Memorandum

TO: Roger Schluntz, Coordinator for Initial UNM West Campus Master Plan
FROM: Fran Wilkinson, Interim Dean of University Libraries
SUBJECT: University Libraries Initial Input on the UNM West Campus Master Plan
DATE: November 1, 2006

In preparation for the UNM West Rio Rancho Campus “design charrette” all deans on the UNM main campus were asked to provide preliminary input on the “perceived opportunities, interests, and needs as may be related to the future presence of your School/College at UNM West,” including suggested programs and their associated space needs. In addition, each dean was asked to work with their leadership team to answer four questions to be included in the “briefing book” for the design charrette.

Proposal
The University Libraries (UL) proposes a service oriented and cost effective library that will utilize existing and evolving communication technologies to deliver electronic/digital collections and services to the students and faculty of UNM West. Since specific information about UNM West programs is still unknown and whether the facilities will be shared with NMSU or other universities, the UL can only provide preliminary estimates of our facility needs at this time. Further, we were not asked to provide cost estimates for facilities, equipment, resources (electronic databases, journals, books, etc.), services, or personnel at this stage.

Since few specifics are known about the UNM West campus at this time, preliminary planning for the initial library presence is based on several assumptions offered below:

- Will operate as a branch library of the University Libraries (for example, Parish Memorial Library) not as a branch campus library (for example, Valencia).
- Will report organizationally to the Dean of University Libraries.
- Business operations (acquisitions, cataloging, IT, administrative services, etc.) will be centralized and coordinated through appropriate existing UL units on main campus.
- Robust networking, including wireless connectivity is required within all library space.
- Net ID’s assigned to UNM West students, faculty and staff will be coded with UNM Main campus identities entitling those users to the full complement of main campus services and collections where possible.
Collections and services will be almost entirely electronic.
A limited collection of print materials such as ready reference, paper reserves, and popular reading materials such as area newspapers etc. will be available.
Most print materials (books, journals, etc.) will be delivered on-demand from main campus in response to specific student and faculty paging requests.
Predictable and frequent shuttle service will be available to transport library materials and employees between main campus and UNM West site.
Library facilities will include high tech workstations, networked collaborative study spaces, an electronic classroom, a learning lab, and an electronic conference/meeting room.
Library will be open seven days per week during the semester, with reduced hours during intersessions.

Facilities - these estimates are based on projected enrollments at 5,000-7,000 students (headcount). As enrollments increase and degree programs expand, more collections and staff to serve these students will be required.

A new Library building (or library space) of roughly 10,340 net assignable square feet will house:
- Open Research Plaza * with 30 public access computers (990 square feet)
- Customer service area for reference service and paged materials and Interlibrary Loan pick-up (500 square feet)
- Seating for 150 students including tables/chairs and lounge seating (3,750 square feet)
- Library employee offices and workspace (720 square feet)
- Multi-media Learning Lab (500 square feet)
- Multi-purpose Conference/Meeting Room (480 square feet)
- Electronic classroom with 30 workstations and instructor space (1,050 square feet)
- Collaborative study rooms, eight total (1,152 square feet)
- Listening/viewing stations, two total (48 square feet)
- Collection shelving for (600 linear feet) (900 square feet)
- Shipping/Receiving/Courier dock (shared in building?) (250 square feet)

* Research Plaza
The 21st century has placed new emphasis on the library as a learning center shifting from space for shelving of traditional print collections to fully networked multi-purpose user spaces. A Research Plaza (RP) responds to students’ changing expectations for access, service, and interactivity. Collection space in this new Library will be minimal (less than 10%) with emphasis on virtual services and network-accessible user spaces. The RP includes a 30-seat electronic classroom with 30 individual public student PC workstations. Services include reference - onsite as well as virtual by phone, email or text messaging - interlibrary loan and electronic reserves. A digital scholarly publishing center (copying, printing, audio visual equipment, electronic archiving, and digitization tools and equipment) will be offered. The RP will also provide wireless network access and include a laptops-for-loan service.

Personnel
The new Library will require, upon opening, the following personnel:

- Reference Librarian/Administrator (one, with faculty status)
- Reference/Instructional Librarian (one, with faculty status)*
- Library Information Specialists (two, staff)
- IT personnel (one, staff)
- Student Assistants (approximately 150 hours per week total)

*The Reference/Instructional Librarians could be divided between other University Libraries and UNM West library on a 6-month rotation.

Discussion Questions: Four questions that you might consider addressing with your leadership team and including in your School/College statement for the "briefing book":

1. What is the vision and expectations that you have for the presence/involvement for academic programs of your College/School at UNM West -- both short term and twenty years hence?

A library presence will be shaped by the initial programs offered and the growth of new programs over time. Classes that duplicate UNM main campus offerings will, for the most part, utilize existing electronic resources (ebooks and e-journals) and services. Site licenses for these resources will be reviewed to determine if modifications need to be made to extend the licenses to UNM West. At the very least we expect that the license fees will increase with the added FTE attending this campus. Print materials will be paged from the main campus library with a 24-hour delivery turnaround. The library facility will provide eight collaborative group study spaces, a 30-seat electronic classroom, a multi-media learning lab, and a multi-purpose conference room. A common area will provide space for 30 public workstations, table and chair seating and lounge seating for 150, and a reference and paging delivery station. This area could serve as a central gathering and study space for this campus. With the library opened 7-days a week, an exterior entry would be necessary.

2. What new initiatives related to your College/School, that do not presently exist at UNM, do you think might be feasible for UNM West?

The UL would more fully explore providing real-time “virtual” multi-media electronic reference and instruction services “pushed” to the UNM West library and classrooms. Although the UNM West library would be staffed, subject experts within other UL branch libraries could be consulted via web-based technology. UL staff would fulfill the information request regardless of location or format (print, electronic, data sets, microfilm etc.) for students or faculty. Information could be drawn from the collections held on Main campus libraries or borrowed from other academic or special libraries. Library joint-services-agreements should be explored with NMSU, NMHU, or others if students from these institutions also attend UNM West classes. Again, a UNM NetID is required for access to most of the electronic collections and services.

3. Are there specific outreach efforts that your College/School will want to have supported at UNM West?

With proximity to the Rio Rancho Civic Center, the UNM West campus would provide an excellent added venue to host University Libraries Lecture Series [scholarly lectures by renowned scholars including the Open Doors Series and the Summer Sunset Lecture Series].
Partnerships with Rio Rancho high school (with a focus on information literacy and instruction) and Rio Rancho Public Library should also be explored. Through the Parish business library, a small business advisory service could be launched. The UL Indigenous Nations Library Program (INLP) could extend programming and outreach to the Pueblos and tribes in the area (Santa Ana, Zia, Sandia etc.).

4. What research opportunities, including "town-gown" partnerships and private enterprise collaborations, would you want to pursue on this campus?

Expand UL partnerships with UNM athletics and Intel to extend sponsorship of annual science fair activities. Utilizing INLP, the UL could create a knowledge management consulting service for tribal areas to describe, preserve and digitize unique tribal collections and resources. Partner with local Rio Rancho government and area tribes and pueblos to introduce an Information Management program either through Department of Education or Anderson MBA/MMIS programs.
UNM West Campus Plan  
College of Education  
November 1, 2006

The COE plan has been designed with the input of faculty from across all disciplines within the College of Education. Due to the time constraint, it is not as comprehensive as we would want the plan to be; however, the plan does include the academic programs that we agree to offer at Rio Rancho on the UNM West Campus.

**Undergraduate Programs:** Academic offerings of undergraduate courses have a range from individual courses to entire programs that could be available to students.

- Undergraduate courses in elementary/secondary teacher education, family studies, early childhood, nutrition, organizational Learning & Instructional Technology, and special education/dual license.
- **Family Studies program** would begin by offering courses that would lead to an undergraduate degree. The courses would begin with a focus on daily living such as FS 213 (Marriage and Family Relations), FS 312 (Parent-Child Interaction), FS 244 (Consumer Issues) and FS 415 (Aging in the Family).
- **2+2 undergraduate programs in the Organizational Learning & Instructional Technology (OLIT), which is a collaborative program with CNM.** The courses would be upper division courses, such as OLIT 481 (Technological Change and Society), OLIT 466 (Principles of Adult Learning), OLIT 420 (Creativity and Technical Design).
- Licensure courses for teachers would include the 36 hours of licensure requirements from the state for attaining a license. There are 7 courses plus the student teaching internship required.
- Establishing a "Professional School" modeling this concept from other professional programs in the preparation of teachers across the country. This would establish a strong presence in Rio Rancho with the offerings of the elementary and secondary programs, including the licensure courses mentioned above. The students would/could complete their entire degree in elementary and secondary education on the UNM West campus. In order to do this, it would be critical that the College of Arts & Science offer the general courses required of students seeking the degree in Elementary or Secondary Education. The collaboration among the faculty from both colleges would be critical.
Graduate Education Programs: The graduate programs offered will focus on individual offerings as well as the possibility of offering programs that will provide students the opportunity to complete a master’s degree in specialized areas or a license, or certificate in a particular area. The following are examples of programs that could be offered at Rio Rancho:

- Administrative leadership licensure, which requires 36 hours of coursework, plus an internship in the schools.
- Language, Literacy, and Sociocultural – Reading, Bilingual, ESL, Research Methodology
- Physical Performance and Development courses, such as PE, Exercise Science, Sports Administration and Management
- Counseling, special education, which would include practica and internships for these graduate programs
- Graduate Coursework on adult education and educational leadership, which would include Education Specialist Certificate in Educational Leadership.
- The development of a “Master Teacher Academy” - will be developed to operate as a high quality academy or institute, where teachers are trained to become instructional leaders and/or adjunct faculty. They learn principles of teacher development and effective practices in teaching university courses, workshops, mentoring, peer coaching, and leading study groups and group facilitation (i.e. school committees). The could teach Professional Development Credit Courses, courses in our undergraduate and graduate professional education programs, and perhaps teach freshman and sophomore courses taught as dual enrollment courses that would enhance the high school curriculum. This would in connection with the Arts & Sciences in offering these courses, which are now offered on the Los Alamos campus. Teachers in the Master Academy could themselves take Professional Development Credit as we are now doing on the main campus, which could lead to completing a transcripted minor in teacher development and leadership or a graduate certificate in a particular area.
- Collaborating with the College of Arts & Science in the offerings of courses for undergraduate and graduate degrees – such as mathematics, science, natural science, and other general education courses would be critical if the Master’s Teacher Academy or the Professional School concept became a reality. The course offerings to complete the degree would be necessary from the College of Arts & Science.
- Distance learning on-line courses at the graduate level. And for licensure purposes. We have some courses already developed, but are open to the development of new offerings, especially in high need areas for school districts.
Partnership Opportunities with Local/Regional School Districts, Corporations, and other Business Sectors

The opportunity to create or enhance existing partnerships with schools close to Rio Rancho is very important to the work of the College of Education. We have met with administrators, teachers, and other school personal during the past year to plan how we could partner with the Rio Rancho School District once the UNM West campus became available. We also have connected with Bernalillo School District and other local school districts in the regional area. The academic programs that they have articulated as important to each district are mentioned above in the undergraduate and graduate listings.

The collaborations and outreach with other educational agencies, UNM Colleges, other institutions of higher education, such as New Mexico State University and New Mexico Highlands University and corporate businesses are listed below:

- **Outreach to Northern rural communities by offering courses or programs specific to their needs.**
- **Collaborate with educational programs focused on the teaching of Native American students - programs offered in cooperation with SIPI and Crown point Instructional Technology Institute.**
- **Enhance research opportunities by creating collaborative centers with the business community, school districts, and other institutions of higher education.** We can collaborate by offering specific courses to enhance existing degree programs or programs that are no longer offered on the West side, such as the Counseling program. Highlands University no longer offers their Counseling Program, due to lack of faculty.
- **Responsiveness to rural, suburban, and urban delivery of services**
- **Cross-disciplinary partnerships with programs from other colleges, such as Law, Engineering, Arts&Science, and Continuing Education.**
- **Collaborating with the Rio Rancho Career Academy with a major focus on college readiness issues educators are confronting in secondary schools and need professional development opportunities.**
- **Corporate and community collaborations with Intel, and other businesses willing to offer internship opportunities to students working on degrees in specific areas, such as OLIT.**
- **New certificate programs for professional development purposes, such as the Special Education Autism Certificate program already submitted for approval.**
- **Offer a Summer bridge Program for elem/middle school students interested in a teaching career or wanting to pursue higher education, which would compliment the efforts of the university and state as it relates to College Readiness.**
- **Create Center of Exercise Physiology and Disease Prevention (provide athletes with testing of fitness and training status, and community members with health education, nutrition, and fitness programs aimed at disease prevention).**
- **On-going professional development opportunities in non-degree programs**
Facilities and Space

- Faculty and staff offices
- Classrooms to accommodate 35+ students
- Designed classrooms to accommodate teaching of licensure courses, such as early childhood,
- Classrooms that hold large groups for activities
- Demonstration classrooms with capability to observe students teaching or working with elementary students
- Smart Classrooms with all of the technology for instruction
- Science Classroom/Lab and classrooms with plenty of storage for instructional materials
- Technology wireless Lab
- Seminar classrooms for graduate education
- Collaborative space for students and faculty - with some office space
- Faculty Commons room for interaction and Renewal

New Faculty Positions and Additional Resources

It is clear that in order to carry out this plan of course and program offerings, the College of Education would need at least ten (10 x $50,000 = $500K) new junior faculty positions and $30K of new funds to hire part time faculty (10 x $3,000 = $30,000) which could be master teachers from the local schools for the appropriate programs. Distributing the teaching workload among the current faculty is not reasonable or possible, mostly due to the heavy workload with undergraduate and graduate programs, particularly the doctoral programs. This plan articulates a more aggressive College of Education with undergraduate and master’s degree programs to meet needs for the west and northern regional area, but we do not want this innovation to jeopardize our Ph.D and Ed.D programs. The need for additional faculty and operational resources are critical to the success of the UNM West Campus.

Concerns/Issues

Some of the concerns shared by the faculty during the process of planning academic offerings at the UNM West Campus are listed below. It is important to understand that the faculty are willing to try this opportunity; however, there are concerns that are very real to them that will need to be addressed as the planning continues.

- Faculty “having to” move to West Campus or will faculty have an opportunity to teach on both campuses
- Lack of infrastructure
- Lack of faculty to teach the critical programs needed
- Faculty Governance issues related to program integrity
• Need for more resources on the main campus now. How will the main campus use resources belonging to colleges to "get this Plan off the ground"?
• Need for funded new faculty positions if the campus becomes a reality
• Parking — is this going to be a problem as it currently is on the main campus now?
• Support systems for students and faculty
• Will this campus affect the work with Branch campuses, such as Gallup, Taos, etc.?

In summary, this is a tentative plan that the College of Education currently envisions as a future opportunity. Because of the time constraints and the lack of resources currently, it has been difficult to "construct the plan;" however, we have created what we think is a plan that we could deliver. As the planning continues at the university level, we would like to continue being a part of the planning process and request that we have an opportunity to revise the plan as we get closer to the reality of offering what we have articulated.

Thank you for the opportunity to provide input from the College of Education faculty for the possibility of a new campus in Rio Rancho.
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November 3, 2006

TO: Roger Schluntz, Dean of the School of Architecture and Planning

FROM: Joseph L. Cecchi, Dean of the School of Engineering

SUBJ: School of Engineering preliminary plans for the Rio Rancho campus (UNM West)

Dear Roger:

This memo summarizes the discussions that the leadership of the School of Engineering has had regarding the School’s preliminary plans for programs and activities on the UNM Rio Rancho campus (“UNM West”). While there have been some additional discussions that involved other deans, colleges, etc., Engineering’s plans for UNM West are likely to evolve as opportunities for partnerships with others become more evident through further conversations within the Academic Affairs community. As well, I expect that future discussions with industrial partners (e.g., Intel, Eclipse) and government agencies (e.g., NMDOT) are likely to provide us with additional ideas for programs, research, and service that could be beneficially cited at UNM West. So with those caveats that depict our plans as “a work in progress,” here is our current thinking:

Background Considerations and General Comments

Based upon many general comments about UNM West and our own sense of what is in the best interests of UNM, the School of Engineering, and the community that we serve, we would strive to avoid duplicating programs that we presently offer on the Main Campus. Instead, we would look for opportunities to offer new programs and engage in new activities that reflect growth areas in engineering and computer science, and that
align with the needs of the Rio Rancho community. At the same time, our goal would be to offer programs that could be completed in their entirety (or at least substantially) either on the Rio Rancho campus or through “distance education,” including the internet.
Among other things, this approach highlights the acute need for a modern infrastructure for distance education and easy internet access. The current Instructional Television (“ITV”) is woefully inadequate for even our current distance educational needs, let alone our plans for UNM West. We assume there is widespread agreement on the need for addressing distance education infrastructure for UNM West and that this will be done.

Preliminary Plans

Recognizing the rapid pace at which technology changes, our sense of the best way to accommodate this is to offer a new program in “General Engineering.” (I’m sure we will come up with a better name, but this is reasonably descriptive at this point.) Compared to our current programs, the General Engineering program would include a greater emphasis on computing and information technology, complex systems, technology transfer and business development, and the globalization of technology. These are all topics that future engineers and computer scientists will need to succeed in their careers. Within General Engineering, we envision five “tracks” that we believe address the particular needs of the regional community. They are:

- Aerospace and Astronautics
- Construction Engineering and Management
- Engineering Management
- Information Technology
- Semiconductor and Nanotechnology Manufacturing

To serve these programs and other current activities, we anticipate having at least two new facilities for research and student projects. These are:

- Wind tunnel (∼ 5000 ft²)
- Semiconductor/nanotechnology Fabrication Facility (“Fab,” ∼ 5000 ft²)

We have made some very preliminary estimates of the size of this program. Assuming a steady-state enrollment of 500 – 600 students, we would need to offer about 40 classes and 10 laboratories each semester. This probably translates into about 25 full-time equivalent instructors. Clearly, however, these are little more than guesses at this point and will need to be refined.

I hope this information is useful to you in planning the charrette. I am happy to provide any additional information that might be helpful, and I look forward to continue to work with you on this exciting project.

c: Reed Way Dasenbrock, Provost and Executive Vice President for Academic Affairs
AdCom
UNM West Campus
Instruction and Outreach Needs/Opportunities
School of Architecture and Planning

A. Outreach and Community Service:

The School of Architecture and Planning has a long and rich history in community outreach and service, including community-based research projects. The Design and Planning Assistance Center (DPAC) and the Resource Center for Raza Planning (RCRP) should be provided dedicated space (i.e., conference area, staff area, and studio) to conduct its work directly on the West Side and to better support projects in communities in the Northwest region of New Mexico.

B. Instruction

With externally accredited, professional degree programs in Community and Regional Planning, Landscape Architecture, and Architecture offered on the main campus, most of the upper-division and graduate course work will, by necessity, be limited to the UNM main campus in the foreseeable future.

Notwithstanding, SA+P courses should be offered at UNM West in two areas:

1. Selected history/theory courses that contribute to the UNM Core Curriculum.
2. Required basic drawing and design courses, normally taken the freshman year.

The first category can be accommodated in general classroom space. Studio based courses (the second category) will require approximately 4000 square feet (SF) of dedicated space (long-term), and about 2000 SF in the short term. Part-time, adjunct, and graduate TA’s can be accommodated in one shared office and administrative space, about 250 SF. This room will also provide storage for collected student work and instructional materials and resources.

Additionally, the Landscape Architecture Program would be enriched and enhanced by course work that might be offered at the UNM West campus by NMSU in its Horticulture degree program.
Considerations:
1. How unique are the Rio Rancho demographics—and how can we create (or move) programming to satisfy that market?
2. Can we deliver program offerings or unique niches that will discourage the launch of NMSU branded programs?
3. How can we create an Anderson presence in Rio Rancho without cannibalizing our current main campus offerings?
4. Are we looking outward to see how other business schools have dealt with this kind of a situation? ASU has business schools at their West (NW of PHX) (http://www.west.asu.edu/swml/) and Mesa, AZ (ASU Polytechnic) (http://poly.asu.edu/nsm/bug/) locations.

**Initial Phase (date?) Academic Offerings:**
- Professional MBA (PMBA) Program at UNM West (2 classes per week per cohort)
  - Cohort of about 40 students 2006-2008
  - Cohort of about 50 students 2007-2009

Physical Resources Required:
- High-tech classrooms that allows for internet access, projection system, flexible seating to support group work. (1 classroom per cohort)
- Office space for faculty members
- Basic office resources (fax, phone, copier, etc.)
- Break areas, vending machines (if no cafeteria is available) rest rooms, water fountains
- Lighted parking area and lighted access from parking to/from classroom

**Necessary Additional Faculty & Staff Resources Required:**
- No new lines
- For faculty & staff members based at UNM-Main, there will be added costs for travel to/from the Rio Rancho campus
Later Phase (date?) Academic Offerings:
  - Professional MBA (PMBA) Program at UNM West (2 classes per week per cohort)
    - Annual cohorts of about 50 students each year beginning Fall 2007
  - Full BBA Program (without concentrations)
    - Begin with 2 section of 10 core BBA courses/semester & summer
    - Steady state is 2-3 sections of core BBA courses/semester & summer
    - Subset of electives & concentration courses (based on highest demand)

Additional Faculty & Staff Resources Required:
  - 18-25 faculty lines depending on the SCH cannibalizing from Main campus
  - 2 academic advisors
  - 1 career counselor
  - 2 administrative support staff members
  - 2-3 student workers

Native American Center for Entrepreneurship:
  - 1 faculty line
  - 1 AIBA counselor (American Indian Business Association)
  - 1 administrative support staff members
  - 1 student worker
  - Home to Native American Business and Entrepreneurship program

Physical Resources Required:
  - High-tech classrooms that allows for internet access, projection system, flexible seating to support group work.
  - Anderson Office Suite to house faculty members, staff and student workers, and their associated equipment.
  - Break areas, vending machines (if no cafeteria is available) rest rooms, water fountains
  - Conference room space for Native American Center
  - 3 room suite for Native American Center for Entrepreneurship (home to MDC supported outreach and training programs)
UNM West at Rio Rancho
Arts and Sciences Prospectus

Background
In response to the request of the Provost for initial input concerning the form and extent of A&S academic programs at the new UNM campus in Rio Rancho, we have engaged in substantial conversations with the Chairs and Directors of the College. We fully understand the university’s interests in delivery of higher education at Rio Rancho. We also realize that a “full service” campus on the west side cannot thrive without significant participation from the key provider of undergraduate liberal arts courses at UNM. With these responsibilities in mind, we offer below a first, highly speculative, set of initial options for meeting the undergraduate, liberal arts curricula at UNM RR.

Various College programs now participate in offering over 80 courses in the current UNM West operation administered by Extended University. These courses are, by and large, taught by an ad hoc collection of part time instructors and are generally sparsely enrolled. This mode of operation was viewed by all of the participating programs as being an unacceptable model for a viable campus in Rio Rancho.

A first draft summary of our on-going efforts to determine effective modes of curriculum delivery is detailed below. We begin with a set of assumptions based on the planning materials we have received and our experience with best practices in delivering undergraduate curricula. Our proposal for courses, staffing, and space resources is driven by these assumptions.

Basic Assumptions
- Operations at UNM RR will be funded by new resources.
- By 2009/2010 AY the Rio Rancho campus will serve ~2500 students with ~1700 students enrolled in A and S courses and 600 A&S majors or potential majors.
- A&S programs will have direct control of the hiring, evaluation and direction of the UNM RR instructors (at all levels).
- All instructors at UNM Rio Rancho will be GAs, full time lecturers or tenure track faculty. (No PTIs).
- There will be direct and consistent interaction between UNM RR personnel and their respective A&S program concerning curriculum and instruction.
- Degree completion requirements and options at the Rio Rancho campus will be the same as those of the current main campus.
- Effective transportation between the two campuses will be provided by UNM.
- A full complement of Support Services (Advising, Academic support programs) will exist at UNM Rio Rancho

**Projected Course Offerings (Core and Other)**

The College can offer a substantial number and variety of core courses at UNM RR in the Humanities, Social and Behavioral Sciences, Speaking and Writing, Math, Foreign Languages, and Sciences (given adequate laboratory space). Below are specific courses suggested by departments that, under the parameters described above, could be offered at RR.

**UNM Core**

**Social Sciences**

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<td>Anth.</td>
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<td>Geog.</td>
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<td>Pol Sci</td>
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<td>Econ</td>
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**Humanities**

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<td>Hist.</td>
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<td>Rel. St.</td>
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**Math**

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**Speaking/Writing**

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**Science**

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<td>Chem</td>
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Foreign Lang

- E and PS  101*
- Phys  101A, 101P, 151, 152
- French  101, 102
- German  101, 102
- Jap  101, 102
- Span  101, 102
- Sign  101

In addition, an array of other courses required for graduation in various programs can be offered:

- Soc  300, 400 level Crim courses
- Psy  200, 220, 240, 265, 332, 360
- Biol  237, 238, 239
- E and PS  115, 201, 203, 330, 430
- Am St  180, 285, 385, other 300
- Phys  109
- Rel. St.  263, 264
- Wm St  200, 224, 322
- Anth  110, 220
- Hist  281, 282, 251, 252, 260
- C and J  various 200, 300
- Geog  281, 381, other
- Math  120, 180, 181, 162, 163, 264
- Econ  212, 350

Note: courses denoted by * have an obligatory laboratory component. Other Natural Science core courses have associated labs that must be completed in order to satisfy core requirements.

Faculty (by program)

Instruction at UNM RR would be conducted by a mix of GAs, Lecturers (L) and Tenure Track faculty (TT). No PTI will be used. Most programs express strong reservations about having TT faculty permanently assigned to UNM RR, except in specific cases (Anth, Envir. Sci. and C and J) where an entire "research concentration" could be located on the west side.

- Soc  Core: 1 GA  Other Courses: 2 TT
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Totals 9 GA, 22 L, 3 TT 2 GA, 8 L, 12 TT

Grand total 11 GA, 30 L, 15 TT

teaching approximately 275 courses per year (6 per GA, 5 per L and 4 per TT).

This would provide approximately 8800 seats in A and S courses (assuming an average enrollment of 32 students per course) which should be suitable for 1700 full time students.

All programs had severe reservations concerning the permanent assignment of TT faculty to the Rio Rancho campus. Most are willing to consider rotating faculty assignments between the two campuses. Such practice would entail allocating some space on UNM main for additional faculty offices—this request is included in our space resources request below.

In some specific cases it might be possible to relocate research faculty to Rio Rancho if they were moved as a research "cluster."
Delivery

Nearly all programs specified that “live” instruction would be preferred for nearly all courses. Some suggested that several of their offerings might be fully online. Others have been piloting “Hybrid” versions of some of their courses and might be encouraged to expand those offerings for UNM RR.

The majors/minors of a large majority of programs require courses that are currently taught by TT faculty. Given the strong reservations about splitting the TT faculty between two campuses, only a few programs could envision offering a full complement of courses sufficient for completion of either a minor or a major.

Complete majors
    Am St
    E and PS (Envir. Sci.)
    C and J (selected)

Complete minors
    Soc (Crim)
    Psych
    Geog

The new campus at Rio Rancho could serve as a catalyst for creating new “interdisciplinary degrees” combining the efforts of several programs into new specialties that could be housed at the Rio Rancho Campus. While these programs would have to be developed over time, some examples were suggested by A&S programs.

Specialty Degrees
    Chem and Soc. might participate in the development of a Forensics program
    Museum Exhibit through Maxwell
    Ethnology (Anth)
    Envir. Sci (E and PS)
    Public History/Museum Studies

5
Cooperation with Engineering (Math) and COE (Nat Sci)

Cluster Model (for core offerings)

The current curriculum model in Rio Rancho is ad hoc, scattered and frequently organized on a just in time basis. It is not viable model for the expanded curricular offerings detailed above. Instead, we believe that the creation of the Rio Rancho campus offers a unique opportunity to coordinate our core curriculum offerings and foster a new dynamic that improves the pedagogy (and student performance) in those courses.

Providing administrative support that is responsive to academic programs and coordinating a full complement of computer and academic support will be best accomplished by clustering programs within the same core groups in the same physical and functional space. This common administrative and functional bond can be exploited to produce an improved coordination of the curricula and methodologies of the core offerings.

**Academic clusters could be created for:**

- Writing and Speaking
- Math and Science
- Social and Behavioral Sciences
- Humanities
- Foreign Languages

Each with its own physical space, administrative staff and academic support.

More importantly, because these cluster programs will be created de novo at the new campus, they could be academically integrated in ways that are not possible for the current, established offerings at main campus. Core offerings could be connected via coupled course offerings (like FLCs but on a broader scale), improved pedagogies could be introduced across the entire core curriculum and the use of new technologies for managing courses could be uniformly exploited. This would present students at UNM Rio Rancho with a cohesive and coordinated track through the UNM core curriculum.

**Minimum Space Resources Required**

**Classrooms**

- Small (<30) 10-15
- Large (>50) 15-20
- Auditoria (>100) 2
Offices
- 6 for GAs, 45 for L and TT

Multimedia// Computer Classroom support
- All classroom facilities should have state of the art technological capabilities.
- Adequate computer pods and support for students

Support Services
- Advising
- Academic Support (CAPS)
- Student Services
- Additional staff required on UNM main required to monitor delivery of courses off-site

Teaching Labs
- Freshman labs for Chem, Bio., E and PS (at least 1/field)
- Computer labs for Psych, Geog. etc
- Language Labs
- Lab space is expensive, but student labs are an integral part of core offerings in these programs

Research Labs
- Required only for specific concentrations

Library
- Access to full library services is essential for academic programs

Faculty offices on main campus
- At least 15 offices dedicated to the “roving” faculty
Memorandum

November 6, 2006

TO: Roger Schluntz
FR: Suellyn Scarneccia
RE: Law School Vision for UNM West - Rio Rancho Presence

Thank you for your request for our view of the law school’s potential presence at the UNM West campus. I shared your request with the faculty and received a response from the Clinical Law Program. The clinical faculty members believe that the Southwest Indian Law Clinic and the Economic Development Clinic would benefit from a west side presence. In addition, we offer Continuing Legal Education (CLE) programs on a regular basis and might benefit from offering occasional CLE programs on the west side. Finally, if we decide to promote professional masters degrees at that site, we may be interested in offering a masters in law for non-lawyers (this is an idea that has been kicked around, but not yet seriously pursued).

In terms of actual space for the clinics, they would need:

A faculty office
Student workspace – probably room for at least 2 carrels
An interview room – wired to tape client interviews
A conference or seminar room for meetings
Proximity to a larger classroom for community education programs

All would need to be wired for computer use and the office and student workspace would need phones. In addition, the clinic would need to be accessible to the public and near handicap parking.

For the CLE and masters programs, we would be most in need of classrooms – the masters program would involve small classrooms, the CLE’s would involve 50+ groups.

I hope that this is helpful to you. Please let me know if you have any questions and thanks again for including us in this planning.
COLLEGE OF FINE ARTS

Christopher Mead wrote:

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<td>I think the most reasonable thing to program for Fine Arts at UNM West would be a 25-30,000 square foot multipurpose general Arts Building that would be capable of handling lower-division instructional needs across the arts.</td>
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| Please let me know if you require any additional information, |
| Christopher |

(505) 277-2112
SCHOOL OF NURSING

In a message dated 11/6/2006 12:54:19 P.M. Mountain Standard Time, SL.Ferketich@salud.unm.edu writes:

| Hi Roger, I think nursing education should have a presence there. In fact we are starting classes in Rio Rancho in Jan or Feb. If I am thinking far down the road, I would want nurse managed clinics, interdisciplinary clinics, class rooms (Technology resources for teaching and patient care), team meeting rooms, a pleasant area for patients, parking, ADA friendly, faculty offices and designed for the older patient.

| One additional thing, a maternity service including delivery space for our nurse midwifery students and plenty of space for simulation robots? people? models?

| Sandra
MEMORANDUM

To: Roger Schluntz, Dean, School of Architecture and Planning
From: John A. Pieper, Dean, College of Pharmacy
Date: November 9, 2006
Re: Draft College of Pharmacy Space Needs for UNM West

1) What is the vision you have for the presence/involvement for academic programs of your College/School at UNM West – short term and twenty years hence?

It is unlikely that the College of Pharmacy would wish to offer two independent professional programs in pharmacy in the Albuquerque area in the future. Thus, the College of Pharmacy (COP) professional program (analogous to School of Medicine (SOM)) would remain on at the Health Sciences Center campus. However, students preparing to enter the COP could take many of their pre-professional credits (65 cr) in the basic sciences, math and general studies at UNM West if these courses were offered. COP might wish to offer a limited number of new courses specifically designed for pre-professional students at UNM West, possibly in collaboration with School of Medicine/College of Nursing (CON) for students generally interested in pursuing professional careers in the health sciences, and providing counseling, advising and career planning services. If demand were present in the future, the College would certainly consider using distance technology to deliver coursework for foundation pharmaceutical sciences courses contained in the first two years of our professional curriculum.

2) What new initiatives related to your programs that do not presently exist at UNM, do you think are feasible for UNM West?

The College of Pharmacy would consider offering several new courses and certainly providing counseling, advising and career planning services specifically for pre-health professional students at UNM West interested in pharmacy. Depending upon the extent of community medical services offered (hospital, student/employee health center, etc) offered at UNM West, the College would be interested in developing a full service professional pharmacy for training professional pharmacists and meeting the pharmaceutical care needs of patients.
Similarly, COP might be interested in developing clinical pharmacy residency programs to be located at UNM West in conjunction with clinics and services offered by SOM. Similarly, there might be opportunities for multidisciplinary training programs for professional students in COP, SOM and CON.

3) Are there specific outreach efforts that your College/School wants to have housed at UNM West?

COP might wish to offer one or two new courses specifically for pre-professional students at UNM West, possibly in collaboration with SOM/CON for students generally interesting in pursuing professional careers in the health sciences. COP might be interested in developing a full service professional pharmacy for providing drug products and pharmaceutical care nd training professional pharmacists.

4) What research opportunities including town/gown partnerships would you want to consider or pursue?

The College of Pharmacy would be interesting in developing new research, biomedical and pharmaceutical research/incubator space at UNM West. The College would be especially interested in developing partnerships with local industry and recruiting new biomedical startup/research companies to form partnerships at UNM West, especially in the area of Phase I clinical trials, new drug development, drug testing, diagnostics and imaging development, and toxicology testing. These partnerships could involve basic, clinical and translational research, as well as industrial training fellowships for undergraduate, professional and graduate students. Due to extensive interactions with facilities, faculty and graduate programs anticipated to remain at the main ABQ campus, COP is unlikely to relocate a significant portion of existing research programs.
October 26, 2006

To: Roger Schluntz, Dean of Architecture; Jeronimo Dominguez, Vice Provost for Extended University

From: Peter White, Dean of University College

Subject: Education at the Rio Rancho campus

I have attached short, little essays from each of the programs in my college, written by the people who direct those programs in consultation with faculty and staff. I think you will find cooperation and thoughtfulness in this paper.

As the dean of University College, I would like to suggest that this campus presents us with the opportunity to model a new way of teaching the lower division, core course at UNM. A building which facilitates interdisciplinary teaching, small classes, teacher exchange, active instead of passive learning, collaborative student learning, advanced technology, and lower division academic communities would result in an educational experiment that would eventually change the way we teach on the main campus. Retention rates for the West Side would quickly rise above the rates here on the main campus and competition to attend classes in an innovative, practical, community based learning environment would serve as a model and would advance the cause of the university. I hope to be able to explain and work out the details of this vision as time goes by in the development of the campus.
Proposals for the
Rio Rancho Campus Master Planning

Freshman-Learning Communities

There are many facility and space considerations that will affect the quality of freshman learning at the campus. For the Freshman Learning Communities it is important to have classrooms that are of medium size, and with flexible seating. Large, fixed-seat lecture halls are antithetical to all pedagogies except lectures and sermons. Large lecture sections are antithetical to a quality educational experience for freshmen. Freshman Learning Communities require classrooms that will accommodate 25 students and two instructors comfortably. Tables and chairs that can easily be re-arranged are preferable to combo-desk-chairs or fixed seating.

If there are few facilities for building academic community on the campus (dormitories, concert halls, galleries, meeting space, lunch tables, commons, student union, lounges, gardens, fountains, theaters, etc.) then a small, engaged classroom environment will take on even greater importance for growing an engaged student body. If the UNM West campus is proposed as an antidote for students who are educationally dis-engaged because of a long commute to the Albuquerque campus, then facility design should assure these long-distance commuter students do not become merely short-distance commuter students.

The models of the University Honors Center (in the lower level of the Student Health Center) and the Signed Language Program area (in the first level of the Humanities building) are good examples of design that encourages engagement and community. Offices, labs, classrooms and restrooms are all accessed through a central lounge/commons area. The traffic patterns and accessibility in these models help develop a viable academic community.

Native American Studies

This memo is to outline the nature of Native American Studies participation in the planning for the proposed UNM Rio Rancho Campus planning.

1) UNM NAS proposes to extend Native American Studies degree course offerings at the proposed UNM Rio Rancho Campus. There is a significant population of Native Americans in Rio Rancho which we believe would take NAS courses if they were more easily accessible.
2) Course offerings at the proposed UNM Rio Rancho campus would also serve educational needs of surrounding Pueblo communities.

3) Our current projected needs would include a square footage equal to the current allocations for NAS office and classroom space.

4) UNM NAS is entering into an MOU with UNM Extended University to offer the NAS BA degree at all UNM Branch campuses. Therefore, a presence of UNM NAS at the UNM Rio Rancho Campus is important to ensure the development of a quality educational programming.

**Academic Advisement Center**

**Proposed Structure:**

The Student Service and Advisement Center should be comprised of the following:

- Admission
- Student Services
- Financial Aid
- Registration
- Student Affairs
- Advisors to represent any degrees supported at the campus. Listed below are some examples:
  - University College
  - Arts & Sciences
  - College of Education
  - Anderson School of Management
  - School of Engineering

**Advisement**

The Academic Advising Center will provide professional academic advising to all entering first-year students, transfers, pre-professional students and non-degree/special status students.

Academic advising will begin with orientation and continues through a series of meetings each semester. Students will be assigned to an academic advisor depending on the student's area of interest and the advisor's area of expertise. Academic advising will be mandatory until admitted to a degree granting college. This means that students must meet with their academic advisor or faculty advisor before registering for classes.

The National Academic Advisement Association recommends a student to advisor ratio of no more than 350:1. If the estimated student population is 2500 – 3000 students, then we will need approximately 7 to 9 advisors. As the program grows so should the advising presence on the Rio Rancho campus. In the beginning the advisors and other
offices will share the same building space. As the campus grows and new buildings are built the advising and student support services could remain in one building.

For advisement purposes we would like to have a class room that will be dedicated to advisement to hold seminars and various other activities geared around advisement. The class room should be equipped with a TV, DVD, web-conferencing, white board and wireless internet. In addition, we would like representation from the same programs that are currently on main campus such as, CAPS, Tutoring, College Skill Course and representation from student support centers. The advising center should also include at least 10 computers for students to access LoboWeb.

**Proposed Courses and Degree Offering:**
The selection of the possible degree and course offerings for the new campus was focused around the industries in Rio Rancho. The Rio Rancho Campus should offer mainly upper level courses with a few exceptions. The Central New Mexico Community College (CNM) Westside currently offer the general education (Core) courses. The new Rio Rancho Campus can serve as a bridge for those students who want to start their college education at CNM and then transfer to the Rio Rancho Campus. The Rio Rancho campus should focus on Major specific courses. The exception to this would be to offer Introductory Studies (IS) Courses; Math, English and Reading. The IS courses are critical to student success and a large number of students will have to take IS courses during their first and second semester of college. By offering the IS courses at the Rio Rancho campus, this would help with space/class issues on main campus. The Rio Rancho Campus can start by offering two or three sections of Math, Reading and English and expand the offering if necessary. In addition, to IS courses, Freshman Academic Choices should be available to students.

The courses at the Rio Rancho campus could be taught in an Integrated Course design. The integrated model will allow you to incorporate learning goals, learning activities, and assessment tools from two other disciplines. An example of this model could be used to when teaching a calculus and physics course. This model can also be used to teach the IS courses with integrating Reading and English into one major course.

The degree offerings were selected because of Intel and various industries that are currently in Rio Rancho. In addition to the industries, a branch of New Mexico Highland University (NMHU) is located in Rio Rancho which offers Masters level programs, by offering Baccalaureate degrees that are related to NMHU masters programs, the Rio Rancho Campus can serve as a gateway for both NMHU and UNM. The degree offerings are:

- Business
- Education
- Engineering (Computer Science and Computer Engineering)
- Biology and or Chemistry (providing labs are included in the design)
- Sociology
- Communication and Journalism
• Psychology

Partnerships:
• Intel – partner with Intel for student computers in the advising center. Also a partnership or an agreement for their employees to take courses.
• Rio Rancho Public School (Cyber Academy)- This will give students the opportunity to be concurrently enrolled in high school and UNM. The Rio Rancho Campus could offer courses in Math, English, C&J, etc.
• CNM – concurrent enrollment program

University Honors

The University Honors Program, with an almost 50-year history on main campus, offers special academic opportunities to high achieving students. Since a large number of students in the Honors Program come from Westside high schools, it would be beneficial to offer Honors courses at UNM West so that students may begin their Honors work immediately. The full University Honors Program, leading to graduation with “Honors distinction,” consists of 24 credit hours. The courses may count toward core and/or group requirements. The University Honors Program provides an opportunity to gain a distinct career advantage by earning an Honors notation (cum laude, magna cum laude, summa cum laude) on the baccalaureate degree, but more importantly, the Honors Program offers the chance to explore major topics in small seminars. The Program emphasizes close and reflective reading, accurate writing, active listening, and discussions in which reasoned self-expression is valued and rewarded. It is important to include the Honors Program in planning UNM West in order to offer students from the Westside similar opportunities to those offered to students on main campus.

Chicano Hispano Mexicano Studies

Based on my experience on cultural programming and research in both Río Rancho and Bernalillo, I offer these thoughts on the needs of the two primary feeder communities of the new UNM West facility.

I have lectured on topics relating to the cultural history of New Mexico on many occasions in Río Rancho, mostly through Continuing Education projects. There are many newcomers in this community with a strong interest in New Mexico and its cultures. I can see Chicano Hispano Mexicano Studies playing a role in satisfying this demand with special topics and field based courses targeting returning students and people new to the community.

Across the river from Intel and the virtual (media based) community that surrounds it is Bernalillo, a community that traces its roots back to the 17th century. As Río Rancho and the River View neighborhoods have mushroomed around it, Bernalillo has taken refuge in the massive revival of
age old communal rituals, the chief of which is the San Lorenzo Fiesta and the Matachines dance. Bernalillo is a traditional community whose identity is based on the face to face interaction of people who know each other's families. Chicano Hispano Mexicano Studies courses have much to offer both returning students and new students from Bernalillo. Courses featuring local culture and history are an important validation of local values and aspirations. I also see an important role for the Spanish Heritage Language Program at UNM West because of the proximity of Bernalillo.

It is also worth mentioning that there is a substantial Hispanic presence in Río Rancho, due to the availability of jobs and housing that is less expensive than many other areas in metropolitan Albuquerque. This population can be well served for the same reasons listed above.

The confluence of these communities, not to mention the neighboring Keres (Santa Ana) and Tiwa (Sandía) Pueblos promises to make a fascinating and diverse student population that can be well served with ethnic and regional studies courses as well as language recovery programs.

Once my resources are in place I will commit to assigning faculty to serve this important new expansion of UNM.
I. Dedicated Space for Continuing Education

A. General Classrooms

- 3 General Classrooms – each with seating for 24 students and 1 instructor –
  Estimated at 600 square feet each, 1800 square feet total

  Each equipped with tables, chairs and whiteboards

B. Computer Labs

  Each Lab 15 student seats and 1 instructor seat 700 Square Feet, 2100 square
  feet total

- Video & Animation Lab – Dual Platform Mac Pros Hardware $80,928
  HP P3005n $784
  Projector System $7,863
  Wacom Tablets: TBD
  Midi Keyboards: TBD

- Web & Computer Graphics Lab – iMacs Hardware $30,784
  HP P3005n $784
  Projector System $7,863
  Color Printer & Supplies: TBD

- Business Applications Lab – Dell Hardware $25,961
  HP P3005n $784
  Projector System $7,863

- Software for above mentioned labs $92,604 (See attached distribution)

- Computer desks with wiring trays, chairs and instructor workstations

- Network connectivity within lab and the internet supported by ITS

C. Other Specialized Classrooms

- Arts studio lab and multipurpose room, with sinks, work tables, lighting – 600 sq.
  feet.
- Dance studio/exercise room (question: does this necessarily imply showers as
  well?) – 1200 sq. feet.
D. Offices and Storage

a. Registration and Student Support – approximately 250 square feet of open space to include countertop and cubicle work space.

b. Instructor Support – approximately 350 square feet of work space. 2 cubicles with desktop computers; plus space for mailboxes, countertop for project work, etc.

c. Program Supervision and Custom Program Offices – 3 enclosed offices of 150 sq. ft each. 1 enclosed office of 200 sq. ft. 1 small conference room to seat 10.

d. Storage for books and equipment – 2 enclosed storage rooms of 350 sq. ft each.

I. Shared Space (to be shared with academic programs)

- Tiered classroom to seat 150-200 people – to be set aside for one-time or short term events, not semester-long programs.
- Shared general classrooms, art and exercise rooms, as available
- Xerox room
- IT support area
- Faculty lounge
- Student lounge
- Vending and food area

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$92,003.76
A. Assumptions:
   1. Initial enrollment projection is 3,000 to 5,000
   2. Projected enrollment is **10,000 to 12,000**. This is the figure that will be used for this proposal and planning.

B. **Overall Plan or Vision**: We would like to create a “one-stop” shop that will house any Student Affairs services and other complimentary services, as envisioned in the Student Success Center plan prepared by Walt Miller for Main Campus. *(A copy of this proposal is attached)*. We need to determine what the **essential services** are, and what **physical environment** we want.

**Considerations:** There is opportunity to collaborate, leverage, and consider new and/or planned adjoining facilities with the City Center/Hockey Arena next door, within walking distance to the UNM West Campus. It will be expanded to include an “entertainment district” with movies, etc. There is also a City Hall next door to the campus. The Rio Rancho high school is about 1-1/2 miles away. The “Lions Gate” production studio has 40 acres very close by. A commercial development is another neighbor. A research park/HSC may be added to the Campus later.

Are there opportunities to share services with the City Center/Hockey Arena. Such as food/catering, parking, student programming, apartment units, etc.

C. **Main campus responsibilities**:
   1. Recruitment will handle student recruitment duties.
   2. Admissions will handle processing of admission applications.
   3. Financial Aid will handle financial aid applications and awards.
   4. Scholarship Office will handle scholarship application and awards.
   5. Accessibility Services will handle disability certification and accommodation.
   6. Dean of Students will be responsible for the Student Standards Policy for grievances and disciplinary functions.
   7. Police Dept. will supervise security officers.
D. Admissions, Financial Aid, Recruitment Staffing:

1. One (1) Director/Manager for Student Services. This manager would also serve students directly (hands-on).

2. One (1) Supervisor that would also serve students directly.

3. Six (6) full-time staff for 3,000 students; Eight (8) for 5,000 students; Twenty (20) for 10,000 students: The number grows to 20 at this volume of students due to the imminent movement of some processing at this level. 10,000 students would equal 38% of current main campus enrollment. An equivalent ratio of staff in the admissions, financial aid, and advisement areas would be many more than 20 but some efficiencies of processes can be gained by centralizing many functions.

4. Generalists and specialists (20):
   - 12 generalists and support staff can be cross-trained to handle financial aid, admissions, scholarships, and recruitment but will certainly need some specialization skills.
   - 8 academic advisors and support staff should be provided in conjunction with University College (discuss in more detail with Peter White).

E. Disability Services:

1. Staffing: 3 Administrators, 3 support staff plus student employees

2. Space needs: 2,400 sq. ft. Testing areas separate

3. Accommodations provided by Albuquerque campus Accessibility Services:
   - Signed language interpreters would be handled through Albuquerque campus with the associate director providing the on-site supervision.
   - Text conversion would be handled through Albuquerque campus with testing coordinator assisting in prioritizing needs.

F. Food Service: Four concepts are presented: Full food service, franchise, lease out, or convenience store.

1. Franchise/Lease (example Subway, Starbucks)
   - Space needs: 4,000 sq. ft for seating area (400 seats) & 3,000 sq. ft. food preparation area (4 concepts)
   - Build-out costs $700,000
   - Equipment costs $150,000
   - Staffing covered by franchise – no costs
   - Return 7% to 11% of gross receipts minus taxes, plus 1% of gross receipts minus tax for cleaning.

2. Convenience Store
   - Space needs: 2,000 sq. ft.
   - Equipment costs $150,000

3. Catering Facilities (banquets, meetings, etc.) Possible agreement with City Center/Hockey Arena Caterer
   - Need 6 meeting/catering rooms, capacity 15-50.
G. Child Care: No infant care, straight child care.
   1. Assumption: 100 children
   2. Staffing: 24 (1 supervisor plus 23 child care givers)*
   3. Space needs: 10,000 sq. ft configured in 8 classrooms*
   4. Equipment costs: $100,000 (one time costs)
   * State licensing guidelines dictate classroom size and staffing levels.

H. Student Activities/Student Governments:
   1. Space needs: 700 sq. ft. (4 offices), meeting/conference room.
   2. Staff needs: one manager (1), Administrative Support (1), graduate student employees (2)
   3. Includes orientation

I. Recreation Center:
   1. Space needs 11,000 sq. ft. plus locker rooms
   2. Staffing needs two (2) staff plus 30 student employees
   3. Equipment costs: $200,000

J. Dean of Students:
   1. Space needs: 2,500 sq. ft., for Assistant Dean, Administrative Support, Program Manager, Graduate Students (2), Conference Room

K. Career Services
   1. Space needs: 3,000 sq. ft., 4 offices, 4 interview rooms, computer research center
   2. Staffing needs: 1 manager, 1 support staff, 2 graduate student employees

L. Multi Purpose Space
   1. Space needs: 8,000 sq. ft. for Recreation/Special Events/Student Activities/Lectures/Orientations, etc.

M. Campus Security: (per Kathy Guimond)
   1. (4) campus security staff: Two to cover days and two to cover evenings
   2. (4) police staff staff
      Supervision of security staff would be handled by main campus police
   3. Space needs: 4000 sq. ft. for Police substation
STUDENT SUCCESS AND HEALTH CENTER CAPITAL PROJECT
Eliseo “Cheo” Torres, Vice President for Student Affairs

Purpose:
To create a “one-stop user-friendly” single facility that would have a direct and positive impact on day-to-day services for undergraduate and graduate students. This concept is now the norm across college campuses and provides a welcoming image to potential UNM students.

Opportunities in Creating Clusters:
- Create a “one-stop user-friendly shopping” student services area.
- Design a facility for today and tomorrow.
- Create inviting, attractive focal point with a central entrance.
- Programs can share resources such as reception areas, computer rooms, meeting and training areas, and major equipment.
- Provide a focus for student development needs.
- Create far more efficient infrastructure, energy, and maintenance costs.

Six Program Clusters:
1. Enrollment Management
   - Admissions Office
   - Bursar’s Office
   - Recruitment (Processing)
   - Scholarships Office
   - Student Financial Aid

2. Student Development/Retention Initiatives
   - Accessibility Services
   - Career Services
   - Dean of Students

3. Student Services/Academic Support
   - African American Student Services
   - American Indian Student Services
   - College Enrichment Program
   - El Centro de la Raza
   - Women’s Resource Center
   - Special Programs (Title V, Ron McNair, ROP, CAMP)
   - CAPS Center

4. Health Programs
   - Student Health Center
   - Wellness Center
   - Counseling and Therapy Services (CATS)
   - Campus Office of Substance Abuse Prevention (COSAP)
   - LOBOCare Clinic
5. **Academic Services (Advising, Processing, Scheduling)**
   - Registrar’s Office
   - Office of Graduate Studies
   - Office of Undergraduate Studies

6. **Academic Teaching Departments**
   - African American Studies
   - Chicana/o Studies
   - Native American Studies

   - University College
     - Advisement Center
     - Freshman Academic Choices

   - Women Studies
   - History