1)]~~ A. the date the agency adopted the rule and effective date if different than adopted date;

~~[(2)]~~ B. a reference to the specific statutory or other authority authorizing the rule; and

~~[(3)]~~ C. any findings required by a provision of law for the adoption of the rule;

D. reasons for any changes between the published proposed rule and the final rule;

E. reasons for not accepting substantive arguments made through public comment.

~~[B.— Within 15 days after the adoption of the rule the department shall file the adopted rule with the state records office, and shall provide to the public as defined in Section 14-4-2 NMSA 1978, the adopted rule. The effective date of the rule shall be the date of publication in the New Mexico register unless a later date is provided for in the rule.]~~

[21.1.1.14 NMAC, Rp, 21.1.1.14 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.15 EMERGENCY RULE: ~~[The director may adopt an emergency rule if he finds that the time required to complete the rule making procedures would: cause imminent peril to the public health, safety or welfare; cause the unanticipated loss of funding for an agency program; or place the agency in violation of federal law. The agency shall provide to the public a record justifying the finding for the need of the emergency rule, prior to the publication of the emergency rule. The director's finding and a brief statement of the reasons for its finding shall be incorporated in the public record, the public record will also state that the rule is temporary and will not exceed 180 days.]~~ The department shall comply with emergency rulemaking procedures in Section 14-4-5.6 NMSA 1978.

[21.1.1.15 NMAC, N, 11/01/2018; A, xx/xx/2022]

21.1.1.16 FILING RULES: Each rule, amendment, or repeal thereof adopted by the department shall be filed with the state records center in accordance with the ~~[law.]~~ State Rules Act, Section 14-4-5 NMSA 1978

[21.1.1.16 NMAC, Rp, 21.1.1.15 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.17 GENERAL RULES: [RESERVED]

[21.1.1.17 NMAC, Rp, 21.1.1.17 NMAC, 11/01/2018]

HISTORY OF 21.1.1 NMAC:

Pre-NMAC History: The material in this part was derived from that previously filed with the State Records Center and Archives under:

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NMDA Rule No. 95-10, Rulemaking Procedures, filed 11/14/1995.

History of Repealed Material:

21.1.1 NMAC - NMDA Rule Making Procedures, filed 11/14/1995 and Renumbered 5/29/2009 was repealed and replaced by 21.1.1 NMAC - Rule Making Procedures, effective 11/01/2018.

PUBLIC COMMENT

One public comment was received in writing on April 11, 2022 via email from Mr. Chris Mechels, included below and Exhibit 16.

One verbal public comment was received via Zoom during the hearing held April 13, 2022 from Mr. Chris Mechels. Mr. Mechels verbal comments can be found in the transcript of the hearing and the content was similar to his written comments with some additional details.

Public Comment Received via Email

Agnew, Rebecca

From: Chris Mechels <cmechels@q.com>

Sent: Monday, April 11, 2022 5:28 PM

To: NMDA, Comments

Subject: 21.1.1 NMAC, NMDA RULE MAKING PROCEDURES Hearing on 4-13-2022

****Warning:** This email originated external to the NMSU email system. Do not click on links or open attachments unless you are sure the content is safe.

Dear NMDA,

After careful examination of your proposed rule, I have concluded that it is severely flawed, beyond repair in this hearing. This from comparing the proposal to the Default Hearing Procedure, 1.24.25 NMAC, which sets the base requirements that must be met, or surpassed, by your proposal.

It seems that the proposal was driven by preserving the existing NMDA Procedure, with minor modifications, with little attention to the mandated minimum established by the Default. Better would have been taking the Default as a base, with minor changes to preserve some bits of the existing NMDA Procedure.

To demonstrate the problems, some more obvious shortcomings:

- 1) The provisions of 1.24.25.10 NMAC are totally missing.
- 2) 21.1.1.9 text is superfluous as it is included in the Rules Act itself. We stripped such language out of 1.24.25.

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- 3) The hearing procedure of the proposed 21.1.1.10 is much less useful than 1.24.25.13 in usefully describing a hearing.
- 4) 21.1.1.13 is superfluous as that language is included in the Rules Act itself. We stripped such language out of 1.24.25.
- 5) 21.1.1.14 does not match, and does not meet, the requirements of 1.24.25.14 without a major rework. I suggest a new effort, which begins with 1.24.25 as the base, with minimal changes as this is a much safer path to compliance.

If you proceed with your proposal, I don't see how it can be defended, and I would hope that when you file it with the Attorney General's office, as required, it would be not well received.

My sympathy, as the Rules Act is quite confining. We had a hard struggle, and a long hearing, before agreement on the Default Hearing, 1.24.25 NMAC. Not perfect but a good effort. The 2017 Rules Act itself was some 10 years in the making, but marks a major improvement, much needed, in public information and involvement in this key legislative area.

Best Wishes,
Chris Mechels
505-982-7144

Summary of Public Comments Received

This is a summary of some Mr. Mechels' written and verbal comments:

- Mr. Mechels' requests that NMDA adopt the default rule and improve upon it.
- Mr. Mechels suggested that NMDA abandon its proposed rule amendments and start over.
- In his verbal comments, Mr. Mechels stated the rule should allow for the public to initiate a rulemaking process.
- Mr. Mechels also asked that the NMDA rule require that comments can be submitted up to the date of any hearing.
- Mr. Mechels also requested that comments received be posted no more than three business days following receipt.
- Mr. Mechels indicated the rule should allow for public discussion of proposed rules and suggested NMDA alter its amended rule to allow for that.

HEARING OFFICER'S CONCLUSION

This memorandum represents the summary of the hearing held on April 13, 2022. The content is provided for your consideration and a decision for you to present a recommendation to the New State University Board of Regents for its adoption of the proposed amendments to NMDA's Proposed Rulemaking Procedures - Amendment Title 21, Chapter 1, Part 1 of the New Mexico

Administrative Code (21.1.1 NMAC, Rulemaking Procedures) - Proposed Amendments to Sections 9, 10, 11, 12, 14, 15 and 16.

The overall purpose of the proposed amendments is to provide notice of an opportunity for public participation in hearings that NMDA conducts; to allow for a presentation of rules and regulations; to allow for the department to receive and consider public comments and arguments; to ensure public hearings are conducted in a fair and equitable manner; to assure that public hearings are open to the public and recorded; to inform the public of the reasons for any changes between the published proposed rule and the final rule; to provide reasons for not accepting substantive arguments made through public comment; and to ensure the department complies with emergency rulemaking procedures in Section 14-4-5.6 NMSA 1978.

In accordance with the New Mexico Attorney General (NMAG), agencies are allowed to adopt their own procedures so long as the procedures (new or existing) provide at least as much opportunity for public participation as the NMAG's default rulemaking procedures.

Through this proposed rulemaking, NMDA's amendments provide the opportunity for improved and continued public participation in future rulemakings.

I recommend the following changes as a result of the hearing, public comment, and due consideration.

Amend 21.1.1.10 by adding C. and re-lettering the section as follows:

21.1.1.10 RULEMAKING HEARINGS: Rulemaking hearings shall be conducted as follows.

A. The rules of civil procedure and the rules of evidence shall not apply.
B. Unless the circumstances otherwise justify the order of appearance will be as follows:

- (1) comments of department staff;
- (2) comments of each proponent;
- (3) comments of each opponent; and
- (4) comments [~~of other interested persons.~~] from the general public.

ADD- C. *Comments from any individual who provides public comment at the hearing may be questioned by the agency or hearing officer or, at the discretion of the agency or hearing officer, or as otherwise provide by law, by other persons at the hearing.* (italicized content is the proposed change)

~~**C.D.**~~ Public hearings shall be conducted in a fair and equitable manner.

~~**D.E**~~ Public hearings shall be open to the public and recorded.

I recommend a change to the proposed amendment at 21.1.1.11 D. that is currently proposed to provide greater certainty to the public that comments will be posted in a timely manner.

From:

D. All comments filed on proposed rule shall be made available to any person for inspection upon request and shall be posted to the agency's website as soon as practicable after they are filed.

To:

D. All comments filed on proposed rule shall be made available to any person for inspection upon request and shall be posted to the agency's website *within three (3) business days of receipt.*
(italicized content is the proposed change)

No other changes are suggested to the proposed amendments for NMDA's rulemaking procedures.

Please contact me if you have questions.

Memorandum
From
University General Counsel





Office of the General Counsel
 P.O Box 30001
 MSC 3UGC
 Las Cruces, New Mexico 88003
 Telephone: 575-646-2446
 FAX: 575-646-3012

Confidential Memorandum
(Exempt from the New Mexico Inspection of Public Records Act
pursuant to N.M. STAT. §14-2-1 and N.M. R. EVID. 11-503)

To: Jeff Witte, Secretary of Agriculture
 Through: Anthony Parra, Assistant Secretary of Agriculture
 Author: Patrick Scott Field, Associate General Counsel
 Date: April 20, 2022
 Re: Public Comment on NMDA Proposed Rule Making Procedures

CONFIDENTIAL ATTORNEY-CLIENT PRIVILEGE
 Please do not share, forward or copy.

The following is the Office of General Counsel's (UGC) legal opinion and advice regarding the issues raised by Chris Mechels' in his April 11, 2022 email, about the New Mexico Department of Agriculture's (NMDA) proposed rule making procedure.

As background, under 14-4-5.8 NMSA "agency may adopt its own procedural rules, or [adopted the default hearing procedure in 1.24.25 NMAC (Default Procedure)] which shall provide at least as much opportunity for participation by parties and members of the public as is provided in the [Default Procedure]." Therefore, NMDA's proposed rule and the issues raised by Mr. Mechels must be viewed in light of the standard of "provid[ing] at least as much opportunity for participation by parties and members of the public as is provided in the [Default Procedure]".

Initiation of the Rulemaking Procedure by the Public

Mr. Mechels correctly states that NMDA's proposed rule does not include a provision for the public to initiate a rulemaking procedure. The Default Procedure, specifically Rule 1.24.25.10(C) NMAC, states that this rules not create an "affirmative duty to respond to a public petition" [except if otherwise required by law]. To my knowledge, NMDA is not otherwise required by law to consider or respond to public petitions for rulemaking procedure. Therefore, failure to include this provision does not reduce or diminish the public's opportunity to participate in the rulemaking process as compared to the Default Procedure.

Proposed Rules 21.1.1.9 and 21.1.1.13

Mr. Mechels alleges that proposed Rules 21.1.1.9 and 21.1.1.13 are contained in the State Rules Act §14-4-1 *et seq* and therefore superfluous. Nothing prevents NMDA from repeating or

modifying the language of the State Rules Act as long as NMDA Rule provides at least as much opportunity for public participation as the Default Procedure and the State Rules Act. The risk of including duplicate language in NMDA's proposed rule is NMDA must monitor changes to ensure continued compliance and alignment with the State Rules.

Proposed Rule 21.1.1.10

Mr. Mechels alleges that proposed Rule 21.1.1.10 is "much less useful" than Rule 1.24.25.13 NMAC. The elements of Rule 1.24.25.13 NMAC are contained in Proposed Rules 21.1.1.10, 21.1.1.11, and 21.1.1.12. Furthermore, I see no evidence that the Proposed Rules reduce or diminish the public's opportunity to participate in the rulemaking process as compared to the Default Procedure.

Proposed Rule 21.1.1.14

Mr. Mechels alleges that proposed Rule 21.1.1.14 does not meet the requirements of the default rule. The elements of Rule 1.24.25.14 NMAC are contained in Proposed Rules 21.1.1.13, and 21.1.1.14. Furthermore, I see no evidence that the Proposed Rules reduce or diminish the public's opportunity to participate in the rulemaking process as compared to the Default Procedure.

Upon investigation, this office has not identified any annotation or case law that directly addresses Mr. Mechels' allegations. Consequently, the Office of General Counsel at most can provide guidance on the issues. Nothing in this memorandum is meant to imply that UGC can predict with certainty how a court may rule on any of Mr. Mechels' allegations.

Hearing Transcript



PROPOSED AMENDMENTS TO 21.1.1 NMAC NMDA RULE MAKING PROCEDURES
Hearing on 04/13/2022

PUBLIC HEARING
re
PROPOSED AMENDMENTS TO
21.1.1 NMAC NMDA RULE MAKING PROCEDURES

TRANSCRIPT OF PROCEEDINGS

April 13, 2022
1:39 p.m. to 1:56 p.m.
New Mexico Department of Agriculture
Main Conference Room
3190 South Espina
Las Cruces, New Mexico

Julie Maitland, Hearing Officer

Anthony Parra, Deputy Director/Secretary,
New Mexico Department of Agriculture

Patrick Scott Field, Esq., New Mexico State
University Assistant General Counsel

REPORTED BY: ANNE C. HALLETT
New Mexico CCR #16
Huseby, Inc.
1230 W. Morehead Street, Suite 408
Charlotte, NC 28208

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1 HEARING OFFICER: Good afternoon,
2 everybody. For those of you who are on the Zoom
3 call, please, when you would like to speak, we need
4 you to indicate your name, and spell your name if
5 it's unusual, as well. I guess that will be it.
6 For the record, please.

7 In any event, good afternoon. My name is
8 Julie Maitland, and I am the division director for
9 Agricultural Programs and Resources at the
10 New Mexico Department of Agriculture. Today I will
11 be serving as the hearing officer, and we will be
12 addressing the amendment to 21.1.1 NMAC NMDA Rule
13 Making Procedures. The proposed amendments clarify
14 a rulemaking procedure, which will enable the
15 New Mexico Department of Agriculture to secure the
16 views and statements of all interested persons
17 concerning the rules and regulations at the
18 department.

19 Please make sure you have signed in for
20 the record. If you have the ability, you can also
21 write your name in the chat, and I think we can pick
22 it up there.

23 I am going to ask everybody to silence
24 their cell phones. And for those of you on the
25 Zoom, you might mute, such that we can't hear

PROPOSED AMENDMENTS TO 21.1.1 NMAC NMDA RULE MAKING PROCEDURES

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1 background noise.

2 The date is Wednesday, April 13th, 2022,
3 and the time is...

4 MR. PARRA: 1:40.

5 HEARING OFFICER: ...1:40. This hearing
6 is being held via Zoom and in person in the
7 New Mexico Department of Agriculture Main Conference
8 Room, 3190 South Espina, Las Cruces, New Mexico.

9 The general public will be given an
10 opportunity to provide testimony on the proposed
11 amendment. The hearing is being recorded, and a
12 transcript of today's hearing will be available on
13 the department's website. It will also be presented
14 to the Director/Secretary of New Mexico Department
15 of Agriculture, Jeff M. Witte, and will be presented
16 for consideration to the New Mexico State University
17 Board of Regents.

18 Today I have with me Anthony Parra, Deputy
19 Director/Secretary at New Mexico Department of
20 Agriculture.

21 And can you please explain the proposed
22 rule?

23 MR. PARRA: Yes, ma'am. Thank you,
24 Ms. Maitland.

25 Background.

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1 The State Rules Act, Chapter 14, Article 4
2 NMSA 1978 and 1.24.25 NMAC Default Procedural Rule
3 for Rulemaking provides the framework and guidance
4 for rulemaking. These are attached as NMDA
5 Exhibits 1 and 2.

6 Specifically, 1.24.25.8B NMAC Default
7 Procedural Rules for Rulemaking states that,
8 "Agencies may adopt these default rules, in whole or
9 in part as their own, or continue to use their
10 existing rules, so long as those rules satisfy the
11 requirements of the State Rules Act and provide as
12 much opportunity for public participation as
13 provided by these rules."

14 Statutory Rulemaking Considerations.

15 Section 76-1-2C NMSA 1978 authorizes the
16 Board of Regents of New Mexico State University,
17 relative to the New Mexico Department of
18 Agriculture, the authority to adopt and file in
19 compliance with the State Rules Act [Chapter 14,
20 Article 4 NMSA 1978], regulations as may be
21 necessary to carry out its duties - attached as
22 Exhibit 3.

23 Public Notice.

24 The notice for this hearing was published
25 on February 22nd, 2022, in the New Mexico Register,

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1 the Albuquerque Journal, the Las Cruces Sun-News,
2 and the Roswell Daily Record. It was also published
3 in both English and Spanish in the Santa Fe New
4 Mexican. Notice was posted at the department
5 website at www.nmda.nmsu.edu/nmda-home
6 [page/laws-regulations/](#) and the Sunshine Portal.

7 Additionally, notification was sent to the
8 New Mexico Economic Development Small Business
9 Regulatory Advisory Commission and the Legislative
10 Council Service. The notices are attached as
11 Exhibits 4 through 13.

12 The Small Business Regulatory Advisory
13 Commission advised that, "There were not reported
14 findings in the proposed laws sent," or rules sent,
15 via e-mail on February 24th, 2022. The response is
16 attached as Exhibit 14.

17 Summary of the Proposed Rule.

18 This is an amendment to 21.1.1 NMAC,
19 Sections 9, 10, 11, 12, 14, 15 and 16. The
20 amendment is Exhibit 15.

21 Section 9 - Rulemaking Prerequisites -
22 specifies where the department will post notice of
23 rulemaking, including sending it by electronic mail
24 to persons who have participated in the rulemaking
25 and who have provided an electronic mail address to

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1 the agency; the agency's website; the Sunshine
2 Portal; and at the agency's district and field
3 offices; and to the New Mexico Legislative Council.

4 Section 10 - Rulemaking Hearings - changes
5 "comments of interested persons" to "comments from
6 the general public" and adds that "public hearings
7 shall be conducted in a fair and equitable manner"
8 and that "public hearings shall be open to the
9 public and recorded."

10 Section 11 - Public Comment - addresses
11 that all comments of proposed rules will be made
12 available to the public as soon as practicable and
13 prior to a final decision.

14 Section 12 - Hearing Officer - strikes
15 "may" and replaces it with "shall."

16 Section 14 - Adoption of the Rule - adds
17 details to what must be included in the concise
18 explanatory section and strikes Section B. Section
19 14B was duplicative of Section 16.

20 Section 15 - Emergency Rule - struck
21 previous language and replaces with, "The department
22 shall comply with emergency rulemaking procedures in
23 Section 14-4-5.6 NMSA 1978." This simplifies the
24 rule.

25 Section 16 -- Filing Rules -- struck "law"

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1 and replaces the specific statutory reference "State
2 Rules Act, Section 14-4-5 NMSA 1978."

3 Considerations.

4 The proposed rule makes amendments to
5 clarify a rulemaking procedure, which will enable
6 the New Mexico Department of Agriculture to secure
7 the views and statements of all interested persons
8 concerning rules and regulations at the department
9 in a transparent, organized, and fair manner.

10 Comments Received.

11 NMDA received one written comment from
12 Mr. Chris Mechels, M-e-c-h-e-l-s, cmechels@q.com,
13 outlining five concerns with the proposed rule as it
14 correlates to the State's Default Procedural Rule
15 for Rulemaking. Mr. Mechels' written comments in
16 its entirety has been provided to the Hearing
17 Officer for consideration as part of the process. A
18 complete copy has also been provided to the court
19 reporter for inclusion in the hearing record and for
20 consideration as part of the process. Thank you.

21 HEARING OFFICER: Thank you, Deputy
22 Director Parra.

23 We will now open the floor for comments.
24 Those of you joining by Zoom, please use the "raise
25 hand" feature and you will be unmuted.

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1 Please address yourself by stating your
2 name and affiliation for the record.

3 Do we have anybody who would like to
4 comment? Hello?

5 MR. MECHELS: Hello. This is Chris
6 Mechels.

7 HEARING OFFICER: Yes, sir.

8 MR. MECHELS: Are you ready for my
9 comments?

10 HEARING OFFICER: Yes, sir.

11 MR. MECHELS: Well, thank you for holding
12 this hearing today. As you've noted, I sent in some
13 written comments, which I won't bother to repeat
14 here. The summary of those comments I think are
15 well intentioned, that your proposed hearing -- the
16 proposed hearing rule that you are putting forward
17 has many deficiencies compared to the default
18 hearing procedure 1.24.25, and I looked at this very
19 carefully. Just a tiny bit of, perhaps, useful
20 background.

21 I was involved at the hearing where we
22 derived 1.24.25. It was discussed in a lengthy
23 process, and it's not optimal, by any means, but
24 it's much better than what we had before, which was
25 chaos, and the default hearing procedure is a pretty

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1 good basis for hearing procedures across the state.
2 It does need improvement going forward. What I
3 would suggest to you, I don't think that you can --
4 that you should proceed with what you've got,
5 because I don't think it meets the requirement that
6 you offer at least the amount of public access that
7 1.24.25, the default, does, and I think therefore
8 you should abandon it.

9 I would suggest that you -- that rather
10 than taking what I said, it seems to me you have
11 done, which is take your existing hearing procedure
12 and try to backfit it to 1.24.25 requirements, and
13 that you go the other way, take 1.24.25 and backfit
14 that only as much as required to meet your needs at
15 your agency. I think that would produce something
16 that's much more compliant with our law and be a
17 better basis.

18 I would suggest, hopefully, that you would
19 actually take what we have in 1.24.25, the default,
20 and actually improve on it. There are areas in
21 1.24.25 that we could not agree upon in the hearing
22 that established that default procedure, that I
23 would like -- I would love to see somebody actually
24 improve. And those areas are just -- are an area
25 of, one, initiation of the rulemaking process by the

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1 public, which is not allowed for unless your agency
2 rules allow for it specifically. They are mentioned
3 to be made that this should be general, a general
4 requirement to all agencies, and I would make that
5 argument, and I would love to see you folks go that
6 way.

7 Another area that I think could be
8 improved off the default hearing procedure is in the
9 written comment area. One of the things that comes
10 up as an ongoing problem is there's a comment period
11 which must be at least 30 days long, which is fine,
12 but what people have taken to doing, on occasion, is
13 to launch that comment period two months before the
14 hearing, and that would have it ending before -- at
15 the 30 days before the hearing, which is not useful
16 at all. I would suggest that that would be much
17 better if you started at least 30 days, and that it
18 proceed through the hearing, so, in case you
19 launched it 30 days early, well, that's fine, but as
20 long as it proceeds up to the date of the hearing.
21 That would be something to be very useful.

22 Another place that you haven't addressed
23 within your proposal is the requirement that your
24 comments be posted no more than three business days
25 following receipt. You don't have that requirement

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1 in your proposal. Posting it within the three days
2 is very useful, because otherwise, even though it
3 requires it be posted, there is nothing that says
4 what reasonable posting interval is. I think the
5 three days is a very useful feature and should be
6 present in anything you come up with.

7 Lastly, and perhaps most important is, I
8 think, in the public hearing area, that the public
9 hearing proposal and the default hearing is a much
10 better and more complete description of a useful
11 public hearing than the one you are proposing, and I
12 would hope that you would agree and go forward with
13 something that's based upon the public hearing
14 protocol and the default hearing. However, one
15 thing I would much prefer, and obviously suggest you
16 go forward with, is that, at this time, public
17 comment is somewhat problematic. The hearings tend
18 to be stifled by the fact that -- most of the
19 hearings I've attended, which is quite a number
20 because I am interested in this area, most of the
21 hearings just turned out to be very formulative.
22 The hearing officer just sits there and listens to
23 you present your comments, end of story, next new
24 comment.

25 There is no allowance in this default for

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1 an exchange, which a discussion of what is proposed,
2 which is -- I have been in hearings where that is
3 present, in some of our agencies. A discussion is
4 very useful in these hearings and should be
5 encouraged, which means that -- that would mean that
6 anyone who testified at the hearing would be open
7 to -- to being questioned by those present, the
8 Hearing Officer and members of the public who are
9 present. That allows for a much more complete
10 understanding of the basis of the proposal at a
11 hearing, and also some discussion of how other --
12 some significant discussion about whether the
13 proposed language is indeed the best that one can
14 do. It produces a much better outcome.

15 In fact, the hearing that produced the
16 default hearing had a format like that. We had a
17 very thorough exchange within the body of that
18 hearing, and it was hugely helpful. So, again, in
19 those three areas, I would actually suggest and hope
20 that you would consider actually improving upon the
21 default. I think the default is much better than
22 your proposal, but I think you can improve upon the
23 default in very useful ways in those three hearings,
24 the initiation of rulemaking by the public, the
25 Written comment period, and the public hearing. So

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1 that would be my suggestion. I would love to see
2 you folks come up with a hearing procedure that's
3 substantially better than the default. Thank you
4 for your attention.

5 HEARING OFFICER: Thank you.

6 Do we have any --

7 MR. MECHELS: I'm done.

8 HEARING OFFICER: Thank you, sir.

9 Do we have any other individuals who would
10 like to comment?

11 Do you see anything in the chat?

12 MS. AGNEW: No, there's nothing in the
13 chat.

14 HEARING OFFICER: All right. No other
15 comments?

16 Then at this time, if there's nobody else
17 who would like to comment, we will close the
18 hearing. It is 1:56 p.m. And we'd like to thank
19 you all for participating. And all comments
20 received today will be considered and submitted to
21 the Director/Secretary of the department. Thank
22 you.

23 (The proceedings concluded at 1:56 p.m.)

24

25

PROPOSED AMENDMENTS TO 21.1.1 NMAC NMDA RULE MAKING PROCEDURES

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1 PUBLIC HEARING AT NEW MEXICO DEPARTMENT
2 OF AGRICULTURE

2

3

REPORTER'S CERTIFICATE

4

I, Anne C. Hallett, NM CCR #16, DO HEREBY

5

CERTIFY that on April 13, 2022, the Proceedings in

6

the above-captioned matter were taken before me,

7

that I did report in stenographic shorthand the

8

Proceedings set forth herein, and that the foregoing

9

pages are a true and correct transcription to the

10

best of my ability.

11

I FURTHER CERTIFY that I am neither employed by

12

nor related to nor contracted with (unless excepted

13

by the rules) any of the parties or attorneys in

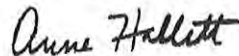
14

this case, and that I have no interest whatsoever in

15

the final disposition of this case in any court.

16



17

ANNE C. HALLETT

18

New Mexico CCR #16

License Expires: 12/31/2022

19

Huseby, Inc.

1230 West Morehead Street, #408

20

Charlotte, NC 28208

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Proofed by: D. Servis

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23

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PROPOSED AMENDMENTS TO 21.1.1 NMAC NMDA RULE MAKING PROCEDURES

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Exhibits



Exhibit 1



ARTICLE 4
State Rules

14-4-1. Short title.

Chapter 14, Article 4 NMSA 1978 may be cited as the "State Rules Act".

History: 1953 Comp., § 71-7-1, enacted by Laws 1967, ch. 275, § 1; 1995, ch. 110, § 1.

14-4-2. Definitions.

As used in the State Rules Act:

A. "agency" means any agency, board, commission, department, institution or officer of the state government except the judicial and legislative branches of the state government;

B. "person" includes individuals, associations, partnerships, companies, business trusts, political subdivisions and corporations;

C. "proceeding" means a formal agency process or procedure that is commenced or conducted pursuant to the State Rules Act;

D. "proposed rule" means a rule that is provided to the public by an agency for review and public comment prior to its adoption, amendment or repeal, and for which there is specific legal authority authorizing the proposed rule;

E. "provide to the public" means for an agency to distribute rulemaking information by:

- (1) posting it on the agency website, if any;
- (2) posting it on the sunshine portal;
- (3) making it available in the agency's district, field and regional offices, if any;
- (4) sending it by electronic mail to persons who have made a written request for notice from the agency of announcements addressing the subject of the rulemaking proceeding and who have provided an electronic mail address to the agency;
- (5) sending it by electronic mail to persons who have participated in the rulemaking and who have provided an electronic mail address to the agency;
- (6) sending written notice that includes, at a minimum, an internet and street address where the information may be found to persons who provide a postal address; and

(7) providing it to the New Mexico legislative council for distribution to appropriate interim and standing legislative committees;

F. "rule" means any rule, regulation, or standard, including those that explicitly or implicitly implement or interpret a federal or state legal mandate or other applicable law and amendments thereto or repeals and renewals thereof, issued or promulgated by any agency and purporting to affect one or more agencies besides the agency issuing the rule or to affect persons not members or employees of the issuing agency, including affecting persons served by the agency. An order or decision or other document issued or promulgated in connection with the disposition of any case or agency decision upon a particular matter as applied to a specific set of facts shall not be deemed such a rule, nor shall it constitute specific adoption thereof by the agency. "Rule" does not include rules relating to the management, confinement, discipline or release of inmates of any penal or charitable institution, the New Mexico boys' school, the girls' welfare home or any hospital; rules made relating to the management of any particular educational institution, whether elementary or otherwise; or rules made relating to admissions, discipline, supervision, expulsion or graduation of students from any educational institution; and

G. "rulemaking" means the process for adoption of a new rule or the amendment, reoption or repeal of an existing rule.

History: 1953 Comp., § 71-7-2, enacted by Laws 1967, ch. 275, § 2; 1969, ch. 92, § 1; 2017, ch. 137, § 1.

14-4-3. Format of rules; filing; distribution.

A. Each agency promulgating any rule shall place the rule in the format and style required by rule of the state records administrator and shall deliver the rule to the state records administrator or the administrator's designee, accompanied by the concise explanatory statement required by the State Rules Act. The state records administrator or the administrator's designee shall note thereon the date and hour of filing.

B. The state records administrator or the administrator's designee shall maintain a copy of the rule as a permanent record open to public inspection during office hours, on the website of the records center, published in a timely manner in the New Mexico register and compiled into the New Mexico Administrative Code.

C. At the time of filing, an agency may submit to the state records administrator or the administrator's designee a copy, for annotation with the date and hour of filing, to be returned to the agency.

D. The state records administrator, after written notification to the filing agency, may make minor, nonsubstantive corrections in spelling, grammar and format in filed rules. The state records administrator shall make a record of the correction and shall deliver the record to the filing agency and issuing authority within ten days of the change. Within thirty days of receiving that state records administrator's record of a correction, the agency shall provide to the public notice of the correction in

the same manner as the agency used to give notice of the rulemaking proceeding pursuant to Section 4 of this 2017 act [14-4-5.2 NMSA 1978].

History: 1953 Comp., § 71-7-3, enacted by Laws 1967, ch. 275, § 3; 1969, ch. 92, § 2; 1987, ch. 40, § 1; 1995, ch. 110, § 2; 2017, ch. 137, § 2.

14-4-4. Publication filing and distribution; official depository.

Each agency issuing any publication, pamphlet, report, notice, proclamation or similar instrument shall immediately file five copies thereof with the records center. The records center shall deliver three copies to the state library, which shall keep one copy available for public inspection during office hours. All other copies may be circulated. The state library is designated to be an official depository of all such publications, pamphlets, reports, notices, proclamations and similar instruments.

History: 1953 Comp., § 71-7-5, enacted by Laws 1967, ch. 275, § 5; 1969, ch. 92, § 3; 1995, ch. 110, § 3.

14-4-5. Time limit on adoption of a proposed rule; filing and compliance required for validity.

A. Except in the case of an emergency rule, no rule shall be valid or enforceable until it is published in the New Mexico register as provided by the State Rules Act.

B. An agency shall not adopt a rule until the public comment period has ended. If the agency fails to take action on a proposed rule within two years after the notice of proposed rulemaking is published in the New Mexico register, the rulemaking is automatically terminated unless the agency takes action to extend the period. The agency may extend the period of time for adopting the proposed rule for an additional period of two years by filing a statement of good cause for the extension in the rulemaking record, but it shall provide for additional public participation, comments and rule hearings prior to adopting the rule.

C. An agency may terminate a rulemaking at any time by publishing a notice of termination in the New Mexico register. If a rulemaking is terminated pursuant to this section, the agency shall provide notice to the public.

D. Within fifteen days after adoption of a rule, an agency shall file the adopted rule with the state records administrator or the administrator's designee and shall provide to the public the adopted rule. The state records administrator or the administrator's designee shall publish rules as soon as practicable after filing, but in no case later than ninety days after the date of adoption of the proposed rule. Unless a later date is otherwise provided by law or in the rule, the effective date of a rule shall be the date of publication in the New Mexico register.

E. A proposed rule shall not take effect unless it is adopted and filed within the time limits set by this section.

History: 1953 Comp., § 71-7-6, enacted by Laws 1967, ch. 275, § 6; 1969, ch. 92, § 4; 1995, ch. 110, § 4; 2017, ch. 137, § 3.

14-4-5.1. Temporary provision.

Notwithstanding the provisions of 14-4-5 NMSA 1978, rules filed prior to July 1, 1995 shall continue in effect if such rules were filed with the state records center in accordance with the law applicable at the time of filing, and they have not otherwise been repealed, amended, or superseded.

History: Laws 1995, ch. 110, § 10.

14-4-5.2. Notice of proposed rulemaking.

A. Not later than thirty days before a public rule hearing, the agency proposing the rule shall provide to the public and publish in the New Mexico register a notice of proposed rulemaking. The notice shall include:

- (1) a summary of the full text of the proposed rule;
- (2) a short explanation of the purpose of the proposed rule;
- (3) a citation to the specific legal authority authorizing the proposed rule and the adoption of the rule;
- (4) information on how a copy of the full text of the proposed rule may be obtained;
- (5) information on how a person may comment on the proposed rule, where comments will be received and when comments are due;
- (6) information on where and when a public rule hearing will be held and how a person may participate in the hearing; and
- (7) a citation to technical information, if any, that served as a basis for the proposed rule, and information on how the full text of the technical information may be obtained.

B. An agency may charge a reasonable fee for providing any records in nonelectronic form when provided to a person pursuant to this section. An agency shall not charge a fee for providing any records in electronic form when provided to a person pursuant to this section.

C. An internet link providing free access to the full text of the proposed rule shall be included on the notice of proposed rulemaking.

D. If the agency changes the date of the public rule hearing or the deadline for submitting comments as stated in the notice, the agency shall provide notice to the public of the change.

E. The state records administrator or the administrator's designee shall timely publish the notice of proposed rulemaking in the next publication of the New Mexico register.

History: Laws 2017, ch. 137, § 4.

14-4-5.3. Public participation, comments and rule hearings.

A. The notice of proposed rulemaking shall specify a public comment period of at least thirty days after publication in the New Mexico register during which a person may submit information and comment on the proposed rule. The information or comment may be submitted in an electronic or written format or at a public rule hearing pursuant to Subsection B of this section. The agency shall consider all information and comment on a proposed rule that is submitted within the comment period.

B. At the public rule hearing, members of the public shall be given a reasonable opportunity to submit data, views or arguments orally or in writing. Each agency shall determine, in accordance with governing statutory and case law, the manner in which parties to the proceeding and members of the public will be able to participate in public hearings. All public hearings shall be conducted in a fair and equitable manner. Except as otherwise provided by law, an agency representative or hearing officer shall preside over a public rule hearing.

C. The public rule hearing shall be open to the public and be recorded.

History: Laws 2017, ch. 137, § 5.

14-4-5.4. Agency record in rulemaking proceeding.

A. An agency shall maintain a rulemaking record for each rule it proposes to adopt. The record and materials incorporated by reference in the proposed rule shall be readily available for public inspection in the central office of the agency and available for public display on the state sunshine portal. If an agency determines that any part of the rulemaking record cannot be practicably displayed or is inappropriate for public display on the sunshine portal, the agency shall describe that part of the record, shall note on the sunshine portal that the part of the record is not displayed and shall provide instructions for accessing or inspecting that part of the record.

B. A rulemaking record shall contain:

- (1) a copy of all publications in the New Mexico register relating to the proposed rule;
- (2) a copy of any technical information that was relied upon in formulating the final rule;
- (3) any official transcript of a public rule hearing or, if not transcribed, any audio recording or verbatim transcript of the hearing, and any memoranda summarizing the contents of the hearing prepared by the hearing officer or agency official who presided over the hearing;
- (4) a copy of all comments and other material received by the agency during the public comment period and at the public hearing;
- (5) a copy of the full text of the initial proposed rule and the full text of the final adopted rule and the concise explanatory statement filed with the state records administrator or the administrator's designee; and

(6) any corrections made by the state records administrator pursuant to Section 14-4-3 NMSA 1978.

History: Laws 2017, ch. 137, § 6.

14-4-5.5. Concise explanatory statement.

At the time it adopts a rule, an agency shall provide to the public a concise explanatory statement containing:

- A. the date the agency adopted the rule;
- B. a reference to the specific statutory or other authority authorizing the rule; and
- C. any findings required by a provision of law for adoption of the rule.

History: Laws 2017, ch. 137, § 7.

14-4-5.6. Emergency rule.

A. An agency shall comply with the rulemaking procedures of the State Rules Act unless the agency finds that the time required to complete the procedures would:

- (1) cause an imminent peril to the public health, safety or welfare;
- (2) cause the unanticipated loss of funding for an agency program; or
- (3) place the agency in violation of federal law.

B. The agency shall provide to the public a record of any finding pursuant to Subsection A of this section and a detailed justification for that finding before issuing an emergency rule. The record shall include a statement that the emergency rule is temporary. After such record has been provided to the public, the agency may issue the emergency rule immediately without a public rule hearing or with any abbreviated notice and hearing that it finds practicable.

C. When an agency makes a finding pursuant to Subsection A of this section, the agency shall follow the provisions of this section in addition to any more specific requirements in statute that pertain to the agency regarding promulgating emergency or interim rules.

D. Emergency rules may take effect immediately upon filing with the state records administrator or the administrator's designee or at a later date specified in the emergency rule. Emergency rules shall be published in the New Mexico register.

E. No emergency rule shall permanently amend or repeal an existing rule. An emergency rule shall remain in effect until a permanent rule takes effect under the normal rulemaking process. If no permanent rule is adopted within one hundred eighty days from the effective date of the emergency rule,

the emergency rule shall expire and may not be readopted as an emergency rule. If an expired emergency rule temporarily amended or repealed an existing rule, the rule shall revert to what it would have been had the emergency rule not been issued.

History: Laws 2017, ch. 137, § 8.

14-4-5.7. Conflicts between rule and statute; variance between proposed and final action.

A. No rule is valid or enforceable if it conflicts with statute. A conflict between a rule and a statute is resolved in favor of the statute.

B. A word or phrase that is defined in an applicable statute should not be defined in rule. A conflict between a definition that appears in a rule and in an applicable statute is resolved in favor of the statute.

History: Laws 2017, ch. 137, § 9.

14-4-5.8. Procedural rules.

No later than January 1, 2018, the attorney general shall adopt default procedural rules for public rule hearings for use by agencies that have not adopted their own procedural rules consistent with the State Rules Act. Each agency may adopt its own procedural rules, or continue in effect existing rules, which shall provide at least as much opportunity for participation by parties and members of the public as is provided in the procedural rules adopted by the attorney general. An agency that adopts its own procedural rules shall send a copy of those procedural rules to the attorney general and shall maintain those procedural rules on the agency's website.

History: Laws 2017, ch. 137, § 10.

14-4-6. [Trade, sale and exchange of agency rules, publications and reports by records center.]

The records center is hereby authorized to trade, sell or exchange such rules, pamphlets, reports or similar instruments for rules, pamphlets, reports or similar instruments of similar value and to sell the same at a reasonable price.

History: 1953 Comp., § 71-7-7, enacted by Laws 1967, ch. 275, § 7.

14-4-7. Current listing of rules; rule repeals.

A. The state records administrator shall prepare and publish a listing and index of all current rules which are filed with the records center.

B. All pamphlets, reports, proclamations or similar instruments which are filed with the librarian of the supreme court law library of the state of New Mexico on the effective date of the State Rules Act and which would, if filed after the effective date of the State Rules Act, be filed with the records center shall be transferred to the records center.

C. The records center shall be furnished a reasonable opportunity to obtain copies of all rules, as defined in the State Rules Act, filed with the librarian of the supreme court law library of the state of New Mexico on the effective date of the State Rules Act.

D. All rules filed with the librarian of the supreme court law library that have not been filed with the records center pursuant to the State Rules Act by June 30, 1991 are repealed.

History: 1953 Comp., § 71-7-8, enacted by Laws 1967, ch. 275, § 10; 1969, ch. 92, § 5; 1991, ch. 221, § 1.

14-4-7.1. New Mexico register.

A. The state records administrator shall provide for publication of a New Mexico register at least twice a month. The New Mexico register shall be published in such a way as to minimize the cost to the state. To accomplish this, the state records administrator is authorized to provide for charges for subscriptions and for publication of notice and other items, including advertising, in the register.

B. The New Mexico register shall be the official publication for all notices of rule makings and filings of adopted rules, including emergency rules, by agencies.

(1) The register shall include the full text of any adopted rules, including emergency rules. Proposed rules may be published in full or in part at the discretion of the issuing agency.

(2) Upon request of an issuing agency, the state records administrator may determine that publication in the register of the full text of an adopted rule would be unduly cumbersome, expensive or otherwise inexpedient, and may publish instead a synopsis of the adopted rule and a statement that a copy of the rule is available from the issuing agency.

C. The New Mexico register shall be available by subscription and single copy purchase to any person, including agencies of the executive, judicial and legislative branches of state government and its political subdivisions, at a reasonable charge approved by the state records administrator. The administrator may authorize distribution of a certain number of copies of the register without charge to agencies or political subdivisions as deemed economically feasible and appropriate.

D. The New Mexico register may include a summary or the text of any governor's executive order, a summary, listing or the text of any attorney general's opinion, a calendar listing the date, time and place of all or selected agency rule-making hearings, a list of gubernatorial appointments of state officials and board and commission members or other material related to administrative law and practice.

E. The state records administrator shall adopt and promulgate rules necessary for the implementation and administration of this section.

History: Laws 1989, ch. 38, § 1; 1995, ch. 110, § 5.

14-4-7.2. New Mexico Administrative Code.

A. The state records administrator shall create and have published a New Mexico Administrative Code, which shall contain all adopted rules. The administrator shall adopt regulations setting forth procedures for the compilation of the code and prescribing the format and structure of the code, including provisions for at least annual supplementation or revision.

B. All rulemaking agencies shall revise, restate and repromulgate their existing rules as needed to expedite publication of the New Mexico Administrative Code.

History: 1978 Comp., § 14-4-7.2, enacted by Laws 1995, ch. 110, § 6.

14-4-8. Documents not required to be filed with state library.

The state librarian may by appropriate written instructions advise the records center that he no longer desires a particular class of instrument to be filed with the state library and thereafter such records center shall no longer file such class of documents with the state library unless such rejection is rescinded in writing and sent to such agency or agencies.

History: 1953 Comp., § 71-7-9, enacted by Laws 1967, ch. 275, § 11; 1977, ch. 246, § 47.

14-4-9. [Law governing filing of agency rules, documents and publications.]

Wherever any law requires an agency to file a rule, pamphlet, document or publication with the librarian of the supreme court law library such shall be accomplished by the delivery and filing as provided in the State Rules Act.

History: 1953 Comp., § 71-7-10, enacted by Laws 1967, ch. 275, § 12.

14-4-10. State publications for sale or issue by state agencies; listing by state records administrator.

The state records administrator shall maintain a file of all state publications which are for sale or issue by agencies of the state. He shall prepare and publish a list of all such publications which are current and effective. The list shall include such documents as books, manuals, pamphlets, bulletins, monographs and periodicals designed to instruct, inform or direct either the general public or public officers and employees. Correspondence and those documents developed by agencies for their own internal administration are excluded.

History: 1953 Comp., § 71-6-23, enacted by Laws 1967, ch. 275, § 8; 1977, ch. 301, § 3; 1978 Comp., § 14-3-24, recompiled as 1978 Comp., § 14-4-10 by Laws 1995, ch. 110, § 9.

14-4-11. [Personal files, records and documents of elected state officials; placing in state archives by the state records administrator.]

The state records administrator may accept and place in the state archives the personal files, records and documents of elected state officials or of former elected state officials, subject to any reasonable restrictions, moratoriums and requirements concerning their use by other persons. Such restrictions, moratoriums and requirements made by the donor, however, shall not prevent the archivist of the state records center from having access to the files, records and documents for indexing and cataloguing purposes.

History: 1953 Comp., § 71-6-24, enacted by Laws 1967, ch. 275, § 9; 1978 Comp., § 14-3-25, recompiled as 1978 Comp., § 14-4-11 by Laws 1995, ch. 110, § 9.

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1.24.25 NMAC

Exhibit 2

TITLE 1 GENERAL GOVERNMENT ADMINISTRATION
CHAPTER 24 RULES
PART 25 DEFAULT PROCEDURAL RULE FOR RULEMAKING

1.24.25.1 ISSUING AGENCY: New Mexico Office of the Attorney General, 408 Galisteo Street, Santa Fe, NM 87501.
 [1.24.25.1 NMAC - N, 04/10/2018]

1.24.25.2 SCOPE: State agencies that have not adopted their own procedural rules consistent with the State Rules Act, Sections 14-4-1 to -11 NMSA 1978 (1967, as amended through 2017).
 [1.24.25.2 NMAC - N, 04/10/2018]

1.24.25.3 STATUTORY AUTHORITY: Section 14-4-5.8 NMSA 1978.
 [1.24.25.3 NMAC - N, 04/10/2018]

1.24.25.4 DURATION: Permanent.
 [1.24.25.4 NMAC - N, 04/10/2018]

1.24.25.5 EFFECTIVE DATE: April 10, 2018, unless a later date is cited at the end of a section.
 [1.24.25.5 NMAC - N, 04/10/2018]

1.24.25.6 OBJECTIVE: To provide default procedural rules for public rule hearings for use by agencies that have not adopted their own procedural rules consistent with the State Rules Act and to facilitate public engagement with the administrative rulemaking process in a transparent, organized, and fair manner.
 [1.24.25.6 NMAC - N, 04/10/2018]

1.24.25.7 DEFINITIONS: This rule adopts the definitions found in Section 14-4-2 NMSA 1978.
 [1.24.25.7 NMAC - N, 04/10/2018]


1.24.25.8 AGENCY ADOPTION OF PROCEDURAL RULES:
A. Agencies that have not adopted their own procedural rules consistent with the State Rules Act shall apply these default rules, until such time as they have adopted their own rules.
B. Agencies may adopt these default rules, in whole or in part as their own, or continue to use their existing rules, so long as those rules satisfy the requirements of the State Rules Act and provide as much opportunity for public participation as provided by these rules.
C. Agencies that adopt their own rules must submit a copy to the office of the attorney general within 30 calendar days of adoption, and post a copy of those rules on the agency's website, if one exists.
 [1.24.25.8 NMAC - N, 04/10/2018]

1.24.25.9 INITIATION OF THE RULEMAKING PROCESS BY AN AGENCY:
A. The rulemaking process may be initiated by an agency when a notice for a rule hearing is publicly posted pursuant to this rule.
B. The agency shall proceed with the rulemaking process by posting public notice, publishing the proposed rule for comment, and setting a public rule hearing in accordance with the State Rules Act and any other applicable law.
C. If the agency is a public body subject to the Open Meetings Act, the decision to initiate the rulemaking process must be an action taken by vote of the public body in open session.
D. Once the agency initiates the rulemaking process, the agency must maintain a record as prescribed in Section 14-4-5.4 NMSA 1978.
 [1.24.25.9 NMAC - N, 04/10/2018]

1.24.25.10 INITIATION OF THE RULEMAKING PROCESS BY THE PUBLIC:
A. Any person may file a petition for rulemaking with an agency.

EXHIBIT 2

Hearing 4/13/22

 Huseby.com

B. A petition for rulemaking shall be made in writing and include an explanation of the purpose or statement of reasons for the proposed rule. A petition shall include a citation to the legal authority authorizing the agency to adopt the rule and a copy of or citation to technical information, if any, that serves as the basis for the proposed rule. A petition should be as clear as possible and may include the proposed rule in underline and strikethrough format, consistent with requirements of the state records administrator.

C. The agency to which a petition is made shall, if required by law, consider the petition and make a determination whether to grant or deny the petition. If the agency denies the petition, it shall issue a concise written statement explaining its reason for denial. No affirmative duty to respond to a public petition is created by these rules. If a public right to petition an agency exists in law, the agency must follow all timelines or responses governed by law of the agency.

D. If the agency is a public body subject to the Open Meetings Act, the decision to grant a petition must be an action taken by vote of the public body in open session.

E. Once the agency initiates the rulemaking process, the agency must maintain a record as prescribed in Section 14-4-5.4 NMSA 1978.
[1.24.25.10 NMAC - N, 04/10/2018]

1.24.25.11 RULEMAKING NOTICE: The agency shall provide to the public, as defined in Section 14-4-2 NMSA 1978, notice of the proposed rulemaking a minimum of 30 calendar days prior to the public rule hearing and in accordance with requirements of Section 14-4-5.2 NMSA 1978.
[1.24.25.11 NMAC - N, 04/10/2018]

1.24.25.12 WRITTEN COMMENT PERIOD:

A. The public comment period must be at least 30 calendar days, beginning after publication of the notice in the New Mexico register and issuance of the rulemaking notice. The agency shall not adopt a proposed rule before the end of the public comment period.

B. A person may submit, by mail or electronic form, written comments on a proposed rule, and those comments shall be made part of the record. Written comments may be submitted through the end of the public comment period.

C. The agency may decide to amend the comment period if it provides to the public, as defined in Section 14-4-2 NMSA 1978, notice of the changes.

D. The agency shall post all written comments on its website, if one exists, as soon as practicable, and no more than 3 business days following receipt to allow for public review. All written comments received by the agency shall also be available for public inspection at the main office of the agency.
[1.24.25.12 NMAC - N, 04/10/2018]

1.24.25.13 PUBLIC HEARING:

A. Prior to adopting a proposed rule, the agency must hold a public rule hearing. The purpose of the hearing is to provide all interested persons a reasonable opportunity to submit data, views or arguments orally or in writing on the proposed rule. The agency, at its sole discretion, may determine whether to hold more than one hearing.

B. The agency may act as the hearing officer or designate an individual hearing officer to preside over the hearing. The hearing officer may ask questions and provide comments for clarification purposes only, but should refrain from providing opinions or engaging in discussion regarding the merits of the proposed rule or any public comment presented. The hearing officer shall identify and mark all written comments submitted during the public comment period, as well as any written comments submitted during the hearing. The public comment should be labeled as exhibits for reference, but do not require formal admission into the hearing record.

D. Individuals wishing to provide public comment or submit information at the hearing must state their name and any relevant affiliation for the record and be recognized before presenting. Public comment shall not be taken under oath unless required by law or separate rule of the agency. Any individual who provides public comment at the hearing may be questioned by the agency or hearing officer or, at the discretion of the agency or hearing officer, or as otherwise provided by law, by other persons at the hearing.

E. The hearing shall be conducted in a fair and equitable manner. The agency or hearing officer may determine the format in which the hearing is conducted (e.g. introduction of each part or section one at a

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1.24.25 NMAC

time for comment), but the hearing should be conducted in a simple and organized manner that facilitates public comment and a clear rulemaking record.

F. The rules of evidence do not apply to public rule hearings and the agency or hearing officer may, in the interest of efficiency, exclude or limit comment or questions deemed irrelevant, redundant, or unduly repetitious.

G. The agency must hold the hearing in a venue that reasonably accommodates all persons who wish to participate or observe, and appropriate audio equipment should be secured to ensure all in attendance can hear the proceeding and be heard when presenting comment. Reasonable efforts shall be made to accommodate the use of audio and video recording devices. Hearings shall be open to the public, but are not subject to the New Mexico Open Meetings Act, unless conducted by a quorum of a public body.

H. The hearing shall be recorded by any stenographic method in use in the district court or by audio recording.

[1.24.25.13 NMAC - N, 04/10/2018]

1.24.25.14 RULEMAKING RECORD AND ADOPTION OF RULE:

A. The agency shall maintain a record of the rulemaking proceeding as required in Section 14-4-5.4 NMSA 1978, and any written comment, document, or other exhibit entered into the record during the rule hearing shall be labeled clearly. Pre-filed written comments are part of the rulemaking record without the need for formal admission. Pre-filed comments include, but are not limited to: the petition; public notices of the rulemaking, including any lists of individuals to whom notice was mailed or sent electronically; the proposed rule in underline and strikethrough format; and any written comment submitted during the comment period prior to the rule hearing. Written comments or other documents introduced during the hearing should be admitted into the record after being marked as an exhibit.

B. If the rule hearing is conducted by a designated hearing officer, the complete rulemaking record, including any memoranda summarizing the contents of the hearing, if written, shall be compiled and forwarded to the agency head or members of the board or commission with sufficient time to review. The agency head or members of the board or commission shall familiarize themselves with the rulemaking record before rendering a decision on the proposed rule.

C. The agency may adopt, amend or reject the proposed rule. Any amendments to the proposed rule must fall within the scope of the current rulemaking proceeding. Amendments that exceed the scope of the noticed rulemaking may require a new rulemaking proceeding. Amendments to a proposed rule may fall outside of the scope of the rulemaking based on the following factors:

- (1) any person affected by the adoption of the rule, if amended, could not have reasonably expected that the change from the published proposed rule would affect the person's interest;
- (2) subject matter of the amended rule or the issues determined by that rule are different from those in the published proposed rule; or
- (3) effect of the adopted rule differs from the effect of the published proposed rule.

D. In instances where the agency is a board or commission, consideration and approval of adoption of the proposed rule shall occur during a public meeting.

E. The date of adoption of the proposed rule shall be the date the concise explanatory statement is signed by the agency, unless otherwise specified in the concise explanatory statement.

F. The concise explanatory statement shall include, but not limited to, the following:

- (1) citation to specific statutory or other authority authorizing the rule;
- (2) effective date of the rule;
- (3) date of adoption of the rule, if different than the date of the concise explanatory statement;
- (4) if the agency is a board or commission, the date of the meeting at which the agency voted to approve the adoption of the rule;
- (5) reasons for adopting the rule, including any findings otherwise required by law of the agency, and a summary of any independent analysis done by the agency;
- (6) reasons for any change between the published proposed rule and the final rule; and
- (7) reasons for not accepting substantive arguments made through public comment.

[1.24.25.14 NMAC - N, 04/10/2018]

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1.24.25 NMAC

1.24.25.15 FILING AND PUBLICATION; EFFECTIVE DATE:

A. Within 15 calendar days after the date of adoption of a rule, the agency shall file the adopted rule with the state records administrator and shall provide to the public the adopted rule and concise explanatory statement in accordance with the State Rules Act.

B. Unless another date is stated in the agency's concise explanatory statement, or otherwise provided by law, the effective date of the rule shall be the date of publication in the New Mexico register.
[1.24.25.15 NMAC - N, 04/10/2018]

1.24.25.16 EMERGENCY RULES: The agency shall comply with the rulemaking procedures in Section 14-4-5.6 NMSA 1978, regarding the promulgation of emergency rules.
[1.24.25.16 NMAC - N, 04/10/2018]

HISTORY OF 1.24.25 NMAC: [RESERVED]

Exhibit 3

ARTICLE 1 Department of Agriculture

76-1-1. Creation of the New Mexico department of agriculture under the control of the board of regents of New Mexico state university.

The New Mexico department of agriculture is created under the control of the board of regents of New Mexico state university.

History: 1953 Comp., § 45-26-1, enacted by Laws 1974, ch. 35, § 1.

76-1-2. Powers and authority of board of regents.

In addition to all other powers and authority that the board of regents of New Mexico state university may have in other areas, the board of regents of New Mexico state university, relative to the New Mexico department of agriculture, has power and authority to:

- A. administer and enforce all laws of this state over which the board of regents or its agents have been granted jurisdiction and authority;
- B. adopt rules of procedure for the adoption of regulations;
- C. adopt, and file in accordance with the State Rules Act [Chapter 14, Article 4 NMSA 1978], regulations as may be necessary to carry out its duties;
- D. administer or enforce, through the New Mexico department of agriculture, all regulations adopted by the board of regents;
- E. cooperate and enter into contracts or agreements with local, state and federal government agencies or with any other person to assist the carrying out of the duties of the New Mexico department of agriculture;
- F. employ and fix the salaries of employees of the New Mexico department of agriculture;
- G. institute legal proceedings in any court of this state, of any other state or of the United States;
- H. certify to the appropriate district attorney or to the attorney general of New Mexico any violation of the provisions of law or any rules and regulations administered and enforced by it, when necessary to carry out its duties;
- I. accept and administer on behalf of the New Mexico department of agriculture such grants, subsidies, donations, allotments or bequests as may be offered to the state by the federal government or any department thereof or by any public or private foundation or individuals;



J. accept and administer funds or other assets for the New Mexico department of agriculture;

K. make and perform or direct the performance of such inspections and analyses as are necessary to carry out its duties;

L. issue or direct the issuance of such licenses, permits and other documents as are necessary to carry out its duties;

M. authorize the New Mexico department of agriculture to establish and publish a schedule of fees and collect those fees to recover the cost of services performed at the request of a person or firm. Fees imposed shall be just and equitable and shall not exceed the department's cost for performing the service;

N. authorize the New Mexico department of agriculture to enter onto public or private property after notice of inspection to collect physical or documentary samples and to review records and documents to verify compliance with the federal FDA Food Safety Modernization Act; and

O. do all other things necessary as permitted by statute to carry out its duties.

History: 1953 Comp., § 45-26-2, enacted by Laws 1974, ch. 35, § 2; 1991, ch. 182, § 1; 2017, ch. 105, § 1.

76-1-3. Director of New Mexico department of agriculture; salary; duties.

In order to execute its functions, the board of regents of New Mexico state university shall appoint and fix the salary of a full-time director of the New Mexico department of agriculture. The director shall administer, execute and implement the directives and policy decisions of the said board of regents and its agents and shall serve as a representative of agriculture on the executive cabinet, as provided in the Executive Reorganization Act [9-1-1 to 9-1-10 NMSA 1978]. The director shall serve at the pleasure of the said board of regents.

History: 1953 Comp., § 45-26-3, enacted by Laws 1974, ch. 35, § 3; 1977, ch. 256, § 2.

76-1-4. Agricultural building repair and maintenance fund; agricultural facilities.

The board of regents of New Mexico state university shall establish an "agricultural building repair and maintenance fund" to provide for repairs and maintenance at the agricultural experiment stations, agriculture science centers and other agriculture-related facilities of the university or the New Mexico department of agriculture that are located off-campus or outside the boundaries used for expenditures from other university building repair and maintenance funds. Money appropriated to the agricultural building repair and maintenance fund shall not be used for any other purpose.

History: Laws 2004, ch. 6, § 1.

76-1-5. Veterinary student interns.

The New Mexico department of agriculture may enter into agreements with schools of veterinary medicine in other states to allow students to intern with New Mexico veterinary clinics and practices as part of the students' degree program. The department shall coordinate the program with New Mexico veterinarians and shall encourage veterinarians to participate in the program.

History: Laws 2019, ch. 257, § 1.

Notices of Rulemaking and Proposed Rules Exhibit 4

**AGRICULTURE,
DEPARTMENT OF**

**NOTICE OF PROPOSED
RULEMAKING**

NOTICE IS HEREBY GIVEN that the New Mexico Department of Agriculture (NMDA), proposes to amend 21.1.1 NMAC, NMDA RULE MAKING PROCEDURES.

PURPOSE AND SUMMARY OF THE PROPOSED RULES: The proposed rule makes amendments to clarify a rulemaking procedure, which will enable the New Mexico department of agriculture to secure the views and statements of all interested persons concerning rules and regulations at the department in a transparent, organized and fair manner.

STATUTORY AUTHORITY: Granted to the board of regents of New Mexico state university under Section 76-1-2 NMSA 1978 compilation.

Copies of the Notice of Proposed Rulemaking and proposed rules (including any technical information) are available by electronic download from the New Mexico Department of Agriculture website (<https://www.nmda.nmsu.edu>) and at agency district and field offices.

Wednesday, April 13, 2022 at 1:30 pm NMDA will host a public video/ telephonic and in person hearing at the New Mexico Department of Agriculture, at 3190 S. Espina, Las Cruces, NM, on the corner of Espina and Gregg.

Join via Video:
Meeting URL: <https://nmsu.zoom.us/j/93580466962>
Meeting ID: 935 8046 6962
Passcode: 538839

Join via Phone:
+1 669 900 6833 or +1 253 215 8782
Meeting ID: 935 8046 6962
Passcode: 538839

Oral comments will be accepted at the hearing from members of the public and any interested parties. Written comments will be accepted through 5:00 pm on April 13, 2022. Comments may be submitted via email to comments@nmda.nmsu.edu or may be filed by sending original copies to:

New Mexico Department of Agriculture, Office of Director MSC 3189, PO Box 30005, 3190 S. Espina, Las Cruces, NM 88003-8005 Only signed statements, proposals or comments will be accepted. Scanned or electronic signatures conforming to federal and state court requirements will be accepted with the understanding that if there is any dispute regarding a signature, NMDA reserves the right to require that original signatures be provided to verify the electronic or facsimile signature.

SPECIAL NEEDS: If you are an individual with a disability who needs a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact NMDA at (575) 646-3702 at least one week prior to the meeting or as soon as possible.

The Director will consider all oral comments, and will review all timely submitted written comments and responses.

**ENVIRONMENT
DEPARTMENT**

**NEW MEXICO
ENVIRONMENTAL
IMPROVEMENT BOARD
NOTICE OF RULEMAKING
HEARING TO CONSIDER
ADOPTION OF PROPOSED
20.2.91 NMAC EIB 21-66 (R)**

The New Mexico Environmental Improvement Board ("EIB") will

hold a joint public hearing with the Albuquerque-Bernalillo County Air Quality Control Board ("AQCB") on May 4, 2022, beginning at 9:00 am and continuing through May 6, 2022, to consider EIB 21-66 (R) - In the Matter of Proposed 20.2.91 NMAC – New Motor Vehicle Emissions Standards ("20.2.91 NMAC") via the web application WebEx. The hearing will last as long as required to hear all testimony, evidence, and public comment, and is expected to last approximately two days with the third day to be reserved for deliberations.

The hearing is being held via WebEx due to restrictions currently in place by Governor Lujan Grisham's Executive Orders and various emergency public health orders designed to protect the public and prevent the spread of COVID-19. The hearing location may change before the hearing date, and the Board may hold the hearing in person if circumstances allow. Even if the Board holds the hearing in person, the Board Administrator will provide teleconference or virtual access to those wishing to participate without being at the hearing in person. Those interested in attending should contact the Board Administrator at (505) 660-4305 or visit the New Mexico Environment Department ("NMED") calendar at <https://www.env.nm.gov/events-calendar/>. Meeting and access details will be available on the calendar entry corresponding to the hearing start date no later than April 22, 2022. The calendar entry will also inform the public if the hearing will also be held in person. All interested persons may submit comments to Board Administrator through the conclusion of the hearing.

The purpose of the public hearing is for the EIB to consider and take possible action on a petition by NMED requesting the EIB to adopt a new regulation, 20.2.91 NMAC (<https://www.env.nm.gov/opf/wp-content/uploads/sites/13/2021/12/2021-12-01-EIB-21->

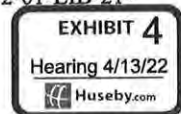


Exhibit 5



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Copies of the Notice of Proposed Rulemaking and proposed rules (including any technical information) are

available by electronic download from the New Mexico Department of Agriculture website (https://www.nmda.nmsu.edu) and at agency district and field offices.

Wednesday, April 13, 2022 at 1:30 pm NMDA will host a public video/telephonic and in

AFFIDAVIT OF PUBLICATION STATE OF NEW MEXICO

County of Bernalillo SS

David Montoya, the undersigned, authorized Representative of the Albuquerque Journal, on oath states that this newspaper is duly qualified to publish legal notices or advertisements within the meaning of Section 3, Chapter 167, Session Laws of 1937, that payment therefore has been made of assessed as court cost; and that the notice, copy of which is hereto attached, was published in said paper in the regular daily edition, for 1 time(s) on the following date(s):

02/22/2022

David Montoya (signature)

Sworn and subscribed before me, a Notary Public, in and for the County of Bernalillo and State of New Mexico this 22 day of February of 2022

PRICE \$131.82

Statement to come at the end of month.

ACCOUNT NUMBER 1010636



Official Seal Christina White Notary Public State of New Mexico

My Commission Expires: 4/10/22

Christina White (signature)

SPECIAL NEEDS: If you are an individual with a disability who needs a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact NMDA, at (575) 646-3702 at least one week prior to the meeting or as soon as possible.

The Director will consider all oral comments, and will review all timely submitted written comments and responses.

Journal: February 22, 2022

EXHIBIT 5 Hearing 4/13/22 Huseby.com

Exhibit 6

Las Cruces Sun News.
PART OF THE USA TODAY NETWORK

Affidavit of Publication

Ad # 0005140422

This is not an invoice

NEW MEXICO DEPARTMENT OF AGRICULTURE
3190 S. ESPINA

LAS CRUCES, NM 88003

I, a legal clerk of the **Las Cruces Sun News**, a newspaper published daily at the county of Dona Ana, state of New Mexico and of general paid circulation in said county; that the same is a duly qualified newspaper under the laws of the State wherein legal notices and advertisements may be published; that the printed notice attached hereto was published in the regular and entire edition of said newspaper and not in supplement thereof in editions dated as follows:

02/22/2022

Despondent further states this newspaper is duly qualified to publish legal notice or advertisements within the meaning of Sec. Chapter 167, Laws of 1937.

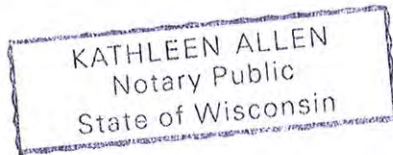
Linda Hutt
Legal Clerk



Subscribed and sworn before me this February 22, 2022:

Kathleen Allen
State of WI, County of Brown
NOTARY PUBLIC

1-7-28
My commission expires



Ad # 0005140422
PO #:
of Affidavits 1

This is not an invoice



**NOTICE OF PROPOSED
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STATUTORY AUTHORITY:
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Meeting URL: <https://nmsu.zoom.us/j/93580466962>
Meeting ID: 935 8046 6962

Passcode: 538839

Join via Phone:

+1 669 900 6833 or +1 253 215 8782

Meeting ID: 935 8046 6962

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New Mexico Department of Agriculture, Office of Director

MSC 3189, PO Box 30005, 3190 S. Espina, Las Cruces, NM 88003-8005

Only signed statements, proposals or comments will be accepted. Scanned or electronic signatures conforming to federal and state court requirements will be accepted with the understanding that if there is any dispute regarding a signature, NMDA reserves the right to require that original signatures be provided to verify the electronic or facsimile signature.

SPECIAL NEEDS: If you are an individual with a disability who needs a reader, amplifier, qualified sign language interpreter, or any

other form of auxiliary aid or service to attend or participate in the hearing or meeting. please contact NMDA at (575) 646-3702 at least one week prior to the meeting or as soon as possible.

The Director will consider all oral comments, and will review all timely submitted written comments and responses.

#5140422, Sun-News, Feb 22, 2022

Exhibit 7

AFFIDAVIT OF PUBLICATION STATE OF NEW MEXICO

I, Noely Martinez
Legals Clerk

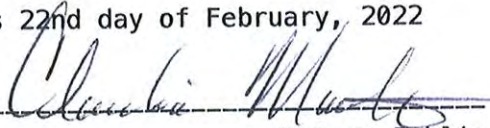
Of the Roswell Daily Record, a daily newspaper published at Roswell, New Mexico do solemnly swear that the clipping hereto attached was published in the regular and entire issue of said paper and not in a supplement thereof for a period of:

One time with the issue dated
February 22, 2022

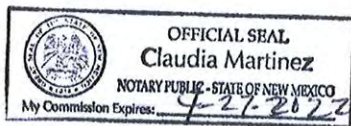


Clerk

Sworn and subscribed to before me
this 22nd day of February, 2022



Notary Public



LEGALS

Proposed Rulemaking...

Publish February 22, 2022

NOTICE OF PROPOSED RULEMAKING

NOTICE IS HEREBY GIVEN that the New Mexico Department of Agriculture (NMDA), proposes to amend 21.1.1 NMAC, NMDA RULE MAKING PROCEDURES.

PURPOSE AND SUMMARY OF THE PROPOSED RULES: The proposed rule makes amendments to clarify a rulemaking procedure, which will enable the New Mexico department of agriculture to secure the views and statements of all interested persons concerning rules and regulations at the department in a transparent, organized and fair manner.

STATUTORY AUTHORITY: Granted to the board of regents of New Mexico state university under Section 76-1-2 NMSA 1978 compilation.

Copies of the Notice of Proposed Rulemaking and proposed rules (including any technical information) are available by electronic download from the New Mexico Department of Agriculture website (<https://www.nmda.nmsu.edu>) and at agency district and field offices.

Wednesday, April 13, 2022 at 1:30 pm NMDA will host a public video/telephonic and in person hearing at the New Mexico Department of Agriculture, at 3190 S. Espina, Las Cruces, NM, on the corner of Espina and Gregg.

Join via Video:
Meeting URL: <https://nmsu.zoom.us/j/93580466962>
Meeting ID: 935 8046 6962
Passcode: 538839

Join via Phone:
+1 669 900 8833 or +1 253 215 8782
Meeting ID: 935 8046 6962
Passcode: 538839

Oral comments will be accepted at the hearing from members of the public and any interested parties. Written comments will be accepted through 5:00 pm on April 13, 2022. Comments may be submitted via email to comments@nmda.nmsu.edu or may be filed by sending original copies to:

New Mexico Department of Agriculture, Office of Director MSC 3189, PO Box 30005, 3190 S. Espina, Las Cruces, NM 88003-8005

Only signed statements, proposals or comments will be accepted. Scanned or electronic signatures conforming to federal and state court requirements will be accepted with the understanding that if there is any dispute regarding a signature, NMDA reserves the right to require that original signatures be provided to verify the electronic or facsimile signature.

SPECIAL NEEDS: If you are an individual with a disability who needs a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact NMDA at (575) 646-3702 at least one week prior to the meeting or as soon as possible.

The Director will consider all oral comments, and will review all timely submitted written comments and responses.



Exhibit 8

SANTA FE NEW MEXICAN

Founded 1849

NM DEPT OF AGRICULTURE NMSU
PO Box 30005
Las Cruces, NM 880038005

ACCOUNT:	S2014	
AD NUMBER:	28655	
LEGAL NO	89327	P.O.#:
1 TIME(S)	148.40	
AFFIDAVIT	10.00	
TAX	13.37	
TOTAL	171.77	

AFFIDAVIT OF PUBLICATION

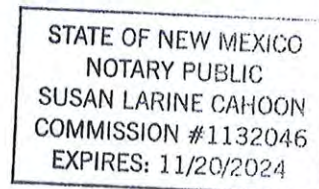
STATE OF NEW MEXICO
COUNTY OF SANTA FE

I, Charity Valdez, being first duly sworn declare and say that I am Legal Advertising Representative of THE SANTA FE NEW MEXICAN, a daily newspaper published in the English language, and having a general circulation in the Counties of Santa Fe, Rio Arriba, San Miguel, and Los Alamos, State of New Mexico and being a newspaper duly qualified to publish legal notices and advertisements under the provisions of Chapter 167 on Session Laws of 1937; that the Legal No 89327 a copy of which is hereto attached was published in said newspaper 1 day(s) between 02/22/2022 and 02/22/2022 and that the notice was published in the newspaper proper and not in any supplement; the first date of publication being on the 22nd day of February, 2022 and that the undersigned has personal knowledge of the matter and thngs set forth in this affidavit.

ISI Charity Valdez
LEGAL ADVERTISEMENT REPRESENTATIVE

Subscribed and sworn to before me on this 22nd day of February, 2022

Notary Susan Larine Cahoon
Commission Expires: 11/20/2024



LEGAL #28655

LEGAL #89327

**NOTICE OF PROPOSED
RULEMAKING**

**NOTICE IS HEREBY
GIVEN** that the New
Mexico Department of
Agriculture (NMDA),
proposes to amend
21.1.1 NMAC, NMDA
RULE MAKING PROCE-
DURES.

**PURPOSE AND SUM-
MARY OF THE PRO-
POSED RULES:** The
proposed rule makes
amendments to clarify
a rulemaking proce-
dure, which will en-
able the New Mexico
department of agricul-
ture to secure the
views and statements
of all interested per-
sons concerning rules
and regulations at the
department in a trans-
parent, organized and
fair manner.

**STATUTORY AUTHOR-
ITY:** Granted to the
board of regents of
New Mexico state uni-
versity under Section
76-1-2 NMSA 1978 com-
pilation.

Copies of the Notice of
Proposed Rulemaking
and proposed rules
(including any techni-
cal information) are
available by electronic
download from the
New Mexico Depart-
ment of Agriculture
w e b s i t e
(<https://www.nmda.nmsu.edu>) and at
agency district and
field offices.

Wednesday, April 13,
2022 at 1:30 pm NMDA
will host a public
video/telephonic and
in person hearing at
the New Mexico De-
partment of Agricul-
ture, at 3190 S. Espina,
Las Cruces, NM, on the
corner of Espina and
Gregg.

Join via Video:
Meeting URL:
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Meeting ID: 935
8046 6962
Passcode:
538839

Join via Phone:
+1 669 900 6833 or +1
253 215 8782
Meeting ID: 935
8046 6962
Passcode:
538839

Oral comments will be accepted at the hearing from members of the public and any interested parties. Written comments will be accepted through 5:00 pm on April 13, 2022. Comments may be submitted via email to comments@nmda.nmsu.edu or may be filed by sending original copies to:

New Mexico Department of Agriculture, Office of Director MSC 3189, PO Box 30005, 3190 S. Espina, Las Cruces, NM 88003-8005

Only signed statements, proposals or comments will be accepted. Scanned or electronic signatures conforming to federal and state court requirements will be accepted with the understanding that if there is any dispute regarding a signature, NMDA reserves the right to require that original signatures be provided to verify the electronic or facsimile signature.

SPECIAL NEEDS: If you are an individual with a disability who needs a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact

NMDA at (575) 646-3702 at least one week prior to the meeting or as soon as possible.

The Director will consider all oral comments, and will review all timely submitted written comments and responses.

PUB: FEB 22, 2022

Exhibit 9

SANTA FE NEW MEXICAN

Founded 1849

NM DEPT OF AGRICULTURE NMSU
PO Box 30005
Las Cruces, NM 880038005

ACCOUNT:	S2014	
AD NUMBER:	28660	
LEGAL NO	89328	P.O.#:
1 TIME(S)	165.90	
AFFIDAVIT	10.00	
TAX	14.84	
TOTAL	190.74	

AFFIDAVIT OF PUBLICATION

STATE OF NEW MEXICO
COUNTY OF SANTA FE

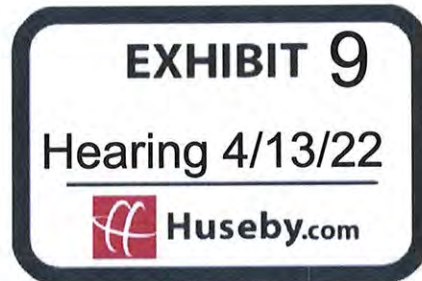
I, Charity Valdez, being first duly sworn declare and say that I am Legal Advertising Representative of THE SANTA FE NEW MEXICAN, a daily newspaper published in the English language, and having a general circulation in the Counties of Santa Fe, Rio Arriba, San Miguel, and Los Alamos, State of New Mexico and being a newspaper duly qualified to publish legal notices and advertisements under the provisions of Chapter 167 on Session Laws of 1937; that the Legal No 89328 a copy of which is hereto attached was published in said newspaper 1 day(s) between 02/22/2022 and 02/22/2022 and that the notice was published in the newspaper proper and not in any supplement; the first date of publication being on the 22nd day of February, 2022 and that the undersigned has personal knowledge of the matter and things set forth in this affidavit.

ISI Charity Valdez
LEGAL ADVERTISEMENT REPRESENTATIVE

Subscribed and sworn to before me on this 22nd day of February, 2022

Notary Susan Larine Cahoon

Commission Expires: 11/30/2024



STATE OF NEW MEXICO
 NOTARY PUBLIC
 SUSAN LARINE CAHOON
 COMMISSION #1132046
 EXPIRES: 11/20/2024

LEGAL #28660

LEGAL #89328

**AVISO DE
REGLAMENTACIÓN
PROPUESTA**

SE NOTIFICA POR LA PRESENTE que el Departamento de Agricultura de Nuevo México (NMDA), propone enmendar 21.1.1 NMAC, PROCEDIMIENTOS DE POTESTAD REGLAMENTARIA DEL NMDA.

PROPÓSITO Y RESUMEN DE LAS REGLAS PROPUESTAS: La regla propuesta hace enmiendas para aclarar un procedimiento de potestad reglamentaria, lo que permitirá que el departamento de agricultura de Nuevo México obtenga las opiniones y declaraciones de todas las personas interesadas con respecto a las reglas y regulaciones en el departamento de manera transparente, organizada y justa.

AUTORIDAD ESTATUTARIA: Otorgado a la junta de regentes de la universidad estatal de Nuevo México bajo la compilación de la Sección 76-1-2 NMSA 1978. Las copias del Aviso de Reglamentación Propuesta y las reglas propuestas están disponibles mediante descarga electrónica del sitio web del Departamento de Agricultura de Nuevo México (<https://www.nmda.nmsu.edu>) y en oficinas locales y del distrito de la agencia.

El miércoles 13 de abril de 2022 a la 1:30 pm el NMDA presentará una audiencia pública por

video / telefónica y en persona en el Departamento de Agricultura de Nuevo México, en 3190 S. Espina, Las Cruces, NM, ubicado en la esquina de las calles Espina y Gregg.

Únase por video:
URL de la reunión:
<https://nmsu.zoom.us/j/93580466962>
ID de reunión: 935 8046 6962
Código de acceso: 538839

Únase por teléfono:
+1 669 900 6833 o +1 253 215 8782
ID de reunión: 935 8046 6962
Código de acceso: 538839

Se aceptarán comentarios orales en la audiencia de miembros del público y de cualquier parte interesada. Los comentarios escritos se aceptarán hasta las 5:00 pm del 13 de abril de 2022. Los comentarios pueden enviarse por correo electrónico a comments@nmda.nmsu.edu o pueden enviarse copias originales a:

New Mexico Department of Agriculture,
Office of Director
MSC 3189, PO Box 30005, 3190 S. Espina,
Las Cruces, NM 88003-8005

Solo se aceptarán declaraciones, propuestas o comentarios firmados. Se aceptarán firmas escaneadas o electrónicas que cumplan con los requisitos de los tribunales federales y estatales, en el entendido de que si hay alguna disputa con respecto a una firma, el NMDA se reserva el derecho de exigir que se proporcionen firmas originales para verificar la firma electrónica o

facsimil.

NECESIDADES ESPECIALES: Si usted es una persona con una discapacidad que necesita un lector, amplificador, intérprete de lenguaje de señas calificado o cualquier otra forma de ayuda o servicio auxiliar para asistir o participar en la audiencia o reunión, comuníquese con el NMDA al (575) 646 - 3702 al menos una semana antes de la reunión o lo antes posible.

El Director considerará todos los comentarios orales y revisará todos los comentarios y respuestas escritos presentados oportunamente.

PUB: Feb 22, 2022

LOST? TRY THESE

LINKS!

- [NMDA Homepage](#)
- [Divisions Directory Page](#)
- [Inspections Main Page](#)
- [Licensing & Registration](#)

NEW MEXICO STATUTES & RULES

NMDA is responsible for the administration of over 30 state statutes and the rules and regulations promulgated under them. The statutes and rules made available here are for the public's convenience. They are meant to be used only as a reference. The department has made every effort to accurately reproduce these statutes here; however, they are not the official statutes of the state. The official statutes are made available on the Internet on the New Mexico Compilation Commission website. The official rules are available at the New Mexico Administrative Code website. If there are any discrepancies between versions provided here and the official version, the official version has precedence.

Exhibit 10

Proposed Amendments to 21.1.1 NMAC NMDA Rule Making Procedures

- [Notice of Proposed Rulemaking](#)
- [Notice of Proposed Rulemaking \(Spanish\)](#)

- [Current Rule](#)
- [Proposed Amendments](#)
- [Proposed Rule Integrated](#)

Public Comments Received
note: will be added daily if/ as comments are received

Technical Information

- [State Rules Act, Chapter 14, Article 4 NMSA 1978](#)
- [1,24,25 NMAC Default Procedural Rule for Rulemaking](#)
- [Department of Agriculture, Chapter 76, Article 1, Section 2 NMSA 1978](#)

GENERAL PROVISIONS

- [NMDA Rulemaking Procedures, 21.1.1 NMAC](#)
- [Fees for Documents and Services, 21.1.2 NMAC](#)
- [Parental Responsibility Act Compliance, 21.1.3 NMAC](#)

APIARIES

EXHIBIT 10

Hearing 4/13/22

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Rule Hearing Search

Exhibit 11

Hearing Date: |
 Comments: |
 Agency:

All | All | New Mexico Department of Agriculture (NMDA)

Search

[Return to Search Results](#)

Proposed Rule Name:
Proposed amendments to 21.1.1 NMAC, NMDA RULE MAKING PROCEDURES

Agency:
New Mexico Department of Agriculture (NMDA)

Purpose:
The proposed rule makes amendments to clarify a rulemaking procedure, which will enable the New Mexico department of agriculture to secure the views and statements of all interested persons concerning rules and regulations at the department in a transparent, organized and fair manner.

Summary:
This rule clarifies the rule making procedure for New Mexico Department of Agriculture.

Statutes:
NMSA 1978, § 76-1-2
NMSA 1978, § 14-4-1

Administratives Codes:
NMAC 1.24.25

Rule Complete Copy :
Copies of the Notice of Proposed Rulemaking and proposed rules (including any technical information) are available by electronic download from the New Mexico Department of Agriculture website (<https://www.nmda.nmsu.edu>) and at agency district and field offices.

Corrections:
Not available

Rule Explanatory Statement:
[Click Here to access the Rule Explanatory Statement](#)

Related New Mexico Register Publications:
Not available

For any additional information or questions concerning this rule making or posting please contact:

Rebecca Agnew
ragnew@nmda.nmsu.edu
5756463007

Last Updated Date
2/22/2022 4:01 PM

How to submit Comments:

Comments may be submitted via email to comments@nmda.nmsu.edu or may be filed by sending original copies to:
New Mexico Department of Agriculture, Office of Director
MSC 3189, PO Box 30005, 3190 S. Espina, Las Cruces, NM 88003-8005

Only signed statements, proposals or comments will be accepted. Scanned or electronic signatures conforming to federal and state court requirements will be accepted with the understanding that if there is any dispute regarding a signature, NMDA reserves the right to require that original signatures be provided to verify the electronic or facsimile signature.

When are comments due:
4/13/2022 5:00 PM

Hearing Date:
4/13/2022 1:30 PM

Public Hearing Location:
NMDA will host a public video/telephonic and in person hearing at the New Mexico Department of Agriculture, at 3190 S. Espina, Las Cruces, NM, on the corner of Espina and Gregg.

Join via Video:
Meeting URL: <https://nmsu.zoom.us/j/93580466962>
Meeting ID: 935 8046 6962
Passcode: 538839

Join via Phone:
+1 669 900 6833 or +1 253 215 8782
Meeting ID: 935 8046 6962
Passcode: 538839 4/13/2022 (1:30 PM - 3:00 PM)

How to participate:
Oral comments will be accepted at the hearing from members of the public and any interested parties.

EXHIBIT 11

Hearing 4/13/22



Huseby.com

If the document is not visible on the previewer, please download the file.

File	File Name	File Type	Description
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Type here to search



NEW MEXICO DEPARTMENT OF AGRICULTURE
Office of the Director/Secretary
MSC 3189
New Mexico State University
P.O. Box 30005
Las Cruces, NM 88003-8005
Phone: (575) 646-3007

Exhibit 12

February 22, 2022

Sent via email to Westleea.painter@state.nm.us

New Mexico Economic Development Department
Attn: Westlee Painter
Small Business Regulatory Advisory Commission
P.O. Box 20003
Santa Fe, NM 87504-5003

RE: Proposed Amendments to 21.1.1 NMAC NMDA Rule Making Procedures

Dear Commission;

Pursuant to NMSA 1978 Section 14-4A-4, New Mexico Department of Agriculture (NMDA) is providing notice of rulemaking. This amendment will have no impact on small businesses.

NMDA proposes to amend 21.1.1 NMAC, NMDA RULE MAKING PROCEDURES. The proposed rule makes amendments to clarify a rulemaking procedure, which will enable the New Mexico department of agriculture to secure the views and statements of all interested persons concerning rules and regulations at the department in a transparent, organized and fair manner.

Statutory Authority is granted to the board of regents of New Mexico State University under Section 76-1-2 NMSA 1978 compilation. The notice of hearing for these amendments will be published on February 22nd in the New Mexico Register, Volume XXXIII, Issue No. 4.

If you have any questions or concerns please contact NMDA, at (575) 646-3702 on or before April 13, 2022.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anthony J. Parra', written over a horizontal line.

Anthony J. Parra
Deputy Secretary

Attachments: Proposed Amendments
Notice of Rulemaking

EXHIBIT 12

Hearing 4/13/22

Huseby.com



NEW MEXICO DEPARTMENT OF AGRICULTURE
Office of the Director/Secretary
MSC 3189
New Mexico State University
P.O. Box 30005
Las Cruces, NM 88003-8005
Phone: (575) 646-3007

Exhibit 13

February 22, 2022

Sent via email to lcs@nmlegis.gov

Legislative Council Service
411 State Capitol
490 Old Santa Fe Trail
Santa Fe, NM 87501

RE: Proposed Amendments to 21.1.1 NMAC NMDA Rule Making Procedures

Dear Council Service;


Pursuant to NMSA 1978 Section 14-4-2E, New Mexico Department of Agriculture (NMDA) is providing notice of rulemaking.

NMDA proposes to amend 21.1.1 NMAC, NMDA RULE MAKING PROCEDURES. The proposed rule makes amendments to clarify a rulemaking procedure, which will enable the New Mexico department of agriculture to secure the views and statements of all interested persons concerning rules and regulations at the department in a transparent, organized and fair manner.

Statutory Authority is granted to the board of regents of New Mexico State University under Section 76-1-2 NMSA 1978 compilation. The notice of hearing for these amendments will be published on February 22nd in the New Mexico Register, Volume XXXIII, Issue No. 4.

If you have any questions or concerns please contact NMDA, at (575) 646-3702 on or before April 13, 2022.

Sincerely,


Anthony J. Parra
Deputy Secretary

Attachments: Proposed Amendments
Notice of Rulemaking



Exhibit 14

Agnew, Rebecca

From: Painter, Westlee A, EDD <WestleeA.Painter@state.nm.us>
Sent: Thursday, February 24, 2022 11:44 AM
To: Agnew, Rebecca
Subject: RE: [EXTERNAL] FW: Proposed Amendments to 21.1.1 NMAC NMDA Rule Making Procedures

Ms. Agnew,

There were not reported findings in the proposed laws sent.

Let me know if you have any questions.

Happy almost Friday!

Sincerely,

Ms. Westlee A. Painter

**Executive Assistant to the Deputy Cabinet Secretary Jon Clark
Economic Development Department**

Work: (505) 827-0300

Cell: (505) 470 - 9472

From: Agnew, Rebecca <ragnew@nmda.nmsu.edu>
Sent: Tuesday, February 22, 2022 4:22 PM
To: Painter, Westlee A, EDD <WestleeA.Painter@state.nm.us>
Cc: Agnew, Rebecca <ragnew@nmda.nmsu.edu>
Subject: [EXTERNAL] FW: Proposed Amendments to 21.1.1 NMAC NMDA Rule Making Procedures

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I apologize, this email contains the referenced attachments.

Best,

*Rebecca Agnew
(575) 646-3702*

From: Agnew, Rebecca
Sent: Tuesday, February 22, 2022 4:19 PM
To: westleea.painter@state.nm.us
Cc: Agnew, Rebecca <ragnew@nmda.nmsu.edu>
Subject: Proposed Amendments to 21.1.1 NMAC NMDA Rule Making Procedures

Mr. Painter,

Please see the attached letter.

Rebecca Agnew



*Administrative Assistant
Office of the Director
New Mexico Department of Agriculture
Desk: (575) 646-3702*

Confidentiality Notice: New Mexico has a very broad public records law. Most written communications to or from state employees are public records. Your e-mail communications may therefore be subject to public disclosure. This e-mail, including all attachments is for the sole use of the intended recipients. Any unauthorized review, use, disclosure or distribution is prohibited unless specifically provided under the New Mexico Inspection of Public Records Act.

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Exhibit 15

This is an amendment to 21.1.1 NMAC, Sections 9, 10, 11, 12, 14, 15 and 16 effective xx/xx/2022

21.1.1.9 RULEMAKING PREREQUISITES:

A. Prior to the adoption, amendment, or repeal of any rule, the department shall publish notice of its proposed action in the New Mexico register and at least 30 days prior to its proposed action, not including the publication or the day of proposed action, shall:

- (1) if required by statute, publish notice of its proposed action in newspapers or trade, industrial, or professional publications, as will reasonably give public notice to interested persons;
- (2) notify by mail or electronic mail any person or group filing a written request for such notification to the New Mexico department of agriculture, notification being by mail or electronic mail to the last address specified by the person or group; ~~requests from such persons or groups shall be renewed annually.~~
- (3) sending it by electronic mail to persons who have participated in the rulemaking and who have provided an electronic mail address to the agency;
- (4) post on the agency website;
- (5) post on the sunshine portal;
- (6) make available at the agency district and field offices;
- (7) provide to the New Mexico legislative council.

B. The notice described in Subsection A of 21.1.1.9 NMAC above shall include:

- (1) information on the public hearing and how a person may participate;
- (2) information on how comments may be submitted to the department where the comments will be received, and when the comments are due;
- (3) a summary describing the full text of the proposed rule;
- (4) a short explanation describing the substance of the proposed action;
- (5) information on how the proposed rule may be obtained and internet link that provides free access to the full text of the proposed rule;
- (6) a reference to the statutory authority under which the rule is proposed; and
- (7) a citation to technical information, if any, and how to obtain the technical information.

[21.1.1.9 NMAC, Rp, 21.1.1.8 NMAC, 11/01/2018, A; xx/xx/2022]

21.1.1.10 RULEMAKING HEARINGS: Rulemaking hearings shall be conducted as follows.

- A.** The rules of civil procedure and the rules of evidence shall not apply.
- B.** Unless the circumstances otherwise justify the order of appearance will be as follows:
 - (1) comments of department staff;
 - (2) comments of each proponent;
 - (3) comments of each opponent; and
 - (4) comments ~~[of other interested persons.]~~ from the general public.
- C.** Public hearings shall be conducted in a fair and equitable manner.
- D.** Public hearings shall be open to the public and recorded.

[21.1.1.10 NMAC, Rp, 21.1.1.9 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.11 PUBLIC COMMENT: The department shall afford all interested persons reasonable opportunity to submit written data, views, or arguments in support of or opposition to a proposed rule. Any interested person seeking to modify a proposed rule in any way must submit a proposed modification in writing to the department.

- A.** Information or comment submitted may be in electronic or written format;
- B.** public comment period will be open for a period of at least 30 days after the date of notice in the NM register; and
- C.** the department will consider all comments respecting the proposed rule prior to a final decision.
- D.** All comments filed on proposed rule shall be made available to any person for inspection upon request and shall be posted to the agency's website as soon as practicable after they are filed.


[21.1.1.11 NMAC, N, 11/01/2018; A, xx/xx/2022]

21.1.1.12 HEARING OFFICER: The director ~~[may]~~ shall appoint an agency representative or hearing officer to conduct the hearing and receive statements and supporting data. The agency representative or hearing officer will be authorized to make all rulings in the conduct of the proceedings and in the receipt of statements and supporting data.

[21.1.1.12 NMAC, Rp, 21.1.1.10 NMAC, 11/01/2018; A, xx/xx/2022]

EXHIBIT 15

Hearing 4/13/22

 Huseby.com

21.1.1.14 ADOPTION OF THE RULE: Adoption of any rule will be through the board of regents of New Mexico state university at a scheduled board meeting. The board shall be presented with a complete hearing record and recommended action of the director. ~~[A.]~~ At the time a rule is adopted, the department shall provide a concise explanatory statement to the public containing:

~~[(1)]~~ **A.** the date the agency adopted the rule and effective date if different than adopted date;

~~[(2)]~~ **B.** a reference to the specific statutory or other authority authorizing the rule; and

~~[(3)]~~ **C.** any findings required by a provision of law for the adoption of the rule;

D. reasons for any changes between the published proposed rule and the final rule;

E. reasons for not accepting substantive arguments made through public comment.

~~[B. Within 15 days after the adoption of the rule the department shall file the adopted rule with the state records office, and shall provide to the public as defined in Section 14-4-2 NMSA 1978, the adopted rule. The effective date of the rule shall be the date of publication in the New Mexico register unless a later date is provided for in the rule.]~~

[21.1.1.14 NMAC, Rp, 21.1.1.14 NMAC, 11/01/2018; A, xx/xx/2022]

21.1.1.15 EMERGENCY RULE: ~~[The director may adopt an emergency rule if he finds that the time required to complete the rule making procedures would: cause imminent peril to the public health, safety or welfare; cause the unanticipated loss of funding for an agency program; or place the agency in violation of federal law. The agency shall provide to the public a record justifying the finding for the need of the emergency rule, prior to the publication of the emergency rule. The director's finding and a brief statement of the reasons for its finding shall be incorporated in the public record, the public record will also state that the rule is temporary and will not exceed 180 days.]~~ The department shall comply with emergency rulemaking procedures in Section 14-4-5.6 NMSA 1978.

[21.1.1.15 NMAC, N, 11/01/2018; A, xx/xx/2022]

21.1.1.16 FILING RULES: Each rule, amendment, or repeal thereof adopted by the department shall be filed with the state records center in accordance with the ~~[law.]~~ State Rules Act, Section 14-4-5 NMSA 1978

[21.1.1.16 NMAC, Rp, 21.1.1.15 NMAC, 11/01/2018; A, xx/xx/2022]

Exhibit 16

Agnew, Rebecca

From: Chris Mechels <cmechels@q.com>
Sent: Monday, April 11, 2022 5:28 PM
To: NMDA, Comments
Subject: 21.1.1 NMAC, NMDA RULE MAKING PROCEDURES Hearing on 4-13-2022

****Warning:** This email originated external to the NMSU email system. Do not click on links or open attachments unless you are sure the content is safe.

Dear NMDA,

After careful examination of your proposed rule, I have concluded that it is severely flawed, beyond repair in this hearing. This from comparing the proposal to the Default Hearing Procedure, 1.24.25 NMAC, which sets the base requirements that must be met, or surpassed, by your proposal.

It seems that the proposal was driven by preserving the existing NMDA Procedure, with minor modifications, with little attention to the mandated minimum established by the Default. Better would have been taking the Default as a base, with minor changes to preserve some bits of the existing NMDA Procedure.

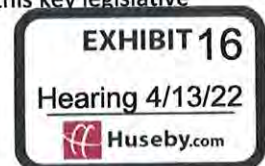
To demonstrate the problems, some more obvious shortcomings:

- 1) The provisions of 1.24.25.10 NMAC are totally missing.
- 2) 21.1.1.9 text is superfluous as it is included in the Rules Act itself. We stripped such language out of 1.24.25.
- 3) The hearing procedure of the proposed 21.1.1.10 is much less useful than 1.24.25.13 in usefully describing a hearing.
- 4) 21.1.1.13 is superfluous as that language is included in the Rules Act itself. We stripped such language out of 1.24.25.
- 5) 21.1.1.14 does not match, and does not meet, the requirements of 1.24.25.14 without a major rework.

I suggest a new effort, which begins with 1.24.25 as the base, with minimal changes as this is a much safer path to compliance.

If you proceed with your proposal, I don't see how it can be defended, and I would hope that when you file it with the Attorney General's office, as required, it would be not well received.

My sympathy, as the Rules Act is quite confining. We had a hard struggle, and a long hearing, before agreement on the Default Hearing, 1.24.25 NMAC. Not perfect but a good effort. The 2017 Rules Act itself was some 10 years in the making, but marks a major improvement, much needed, in public information and involvement in this key legislative area.



Best Wishes,

Chris Mechels
505-982-7144

Sign-In Sheet



RULE HEARING SIGN IN SHEET

Rule:	Rule Hearing 21.1.1 NMAC NMDA Rule on Rule Making	Meeting Date/Time:	4/13/2022 1:30p.m.
Facilitator:	New Mexico Department of Agriculture	Place/Room:	Conference Room

Name	E-Mail
Anne Hallett	hallettreporting@gmail.com
Larry Dominguez	ldominguez@nmda.nmsu.edu
Anthony PARRA	apARRA@nmda.nmsu.edu
Dr. Gail Goodman	(zoom)
Chris Mecheles	(zoom) cmecheles@g.com



Board of Regents Meeting
Meeting Date: September 15, 2022
Agenda Item Cover Page

Agenda Item # H-1

- Action Item
 Consent Item
 Informational Item

Presented By: Wayne L Savage
 Executive Director, Arrowhead Park

Agenda Item:

Tax Increment Development District (TIDD) Proposal

Requested Action of the Board of Regents:

Approval of resolution in support of formation of a TIDD for Arrowhead Park, Aggie Uptown, and other applicable NMSU land for the purpose of infrastructure development to promote economic growth and vitality of the southern NM region

Executive Summary:

Tax Increment Development Districts are authorized under state statute for the express purpose of using public tax dollars to build public infrastructure such as roads, utilities, public facilities and amenities, and more. Development of a TIDD by NMSU for Arrowhead Park, Aggie Uptown, and other NMSU land will provide a secure long-term source of funding to develop needed infrastructure. This infrastructure, in turn, will encourage and attract private investment in building and job creation in support of NMSU's commitment to regional economic development.

Approval of this resolution is aligned with current approved NMSU main campus, Arrowhead Park, and Aggie Uptown master plans.

References:

See attached resolution.

Prior Approvals:

June 10, 2022 - Chancellor Arvizu



Tax Increment Development District Overview
NMSU Board of Regents
September 15, 2022



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Tax Increment Development Districts (TIDD)

- TIDD's authorized by NM Legislature in 2006
 - Incremental property and gross receipts tax revenues generated within a defined district are allocated to fund new public improvements in that district
 - Intended to create funding for public infrastructure & growth otherwise not affordable
 - Up to 75% of incremental tax revenues typically used to fund district improvements
 - Remainder accrues to benefit of City, County, State partners
- "TIDD District" formed by partnership between developer, municipality, county, state
 - Legally, financially separate entity
 - Developer / Land owner can be public or private entities
- Examples of public improvements that can be funded within TIDD districts
 - Road & utility infrastructure, recreation & educational facilities, energy systems
- New Mexico TIDD Examples
 - Redevelopment - Las Cruces Downtown (public), Winrock Town Center (private)
 - Greenfield - Mesa del Sol (private), UNM South Campus (public)



TIDD Feasibility Study

- AHC / ADI / NMSU funded a TIDD feasibility study in March 2021
 - Goal of study to determine viability of TIDD for NMSU lands in proposed District
 - Arrowhead Park, Aggie Uptown / East Campus, University Avenue corridor
 - Hired consulting team currently leading UNM South Campus TIDD project
- Financial modeling for proposed TIDD included:
 - Infrastructure and public improvements projections consistent with:
 - Arrowhead Park, Aggie Uptown, NMSU Master Plans
 - CLC Elevate Las Cruces Plan
 - Forecasted growth in private investment for build-out, resulting job creation
 - Expected increase in gross receipts and property tax revenues in District
- Final Report complete December 2021
- Results reflect significant potential to generate funds for needed improvements within the proposed District



TIDD Study Outcomes

- Tax increment projection of \$581M over 28 year planning horizon (GRT & Property)
 - \$435M for District public improvements (75%)
 - \$146M government revenue (City, County, State) (25%)
- Projected economic growth supported by District public improvements & infrastructure:
 - \$1.2 billion in private investment
 - Offices, labs, retail, entertainment, residential / mixed-use developments
 - 4000 – 5000 new direct jobs within District (not including indirect, induced)
- Public improvements in the District are funded by developer and then reimbursed
 - Reimbursements come from District revenues or bond issuance as needed
- Issuance of bonds by District must be approved by NMFA & Legislature
 - Bonds are obligation of the District, not NMSU
- Ownership of improvements are vested in appropriate public entity (NMSU, CLC, etc.)
- Funds can not be used for operational or maintenance purposes



TIDD Benefits

- Provides secure, long-term funding for TIDD district infrastructure
- NMSU visibility & impact as a community partner in economic development
- TIDD formation benefits all District partners – NMSU, CLC, County, State
 - New growth, new tax revenue, new job creation, regional economic benefit
- Bonding risk for new infrastructure held by TIDD district
- Improvements would transfer to appropriate long-term owners
 - CLC, NMSU, NMDOT
 - NMSU will not have to carry O&M costs of all improvements

TIDD Concerns

- TIDD funds dependent on actual GRT & property tax generation
 - Forecast based on current 28 year Park / Uptown projections
 - Slower tax generation will change timeline for building improvements
- TIDD formation with CLC would require annexation of District lands
 - NMSU has annexed University lands into CLC before on small scale
 - With negotiation, NMSU retains control of land use, permitting
- 2021 TIDD proposed by private developer was denied by CLC
 - Public entity TIDD's viewed more favorably state-wide



Projected Capital Requirements 2023 - 2050

- **Preliminary Infrastructure requirements** for Arrowhead Park & Aggie Uptown ~ \$110M
 - Arrowhead Park (current estimates)
 - Roadways, Utilities, Drainage \$28,000,000
 - Landscaping and Amenities \$ 4,000,000
 - Energy / Micro-grid Projects \$ 8,000,000
 - Parking Structure \$12,000,000
 - Entrepreneurship Center \$15,000,000
 - Aggie Uptown (current estimates excluding East Campus)
 - Roadways & Utilities \$24,000,000
 - Golf Course \$15,000,000
- Leaves potential \$250M TIDD funds to support strategic investments in the District
 - NMSU academic, research, innovation, housing, parking infrastructure
 - Renewable energy, transportation, and sustainability projects
 - NMSU and CLC University Avenue corridor & infrastructure improvements



TIDD Application and Approval Process

- Finalize District development and growth plans, infrastructure needs, engineering
 - Include inputs from all NMSU executive, academic, research, ICT, FS units
 - NMSU Advisory Taskforce
 - Engage CLC for buy-in on District growth and infrastructure planning
 - Update all planning assumptions and financial models
 - Regular updates for NMSU Government Relations and key legislative partners
- Develop partnering agreements - City of Las Cruces, Dona Ana County, State of NM
 - Formalize MOU with City Q2 2023
 - Final City Council resolution Q2 2023; County resolution Q3 2023
 - Engage State for MOU Q3 2023
 - Final legislative approval February 2024
- Establish TIDD District and TIDD Board in Q4 2023
 - Board representation - 2 NMSU/AHC, 2 CLC/DAC, 1 State of NM (tentative)



Next Steps – Estimated CLC Phase 1 Costs FY23

Summary - CLC Phase		
City Consultation	\$ 54,000	10%
NMSU Consultation	\$ 34,000	6%
Legal-Policy Matters	\$ 110,000	20%
TIDD Boundary	\$ 20,000	4%
Development Plans	\$ 65,000	12%
Utility Master Plan	\$ 20,000	4%
Financial Modeling	\$ 32,000	6%
Infrastructure Costs	\$ 20,000	4%
TIDD Plan	\$ 44,500	8%
Financial Feasibility	\$ 23,500	4%
TIDD Application	\$ 118,000	22%
Project Total	\$ 541,000	100%
NMGRT (6.75%)	\$ 36,518	
Contingency	\$ 44,482	
Grand Total	\$ 622,000	



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Questions



BE BOLD. Shape the Future.

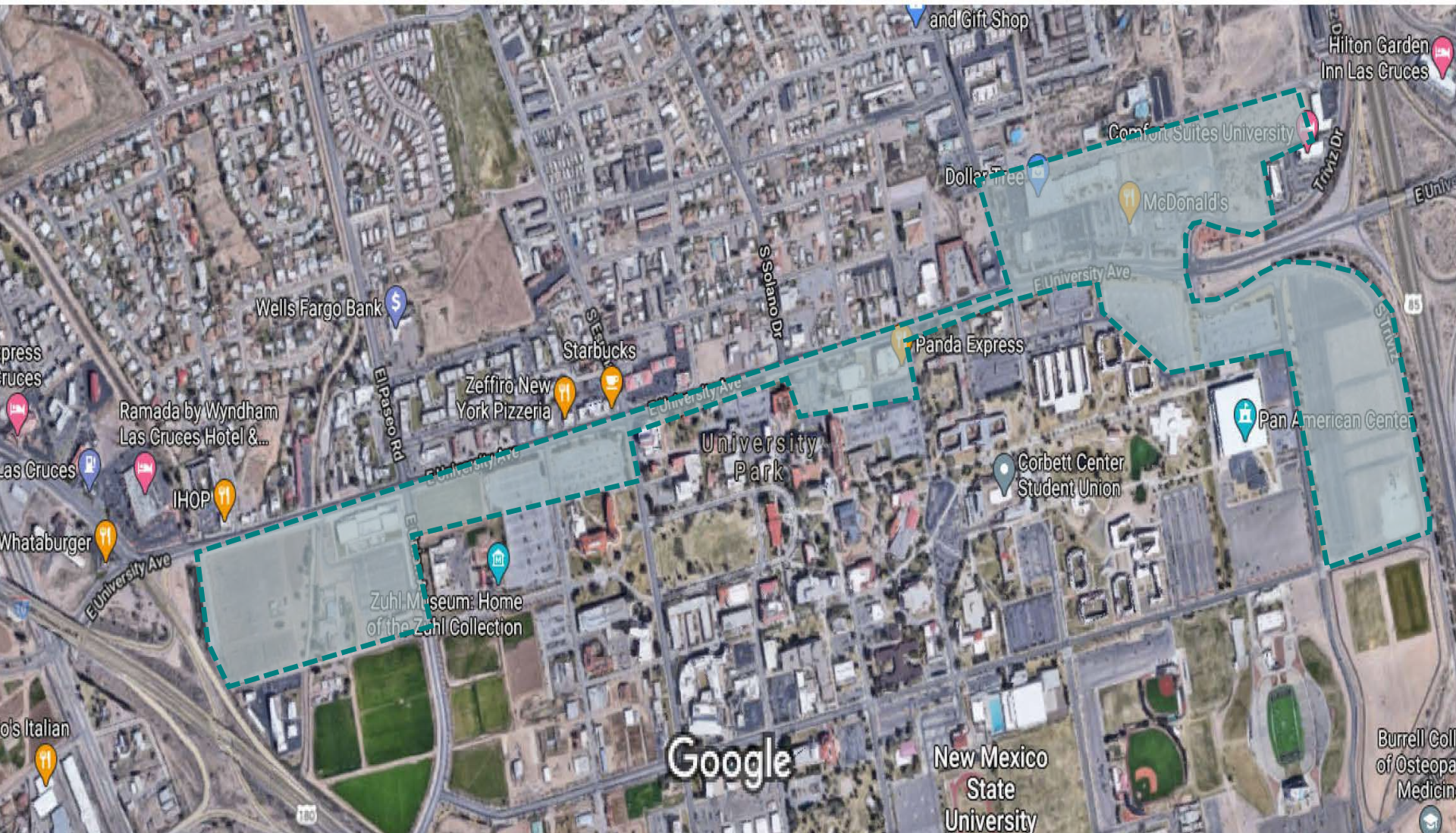
Proposed TIDD District – Arrowhead Park



Proposed TIDD District – Aggie Uptown / East Campus



Proposed TIDD District – University Ave. Corridor



Resolution No. 2022-05

NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS

RESOLUTION

WHEREAS, NMSU is the land grant institution for the state of New Mexico, and has a core mission for economic development; and

WHEREAS, the southern New Mexico continues to experience high levels of poverty, and is in need of economic opportunity, job growth, and higher wages; and

WHEREAS, Arrowhead Center, Inc. and Aggie Development, Inc. were created to address this need for increased economic opportunity; and

WHEREAS, the signature real estate development investments of NMSU are Arrowhead Park and Aggie Uptown; and

WHEREAS, these real estate investments require funding and development of infrastructure that is beyond the current scope and capacity of NMSU financial resources; and

WHEREAS, the State of New Mexico has identified and provided for this need of funding infrastructure through existing legislation providing for public entities to establish tax increment development districts (TIDD); and

WHEREAS, the City of Las Cruces has expressed interest in partnering to develop a tax increment district comprising Arrowhead Park, Aggie Uptown, and potentially other NMSU lands.

NOW THEREFORE, BE IT RESOLVED that the Board of Regents of New Mexico State University supports the formation of a Tax Increment Development District for Arrowhead Park, Aggie Uptown, and other applicable NMSU land for the purpose of funding and developing infrastructure in order to promote economic growth and vitality of the southern NM region.

BE IT FURTHER RESOLVED that the Chancellor of New Mexico State University establish an advisory taskforce charged with ensuring that the land-grant and Hispanic-Serving Institution mission of NMSU is carefully preserved in the formation of a Tax Increment Development District for Arrowhead Park, Aggie Uptown, and other applicable NMSU land.

BE IT FURTHER RESOLVED that the Board of Regents of New Mexico State University will have final authority for entering into a Memorandum of Understanding with City, County, and State officials prior to final implementation and formation of the TIDD.

RESOLVED, this 15th day of September 2022, in Las Cruces, New Mexico



Board of Regents Meeting
Meeting Date: September 14, 2022
Agenda Item Cover Page

Agenda Item # 1

- Action Item
- Consent Item
- Informational Item

Presented By: Jeff Witte
Cabinet Secretary & Director
New Mexico Department of
Agriculture

Agenda Item: Report from the New Mexico Department of Agriculture to the Regents of New Mexico State University (Board of Agriculture)

Requested Action of the Board of Regents: None. Information only.

Executive Summary: This is a quarterly report provided to the Board of Regents from the New Mexico Department of Agriculture

References:
See attached report.

Prior Approvals:
N/A

NMDA

New Mexico Department of Agriculture

BOARD OF REGENTS REPORT

September 15, 2022

Emergency Watershed Protection (EWP) Program for Mora and San Miguel County

New Mexico Department of Agriculture (NMDA) helped coordinate the Department of Finance and Administration (DFA), Natural Resources Conservation Service (NRCS), New Mexico State University (NMSU), Tierra Y Montes, and the Western Mora Soil and Water Conservation District, to launch the Emergency Watershed Protection (EWP) program for residents of Mora and San Miguel County, which aims to protect property from additional flooding and soil erosion caused by wildfire-related flood debris.

\$133 million dollars has been secured to implement EWP in both Mora and San Miguel counties. The funding will cover 100% of the construction costs and will address erosion-related watershed impairments by supporting activities that include: removing debris from stream channels, road culverts, and bridges; reshaping and protecting eroded banks; correcting damaged drainage facilities; repairing levees and structures; and reseeding damaged areas. The EWP Program is a federal emergency recovery program that helps local communities recover after a natural disaster strikes.

Legislative Funding Update

FY23 Healthy Soil Program (HSP) Funds - Appropriated \$1 million, \$86,000 in new funding (Plus recurring funds of \$267,920 and 100,000 matching funds from USDA/NRCS).

NMDA received 77 HSP applications totaling \$1,590,028 in requests. Of the applications received, 12 were ineligible (did not meet application requirements), 7 were unsuccessful (did not meet technical merit standards), and 5 withdrew their applications. A technical review panel was convened to review and recommend projects for the Secretary's approval.

Fifty-one (51) applications received funding awards; 13 eligible entities and 38 individual applicants. Total awards amount to \$1,099,569. NMDA is in the process of allocating the balance of HSP funding available, which is approximately \$350,000. The grant period runs from August 15, 2022, through May 31, 2023.

FY23 Agriculture Workforce Development Program (AWD) Funds - Appropriated \$250,000 in new funding (plus \$125,000 in recurring funds)

The FY23 AWD program opened June 10, 2022, for internships occurring between July 1, 2022, and May 31, 2023. To date, there are 10 internships with 7 agricultural businesses across the state. \$112,523 out of \$362,500 available funding has been allocated since July 1, 2022. The application period is open through March 31, 2023, or until funds are fully allocated.

FY23 - FY25 Soil and Water Conservation Commission/District (SWCC/SWCD) Funds

The SWCC requested that SWCDs submit pre-proposals for the \$3 million appropriation received. A subcommittee reviewed the 52 pre-proposals totaling \$13,000,000 in requests and recommended a slate of 23 pre-proposals (\$5,300,000 to be narrowed down) to the SWCC for consideration to submit full project proposals. The full project proposals are due September 15, 2022. A technical review panel will be convened to select the best proposals to receive funds from the \$3 million appropriation. The outcome of the process is expected by late October 2022.

Chile Labor Incentive Program (CLIP) as part of [House Bill 2](#) NMDA received \$1,000,000 in appropriations to continue the CLIP Program.

The intent of the program is to support both the chile farmers and chile processors in their effort to incentivize the hiring and retention of the seasonal workforce necessary to harvest and process New Mexico chile crops from the 2021 harvest season through the 2024 harvest season, or until funding has been exhausted. The deadline for all applications is May 1, 2025, and funds will be disbursed on a first-come-first-serve basis until the allocated funds have been fully utilized.

Appropriation	FY23 Expenses	Encumbered	Balance
\$ 1,000,000	\$ 762,570.72		\$ 237,429.28

New Mexico Vineyard Restoration Fund as part of [House Bill 2](#) NMDA received \$1,000,000 in appropriations to fund vineyard restoration and provide rootstock for the production of wine by New Mexico wineries.

Through a Request for Proposal process, the New Mexico Wine and Grape Growers Association – also referred to as New Mexico Wine will administer these funds. NMDA, under the umbrella of NMSU, will oversee the funding program, as outlined in House Bill 2.

The fund will provide New Mexico wineries and vineyards with reimbursement of purchased rootstock or vines, for planting to replace lost vines as a result of an unavoidable event or to expand the planting of vines for the future growth and viability of the New Mexico wine and grape growers' industry. Funding must be expended by June 30, 2025.

Appropriation	FY23 Expenses	Encumbered	Balance
\$ 1,000,000	\$ 47,619.00	\$ 952,381.00	\$ -

Food Farm and Hunger

As part of a multi-agency effort (state departments of agriculture, aging and long-term services, human services, higher education, health, early childhood education and care, economic development, public education, and finance and administration) the New Mexico Department of received appropriations for: Double Up Food Bucks (DUFB) and Approved Supplier Program. As an approved vendor, the New Mexico Farmers Marketing Association will be administering these funds while NMDA, under the umbrella of NMSU, will oversee the funding program.

DUFB <https://www.doubleupnm.org/how-it-works/> is primarily a federally-funded program through the United States Department of Agriculture (USDA), that requires the purchase be for fruits and vegetables. The “match” funding that the state provides helps leverage these federal dollars and therefore must meet the same programmatic requirements.

The [NM Grown Approved Supplier Program](#) is designed to grow and diversify the base of New Mexico producers selling to schools and other institutions. The Approved Supplier Program helps assure that fresh produce that moves through schools, early child care facilities, and senior centers, is safe, traceable, and originates from a garden or farm using sound and current food safety practices. The program also helps connect statewide farmers and buyers, and streamline internal purchasing processes.

Status of FY23 DUFB and Approved Supplier Program appropriations are outlined below:

- \$50,000 for NMDA to double supplemental nutrition assistance program benefits for the purchase of New Mexico-grown fruits and vegetables at participating food outlets as part of the statewide hunger initiative - Bernalillo county

Appropriation	FY23 Expenses	Encumbered	Balance
\$ 50,000.00	\$ 2,380.95	\$ 47,619.05	\$ -

- \$50,000 for NMDA to double supplemental nutrition assistance program benefits for the purchase of New Mexico-grown fruits and vegetables at participating food outlets as part of the statewide hunger initiative - Dona Ana county

Appropriation	FY23 Expenses	Encumbered	Balance
\$ 50,000.00	\$ 2,380.95	\$ 47,619.05	\$ -

- \$80,000 to double supplemental nutrition assistance program benefits for recipients in Santa Fe county for the purchase of New Mexico-grown fruits and vegetables at participating food outlets.

Appropriation	FY23 Expenses	Encumbered	Balance
\$ 80,000.00	\$ 3,809.52	\$ 76,190.48	\$ -

- To double supplemental nutrition assistance program benefits for the purchase of New Mexico-grown fruits and vegetables at participating food outlets in Santa Fe, Torrance, and Valencia counties

Appropriation	FY23 Expenses	Encumbered	Balance
\$ 50,000.00	\$ 2,380.95	\$ 47,619.05	\$ -

- \$956,700 for Food and Hunger Initiative - Double Up Food Bucks

Appropriation	FY23 Expenses	Encumbered	Balance
\$ 956,700		\$ 956,700.00	\$ -

- Food and Hunger Initiative - Approved Supplier Program

Appropriation	FY23 Expenses	Encumbered	Balance
\$ 200,000		\$ 200,000.00	\$ -

Meat Value Chain Coordination

As a budget expansion request in FY23, appropriations were allocated to the Marketing and Development Division for support and development of the state's rural meat processing and packing industry.

Marketing and Promotion:

- Utilized funding to enhance "Our Spirit Remains" Campaign highlighting New Mexico beef.
- Developed NM-Grown with Tradition beef promotion, and promotional materials, for events and for use by retailers, processors, and education programs.
- Coordinated and developed local "Tiktok style" meat recipe videos with NM—Taste the Tradition Chef Ambassador, John Hartley, to help promote less popular meat cuts encouraging whole carcass utilization.
- Accompanied, and offered cost-share to, three NM livestock processing companies at AAMP Annual Convention for networking and business development in July 2022.

Stakeholder Engagement:

- Directly engaged 32 state of NM processors to collect information and evaluate challenges and needs.
- Collaboratively worked with NGOs and affiliated industry groups.
- Technical support to NMSU Cooperative Extension Service.
- Aided and connected buyers and value-added processors with local livestock suppliers and meat processing operations.

Partnerships:

1. Coordinated roundtable meetings and assisted the Governor's office in developing guidelines for the New Mexico Grown Initiative to include local meat to local institutions.
2. Gathered support from industry and local government for, and helped draft, NMSU's grant application for the USDA Meat and Poultry Processing Expansion Program to help with funds for new meat lab.
3. Supported industry in navigating federal grant programs and preparing proposals. Recently A&M Meat Processing in Alamogordo announced they were awarded \$200,000 for the 2022 USDA-MPIRG Grant which will help them with their current slaughter facility expansion project and reach USDA FSIS inspection. Hurst Farms Meat Co in Roswell was awarded the same amount for the same grant and they plan to hire five employees, conduct processing and packaging services, and open a meat market to sell wholesale and retail beef products.

AG Day

The NMDA and the NMSU College of Agricultural, Consumer and Environmental Sciences will host the Ninth Annual AG Day from 2 to 6 p.m. Saturday, Sept. 24. The tailgate event is free to the public and will take place in the Pan American south parking lot and the Aggie Memorial Stadium northeast parking lot. The purpose of the event is to educate the public about – and bring awareness to – the New Mexico agriculture industry. AG Day features live music, giveaways, animals and family-friendly activities, and it will culminate with the NMSU vs. University of Hawaii football game at 6 p.m.

Marketing and Development

USDA Local Food Purchase Assistance Cooperative Agreement Program Grant-

NMDA has recently been awarded a USDA-AMS Local Food Purchase Assistance Cooperative Agreement Program grant for \$1.98M, later to be increased to \$3.23M, titled “Nourish New Mexico.” This two-year grant is aimed at strengthening economic opportunities and income security for small to mid-sized socially-disadvantaged producers through establishing partnerships with New Mexico's hunger relief network.

NMDA will contract with the New Mexico Farmers' Marketing Association as the boots-on-the-ground training and connecting growers through their Approved Supplier Program, and with the New Mexico Association of Food Banks to manage the procurement and distribution pieces through the state's Mobile Food Pantry Program, Farm to Food Pantry Program, and Fruit and Vegetable Prescription Program.

A minimum of 3,375 food insecure New Mexicans and 589 socially underserved producers in all regions of the state are expected to benefit from the program's immediate and long-term impacts. New Mexico will also work to ensure the long-term sustainability of project outcomes, with a special focus on value chain capacity building, procurement and distribution partner training, and securing state investment for the longevity of the project.

2022 New Mexico State Fair-

Staff planned NMDA's participation at the 2022 New Mexico State Fair featuring the Country Store and pavilion exhibits in the historical Agriculture Building. Exhibits presented the theme of the recently launched “Our Spirit Remains” advertising campaign. This year the pavilion exhibit promoted the state's

livestock and meat industry (in partnership with the New Mexico Beef Council). Industry partners (NMFMA, FFA, 4H, NMSU and Mesa lands CC) had booths in the Agriculture pavilion this year. In tradition, NMDA hosted the New Mexico Country Store this year, marketing and selling locally grown and processed items to fairgoers. This year's courtyard promotions included:

- Battle of the Salsas on Saturday, Sept. 10th where over fifteen local companies put their salsa up to the test. The public voted on their top three favorite salsas.
- The Green Chile Cheeseburger Challenge took place Monday, Sept. 12th where seven local New Mexico restaurants (Oak Tree Café, Anaheim Jacks, Starr Brothers Brewing, Big Mikes Burgers and More, Slate Street Billiards, Meteor Burgers, Lava Rock Brewing Co., and Sparky's Burgers) prepared their infamous cheeseburgers for judges and the people to vote on.
- Red, White and Brews Happy Hour- Staff hosted four happy hour events featuring live music, prize raffles, and featured local breweries and wineries provided samples to attendees.

American Association of Meat Processors (AAMP) Convention-

Staff lead a group of three (3) New Mexico meat processing companies (A&M Meat Processing, High Country Meats, USA Beef) to the American Association of Meat Processors Convention in Des Moines, Iowa. Participants networked with processors across the nation, processing suppliers, industry associations, and federal regulatory officials.

AAMP's annual convention is geared toward U.S., Canadian, and foreign operators of small and very small firms in the meat, poultry, and food business: packers, processors, wholesalers, HRI, retailers, caterers, deli operators, home food service dealers, and catalog marketers. Both members and non-members of the association attend this event looking for a vast array of ideas, supplies, and services.



2022 Get Your Fix- Fresh Market Green Chile Promotion-

Staff successfully executed the largest fresh green chile roasting training program in history. Staff hit the road and worked with retailers in eleven (11) different cities. The trainings were held in: Farmington, NM; Phoenix, AZ; Denver, CO; Dallas, TX; Houston, TX; Portland, OR; Louisville, KY; Knoxville, TN; Richmond, VA; Columbus, OH; and, San Jose, CA. Each location hosted produce representatives from eight (8) different grocery store locations. By our estimate, representatives from some 60 stores participated. In addition to technical training focused on safely and properly roasting chile, seminars included NM chile history, facts/stats, marketing/ promotion events, and cross-merchandising strategies.

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Presented September 15, 2022
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New this year, staff partnered with social media influencers to educate and promote chile through creative content with micro-influencers nationwide. Six (6) influencers will develop unique recipes, tiktok videos, photography, and stories highlighting NM green chile.



2022 Canada Specialty Food Inbound Trade Mission-

Staff organized a delegation of seven (7) Canadian specialty food buyers, importers, and distributors to New Mexico as part of a Western United States Agricultural Trade Association (WUSATA) supported inbound trade mission. These Canadian buyers were specifically targeting Southwestern/Hispano style foods and ingredients. The inbound mission included retail tours, independent/boutique store visits, and B2B tabletop meetings. Each buyer met 1:1 with seven (7) New Mexico specialty food companies in Albuquerque. Post mission, fifteen (15) NM companies participated in virtual follow-up meetings.



2022 NMDA Pavilion-American Food Fair/National Restaurant Association Tradeshow-

Staff coordinated the NMDA Pavilion within the National Association of State Department of Agriculture's (NASDA) America's Food Fair Section of the National Restaurants Association (NRA) Food Show. Five (5) New Mexico companies exhibited. NRA is the largest industry event focused on food service trends and innovations, attracting tens of thousands of attendees and exhibitors from the food service industry for the first time since May 2019, pre-pandemic.

NMDA Report
Presented September 15, 2022
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The trade show drew 51,000 restaurant owners and operators, retail foodservice professionals, food and ingredient suppliers, and equipment manufacturers, with more than 1,800 exhibitors in three exhibit halls occupying nearly 600,000 square feet of space. Even with the current travel restrictions for international attendees, the show's participants represented all 50 states and more than 110 countries.



USDA Trade Mission to London/NMDA Ag Innovation and Trade Mission to England and Scotland- NMDA in collaboration with USDA Foreign Ag Service-London, NM Ag Leadership Program, and UK Department for Environment, Food and Rural Affairs (Undersecretary Lord Richard Benyon) provided New Mexico producers with a unique opportunity for 27 New Mexico participants to build relationships in the United Kingdom while gaining valuable perspective on shared challenges impacting agriculture today, especially those focused on climate resilience strategies, diversification, entry barriers, and import/export opportunities. The UK was the 5th-largest export market for New Mexico agriculture, with a total value of \$3.2 million in sales, making the UK our 4th largest agricultural export destination in 2020. Given Britain's recent departure from the European Union, this may result in opportunities to further enhance export sales of NM food and agricultural products.

