

1. **Present:** Ben Bencomo (Social Work), Kevin Ensor (Counseling), Gloria Gadsden (Sociology, Anthropology, & Criminal Justice), Gil Gallegos (Computer & Mathematical Sciences), Sandra Gardner (Nursing), Katie Gray (Library), Edward Harrington (Art & Music, proxy for André García-Nuthmann), Mariah F. Hausman (Media Arts & Technology), Will Jaremko-Wright (Natural Resources Management, proxy for Jennifer Aldred), Kathy Jenkins (Exercise & Sport Sciences), Jennifer Klutsch (Forestry), Sara Olivares (English), Daniel Olufemi (Curriculum & Instruction), David Pan (Psychology), Luke Ritter (History & Political Science), Eric Romero (Languages & Culture), Maureen Romine (Biology), Rodney Sanchez (Business Administration), Naveen Singh (Chemistry), Mariana Ulibarri-Horan (Special Education), Elisabeth Valenzuela (Teacher Education)

Absent: Jennifer Aldred (Natural Resources Management), André García-Nuthmann (Art & Music), Sheree Jederberg (Educational Leadership)

Also present: Christina Durán (Dean, Social Work), Mary Earick (Dean, Education), Roxanne Gonzales (VPAA), April Kent (Library, Faculty Senate liaison), Yongseek Kim (Exercise & Sports Science), Peter Linder (on behalf of B. Kempner, Dean, CAS), Henrietta Romero (Registrar), Veena Parboteeah (Dean, Business & Media Arts), PJ Sedillo (Special Education), Patrick Wilson (Director, Online & Extended Learning)

2. Approval of the Agenda

MOTION to approve. Seconded. Approved by consensus.

3. Approval of Minutes – February 16, 2021

MOTION to approve. Seconded. Approved by consensus.

4. Subcommittee Reports (see attached subcommittee list)

- a. Undergraduate Appeals (Gardner)

Nothing to report.

- b. Graduate Appeals (Jenkins)

Subcommittee had their first appeal in two years. Subcommittee Chair thanked the members for their service.

- c. Ballen (Hausman)

Nothing to report.

5. Program Review Subcommittee Reports (see attached subcommittee list)

- a. Health (Gray)

Program is working on some final edits and hope to complete the process by the end of the semester.

- b. Human Performance and Sport, BA, Minor (Gadsden)

Final meeting with program and dean scheduled for Monday.

- c. Human Performance and Sport, MA (Gadsden)

Dr. Gadsden presented the final report and thanked Dr. Kim and the members of the subcommittee.

See attached report.

- d. Education – Special Education (Gray)

Program is working on final edits.

- e. Social Work, BSW, MSW (CSWE Accredited) (Jederberg)

Final report.

Dr. E. Romero presented the final report.

See attached report.

- f. Media Arts, MA, MS, BA, BFA, Minor, Certificate (Pan)

Subcommittee Chair hopes to have a report by the next meeting.

- g. Teacher Education (Jenkins)

Program is working on it.

- h. Native American Hispano Cultural Studies (Jenkins)

Program is working on it.

i. Mathematics (Romine)

Subcommittee met and put together concerns and sent feedback to Dr. Jeffries.

j. Chemistry (Gallegos)

Waiting to hear back from the program.

k. Music (Hausman)

Program is almost done with the report.

l. Psychology (Jederberg)

Subcommittee Chair not present.

m. Biology (Gadsden)

Program is working on the report.

n. Southwest Studies (Anthropology) - (~~Jenkins/Jederberg~~/Valenzuela)

Dr. Valenzuela agreed to serve as Chair of subcommittee.

6. Communication from the Chair (Gadsden)

Policy subcommittee met today. Recommendations for the retro add/drop process:

1. instructor approval added to form, as well as space for instructor's comments
2. centralized tracking system (moved back to VPAA's office)
3. disputed petitions should automatically be sent to AAC and then final decision made by VPAA, not the academic Dean
4. reinstitute petition/appeals committee housed in VPAA's office to review retro drops and withdrawals

Comment from a committee member. Academic retro adds need to happen quickly. Member doesn't understand why the VPAA appeals committee was dissolved. Most of the accreditations require that HU track student complaints, including petitions, but HU doesn't currently have good tracking practices.

The Registrar stated that many retro adds are submitted without any explanation. The process is not being completed.

Comment from a committee member that one of the things that's perplexing is why the faculty input was being left off the forms. Also, HU doesn't have withdrawal/fail like many institutions do.

The Registrar stated that if petitions come in incomplete, the Registrar sends them back. The Registrar has been asked by students to provide guidance, but they direct students to talk to their advisors directly.

MOTION to forward the recommendations to the Faculty Senate. Seconded.
Approved by consensus.

Chair reminded members that the AAC will not be meeting for a month. March 31 is the last day for new materials to be submitted to the AAC.

Chair ceded control of meeting to Secretary.

Secretary asked for nominations for Chair and Secretary for Academic Year 2022-2023.

Nomination for Chair: Gloria Gadsden
Nomination for Secretary: Luke Ritter

Both nominees accepted.

Acting Chair K. Gray informed committee members they could submit other nominations via email before the next meeting.

Secretary ceded control of meeting back to Chair.

7. Communication from the Registrar (Romero)

Enrollment report: Undergraduate down 6%, Graduate up 7%, Total down 1%

Summer schedule released today. Early registration begins 3/7 at 7:00 am. Book orders for summer session are due 3/15.

Talked to Denise Montoya about missing option to see books linked to classes on Banner. They were unaware of intersession, so they turned off the book orders option before that. They will continue to leave it up through intersession.

Call for catalog edits: 3/21. The Registrar will not publish changes until they are verified by Provost's office

Commencement planning is underway. There is a ribbon on the webpage with full information.

Question from a committee member. How many students do we start at midterms?
The Registrar stated that it depends on circumstances.

8. Communication from the Faculty Senate (Kent)

See attached.

9. Communication from the Graduate Council (Gadsden)

No new business to report.

10. Communication from the Administration (Gonzales)

HLC was here. Some evidence was missing which the Provost's office was able to track down. Outcomes assessment and closing the loop are concerns.

Three candidates for Sean Weaver's position will be interviewed. Please attend and submit feedback. The position will focus more on marketing and addressing some of the things we've been talking about.

Question from a committee member. Is it true that the minimum requirement for the VP position is a Bachelor's degree? The Provost stated that she believes that it is, but that it's more of a practitioners' field. All candidates coming in have at least a Master's degree. Candidates will be spending time at the Centers.

Dean of Social Work position will be posted this week.

For Commencement, we have separated the Graduates and Undergraduates.

The Registrar stated that we have over 200 graduates. Those who only had a chance to attend a virtual commencement previously will have the chance to attend in person.

Chair asked about students getting extra tickets. The Provost stated that students have the option to go to Rio Rancho where they can bring more people.

Question from a committee member. How are you reaching out to students who graduated during Covid. The Registrar stated that they're sending information through emails (Highlands and personal emails). Students will be issued tickets via email in mid-April. The Registrar continues to evaluate the 50% capacity and the ticketing process. The Student Senate has brought those concerns forward.

The Provost stated that Joe Moreno successfully defended his dissertation.

11. Appeals Reports - discussion item (Gonzales)

The Provost stated that she will put this on the agenda for the next meeting with the Deans.

- 12.** Department of Sociology, Anthropology, and Criminal Justice - Course revision, Women and Globalization (SOCI/ANTH 4/5540) - discussion/action item (Gadsden)

Chair ceded control of the meeting to the Secretary.

Dr. Gadsden stated that this proposal only constitutes a name change.

MOTION to approve. Seconded. Approved by consensus.

Secretary ceded control of meeting back to Chair.

- 13.** School of Education, Special Education - discussion item (Sedillo)
- Program revision, MA, Special Education Certificate Leading to Licensure
 - New course, Introduction to Teaching and Special Education Case Management (SPED 5XXX)
 - New Course, Special Education: Field Based I: Teacher Preparation Experience (SPED 5XXX)
 - New Course, Special Education Field Based II: Teacher Preparation Experience (SPED 5XXX)
 - New Course, Special Education Field Base III: Teacher Preparation Experience (SPED 5XXX)

Dr. Sedillo stated that this degree is currently for students who already have a degree and want to teach. The program wants to make the courses Graduate level. Dr. Sedillo did contact PED, who sent a letter of support. He also met with the Registrar to go over specifics.

Question from a committee member who has a student taking some of the courses. If the student only wants their BA in music and goes for the graduate version of the alternative licensure, would any of the undergrad courses be applicable the Master's degree? Dr. Sedillo stated that the courses have completely different components, and therefore the department wouldn't be able to allow that.

Comment from a committee member that these are substantially different courses. Dr. Sedillo said that is correct. Students will need to at least attempt the praxis, which is a new component.

Question from a committee member. Are you replacing a certificate? Dr. Sedillo stated that the certificate is no longer needed. Chair stated that there is a form to deactivate a current certificate.

Question from a committee member. Are you eliminating the undergraduate courses? Dr. Sedillo stated that they are keeping them.

Discussion ensued about the proper paperwork for this change. Committee member stated that this should be a revision of the Master's degree that is already available and the certificate option should be deleted.

The Registrar asked for clarification that the courses are not repeatable. Dr. Sedillo stated that that is correct.

The Registrar stated that the Introduction to Teaching lists a degree prerequisite, but the Registrar has no way of tracking that. Chair stated that the prerequisite needs to be removed from the proposal.

The Registrar asked about prerequisites for Field Base courses. Chair and Registrar determined that Field Base I needs to be added as a prerequisite to Field Base II and Field Base I & II need to be added as prerequisites for Field Base III.

The Registrar asked whether Field Base III is lecture/lab. Dr. Sedillo stated that it is lecture only.

Question from a committee member. Are you currently counting the 200-level courses toward Graduate degree? Dr. Sedillo stated that they are not.

14. Department of Psychology - discussion/action item (Pan)

- New course, Forensic Psychology (PSYC 4XXX/5XXX)
- Revision to the major, BA, Psychology
- Revision to the major, BS, Psychology

Chair opened the floor to comments or motions from the floor.

MOTION to approve the new course. Seconded.

Question from the Registrar. The proposal shows a 5000-level counterpart. Are you anticipating this to be an MS elective selection. Dr. Pan stated that is an elective, but not prescribed.

MOTION passed by consensus.

MOTION to approve the revision to the BA. Seconded. Approved by consensus.

MOTION to approve the revision to the BS. Seconded. Approved by consensus.

15. Department of Sociology, Anthropology, and Criminal Justice - discussion item (Gadsden)

- Course revision, Introduction to Women's Studies (SOCI 2225)
- Course revision, Introduction to Women, Gender, & Sexuality (GNDR 2110)

Chair ceded control of meeting to Secretary.

Dr. Gadsden pointed out that she erroneously gave the description of this proposal earlier in the meeting when item 12 was discussed.

MOTION to rescind the vote on number 12. Seconded. Approved by consensus.

MOTION that item 12 be placed as a discussion/action item at next meeting. Seconded. Approved by consensus.

MOTION to table item 12 until the next meeting. Seconded. Approved by consensus.

Dr. Gadsden provided an overview of the proposals in item 15.

16. Department of Sociology, Anthropology, and Criminal Justice - Course revision, Process and procedures of criminal law (CJUS 3100) - discussion item (Gadsden)

Dr. Gadsden provided an overview of the proposal.

Dr. Pan asked if the department needs to cross list this course. Does it also live in Sociology? Dr. Gadsden stated that it currently does not.

Secretary ceded control of meeting to Chair.

17. Faculty Senate Charge: Inclement Weather Policy and Compressed Schedule for Late Start Days - (Gadsden)

Chair provided an overview of the Senate charge. There is some confusion about whether weather delays affect online-only courses.

Comment from a committee member. Some faculty teach a course that might be at more than one location. What about students who are on delay?

Committee member requested that Registrar look at the policies of other institutions. The Registrar stated that she has already begun to investigate other institutions and asked which specific institutions the committee would like her to

look at. Chair suggested the comparable schools list. Committee members recommended looking at regional schools.

Comment from a committee member that the policy states that online courses will take place at the discretion of the professor.

Comment from a committee member that this is also a CBA issue. Faculty can't change the mode of delivery because of inclement weather.

Comment from a committee member that some students don't understand the concept of "two-hour delay." HU needs different wording or a better explanation.

Comment from a committee member that some institutions shift the entire schedule when there is a delay.

Ms. Kent stated that some schools will spell it out clearly, for example "we will open at 10:00."

Comment from a committee member delaying classes would put late classes starting very late.

The Registrar stated that most of the schools she's examined don't address it the way we do.

Comment from a committee member that other universities might allow for switching modalities. Chair reiterated that that is a CBA issue. Comment from a committee member that that could be negotiated in the future.

The Registrar reported in regard to an earlier question that there were 107 sections of short term courses during Spring 2022.

18. Late Additions to the Agenda (minor items only)

19. Next meeting – March 16, 2022

20. Adjournment

Human Performance and Sports

Graduate Programs

AAC Program Review – Final Report

Program Review Subcommittee: Gloria Gadsden (Chair), Kevin Ensor, David Pan

Completed: Spring 2022

The department of Exercise and Sport Sciences offers two Master of Arts degrees in Human Performance and Sports (HPS):

(1) HPS General and

(2) HPS with an Emphasis [either Sport Administration or Teacher Education]

The HPS General degree allows students to design their own program based on their interest areas.

The Teacher Education track provides professional development for students already holding licensure in either Health or Physical Education. It is not designed to cover licensure requirements for new teachers.

Mission

The mission of the Department of Exercise and Sport Sciences is to improve the quality of life related to the many aspects of human movement. It concentrates on a full spectrum of human potential, from young to old, fit to unfit, recreational to higher athletic, healthy to diseased, and able-bodied to disabled.

How many graduate students have been enrolled over the past five years?

Total	141 students
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How many students have earned a degree or certificate over the past five years?

Total	55
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Learning Outcomes

- The program uses various criteria as a benchmark for their own internal assessments.
- A majority of students pass their final papers and final projects.
- They do not have a lot of students who get “stuck” at any particular stage.

How are evaluations used for program improvement?

- If the program does not meet the assessment criteria, the faculty conducts further review to identify courses where students are not meeting criteria.
- They have also instituted the use of the ARMAS program and the Writing Center to improve student outcomes.

They have an **Accomplished Faculty**, and their graduate students are

- working for the NMHU athletic department as coaches,
- working as academic advisors,
- and also working in middle and high schools in Las Vegas.

Based on anecdotal information, all of their graduates are employed and a majority of them are working in their discipline.

Areas of improvement over next five years...

The faculty in the Department of Exercise and Sport Sciences are teaching both undergraduate and graduate courses in fall, spring, and summer, regularly, to cover the courses in the curriculum due to the lack of faculty.

Need to hire additional faculty.

They have been offering online and hybrid courses, but they have only one classroom equipped with the necessary technology.

They expect increased technology needs, and they have a need to upgrade or replace relevant equipment to be compatible with rapidly changing technology.

They have put forward requests to replace aging equipment and to buy some new equipment in every budget for at least the last 6 years.

FINAL RECOMMENDATIONS from AAC Subcommittee

1. Start tracking specific placements for student practicums and internships. Will allow the program to better discuss student accomplishments.
2. Provide more information about the HU-Wellness program. Seems to be essential for the HU community and the greater Las Vegas community.
3. Start to track the placement of graduates. This seems to be an area where they shine, but no real data. Work with OIER to track this data?

Facundo Valdez School of Social Work
Graduate Programs
AAC Program Review-Final Report

Program Review Subcommittee: Sheree Jederberg (Chair), Eric Romero

Completed Spring 2022

The Facundo Valdez School of Social Work was established in 1972 and was first accredited in 1974. The two programs the school offers are the Bachelor of Social Work (BSW) and the Master of Social Work (MSW) degrees. The MSW degree has three concentrations:

1. Clinical practice
2. Leadership and Administration
3. Bilingual-Bicultural Clinical practice.

The MSW is offered in the advanced standing track and the traditional two-year track. The School of Social Work and the School of Business also offer a joint MSW/MBA (Master of Business Administration) degree that can be earned simultaneously, wherein a certain number of classes are cross-listed. All programs may be completed on a full-time or part-time basis. Both the BSW and MSW programs are accredited by the Council on Social Work Education (CSWE), a national accreditation designation, until 2028. We have degree programs in Las Vegas, Santa Fe, Rio Rancho, Albuquerque and Farmington. The BSW major is 53 credits and the MSW degree is 63 credits.

The Facundo Valdez School of Social Work mission is as follows:

Mission Statement

The mission of the Facundo Valdez School of Social Work is to educate students to practice social work competently with the diverse, multicultural populations of New Mexico and the Southwest. This context of cultural and regional responsiveness informs the School's creation and implementation of all its educational programs.

The School has a primary commitment to Hispanic and Native American peoples. Our curriculum grounds students in core professional social work values, skills and ethical principles, and provides a focused awareness and respect for cultural differences and how poverty affects the well-being of people in the region.

The School's mission continues to reflect our vision and ongoing commitment to professional preparation of our graduates, with an awareness of our unique environment. Implicit in the School's mission are conditions and social needs as found in New Mexico and the greater Southwest as a region. New Mexico's poverty rate is one of the highest in the nation. New Mexico also stands out as the first majority-minority state in the nation, or the first state where over 50% of

its population was comprised of ethnic/racial minorities. An appreciation of these factors, together with a desire to stay current with established social work practice standards, form the context for the creation of the mission statement and direct our efforts within the explicit and implicit curriculum.

Bachelor of Social Work (BSW)

Master of Social Work (MSW)

Concentrations: Clinical Practice, Leadership and Administration, Bilingual/Bicultural Practice

A. How many students have been enrolled in each over the past five years?

OIER data:

2016 Enrollment	Undergraduate 364	Graduate 341	Total 705
2017 Enrollment	Undergraduate N/A	Graduate 326	N/A
2018 Enrollment	Undergraduate 274	Graduate 383	Total 657
2019 Enrollment	Undergraduate 252	Graduate 335	Total 587
2020 Enrollment	Undergraduate 217	Graduate 318	Total 545

B. How many students have earned a degree or certificate in each over the past five years?

OIER data:

2016 Degrees conferred	Undergraduate 115	Graduate 131	Total 246
2017 Degrees conferred	Undergraduate 122	Graduate 140	Total 262
2018 Degrees conferred	Undergraduate 138	Graduate 138	Total 271
2019 Degrees conferred	Undergraduate 155	Graduate 155	Total 267
2020 Degrees conferred	Undergraduate 84	Graduate 153	Total 237

Learning Outcomes:

The Facundo Valdez School of Social Work identifies our student learning outcomes as the competencies that are assessed by our accrediting body, CSWE at both the generalist level (BSW and 5000-level of the MSW) and at the specialization level (MSW, 6000-level). Both have nine core competency areas that are assessed and each competency uses two measures. Additionally, students are also rated on the level of competency they demonstrate in real practice situations, using their Final Field Evaluation.

(Please see assessment data attached in Appendices).

Our outcomes data is posted on our NMHU website each year:

BSW data: <https://its.nmhu.edu/includes/onlinedocs/display.html?quicklink=6892>

MSW data: <https://its.nmhu.edu/includes/onlinedocs/display.html?quicklink=6893>

How are evaluations used for program improvement?

The School made a number of program improvements based on various program evaluations, including those on their implicit and explicit curriculum for the accreditation self-study. Selected examples are outlined below:

1. The Native American Social Work Studies Institute was established in part due to the identification of the need to strengthen resources for Native American students and Native American social work studies based on evaluation of our implicit curriculum.
2. The roles and responsibilities of Lead Faculty changed based on findings of our outcome assessment. The issue involved wide variability across program locations in the percent of students achieving the benchmark on our course-embedded Rating Scales. The faculty-led Curriculum Committee decided to evaluate and change the role of our Lead Faculty with the aim of creating more consistency across all locations. These changes include increased communication between Lead Faculty and per-course instructors; scheduling periodic zoom meetings with instructors; creating recording of instructor trainings; and making sure grading rubrics exist for all classes.
3. Improvements were made to clinical practice courses as a result of evaluation of explicit curriculum indicating the need for increased cultural content. For example, a new textbook, focused on multicultural clinical practice, was adopted for SW 6650 and 6670. Additionally, several supplemental readings specific to populations of the Southwest have been added to build cultural awareness and sensitivity. Assignments, including the midterm exams, will now assess awareness of cultural differences within the therapist/client relationship, and its implications for effective practice. Finally, class instruction, discussion, readings, and assignments were modified to prompt reflection on oppression, marginalization, and intersectionality, and on who are you in the world, and how these translate to work with clients. Changes were also made to SOWK 6310 to be more inclusive of mixed-methods research in place of qualitative-only, based on feedback from students.
4. A final example of how evaluation leads to program improvement regards student life. Based on data received in evaluation of our program's implicit curriculum, we identified inefficiencies with campus life expenditures and development of programming, which resulted in left over monies at the end of the prior couple of years. Through collaboration between Albuquerque and Rio Rancho Centers, there now exists a student committee made up of social work students from both locations, who provide input to staff, who then put together a calendar of events directed toward student activities.

Part of the culture of the School of Social Work is to pay close attention to program evaluation data to help us make needed improvements. A more recent example: In Fall, 2020, we conducted a student survey to ascertain student needs as regards online learning, and based on survey results implemented changes in Spring, 2021.

Program Quality and Potential

All tenured, tenure-track and full-time contingent faculty are highly qualified and hold the MSW degree from CSWE-accredited programs.

18 full-time faculty members (at the time of the accreditation self-study, 2018-19) bring a wide range of experiences and competence to the School. All full-time faculty hold an MSW from a CSWE-accredited institution and ten hold doctoral degrees. Some of our faculty are fluent in Spanish, with roots in local Hispanic communities, and several have strong ties to the Native American communities.

They have 82 part-time contingent faculty members (per-course) during the 2018-19 academic year and average this amount yearly. The School additionally requires that those teaching practice courses document that they have a social work license.

C. Discuss how your program contributes to the university, profession, and community. For programs/disciplines contributing to the UG core curriculum, include role/extent of contributions.

The School contributes to the University in many ways. Social Work faculty contribute their time and labor on Faculty Senate committees as well as other work groups, including faculty and staff hiring searches. Dean Durán represents the School in University committees and work groups for the University.

Students make important contributions to the community through their field practicum experiences, as outlined earlier, and the School graduates well-trained and highly qualified social workers who serve clients and the profession. Our Continuing Education Program provides ongoing professional development CE workshops for practicing social workers and other helping professionals which meet licensure requirements.

Another contribution to the University and community within the School of Social Work is the Native American Social Work Studies Institute, which is the only one of its kind in the nation. The University and larger community can now see the Institute as a resource in our efforts to address the pressing needs in tribal communities.

Other examples of contributions to the University come in the form of student organizing efforts at both the BSW and MSW levels. The Undergraduate Social Work Student Association at our Las Vegas campus has been especially active. A Social Work Student Committee forms every year to assist with how best to spend campus life fees and to recommend outreach and advocacy activities. The popular Social Justice Teach-Ins, zoomed to all program locations, is student-facilitated and features faculty and community-member presentations and dialogue. A student representative sits on the faculty-led Curriculum Committee. As mentioned earlier, many of our students have served on the Student Senate, where they contribute to the larger student body and also gain leadership, organizational, and community engagement skills and experience, which they can highlight when applying for social work positions after graduation.

Areas of Improvement and next five years...

Need to hire additional staff and faculty:

One challenge documented in the 2018-19 self-study involved staff and faculty vacancies. The hiring of student workers, in the form of work-study students also helped to carry out administrative assistant duties. The School used available funds for the expeditious hiring of per-

course instructors; a competent pool of per-course instructors who are ready and available to cover classes without much advance notice. The tenure-track faculty numbers have fluctuated since the time of the 2018-19 self-study. A search for three tenure-track faculty during the Fall of 2020 with only one hire, and we are posting two tenure-track positions again this Spring. Ongoing support for this endeavor is crucial to the success of the School.

Resources to Students @ Las Vegas

In 2019-2020, sufficient revenues in the Continuing Education fund to offer housing and meal allowances to students who commute to the Las Vegas campus from a distance (Taos as an example). SW can now cover the costs of one dorm room per night, per week, throughout the school year for these students, as well as vouchers that can be used to purchase meals at the University's cafeteria.

Decline in Enrollment

An area of improvement that we need to address is the decline in student enrollment in Social Work over the last 5 years, especially among BSW students. We are addressing this issue by strengthening the various transfer mechanisms from the community colleges to the Centers, as well as recruitment efforts at the Las Vegas campus. The new Title V grant will help us immensely in this regard.

Lack of Racial/Ethnic Diversity at the Albuquerque Center

The Albuquerque Center experienced a loss of four tenured and/or tenure-track faculty who are people of color (3 Latinx/Hispanic, and one Native American). We now have one person of color (a Latina) out of 8 full-time faculty positions (including full-time term faculty). Thus, hiring of faculty of color in the current search is a priority..

The School has submitted to our accrediting body an application for approval of a fully online MSW program. We will seek and secure any other approvals within NMHU before moving forward with this program, and hope for a Fall 2021 implementation and enrollment of a full-time and a part-time cohort in the first year.

Another initiative that will take us into the next 5 years is a \$3 million federal grant designed to recruit and support Hispanic and students from lower socio-economic backgrounds. Funds from this grant will support hiring an instructional designer (which will assist with the online program), as well as training of faculty. We will need University support to be successful in this endeavor.

Final Recommendations from AAC Subcommittee:

1. The programs are anchored in a co-constructed mission statement that intends practicality and attentiveness of programs. Program design also recognizes the transferable knowledge and skills developed in NMHU Core Curriculum. The curriculum is also aligned with national level initiatives concerning "social and economic justice and protection of human

rights, and a concern of poverty”. The Native American Social Work Studies Institute is mostly anchored in the Rio Rancho Campus. Perhaps, more of the program resources and activities can be brought to the Las Vegas Campus.

2. Exercising the student voice in your curriculum committee can contribute to cultural content development.
3. Please include additional information concerning the Continuing Education program and the Social Justice Teach ins. Both these programs probably serve as additional recruitment mechanisms (7)
4. Identify the “grant-funding to support hiring more tenure-track faculty and the “\$3 million federal grant designed to recruit and support Hispanic students from lower socio-economic backgrounds “ (11)

Facundo Valdez School of Social Work – Program Review Follow-Up Report

Submitted by Cristina Durán, Ph.D. Dean, November 5, 2021

1. **Dr. Melissa Riley, Director of the Native American Institute**, is very interested in familiarizing herself with Native American students at all social work locations, main campus included. She is collaborating with Dr. Spintz Harrison around Native American programming in general. She had scheduled to make a visit to main campus for a Native American event recently, and was actually en route to the event when it was cancelled. Dr. Riley traveled to the Farmington campus and had a successful visit with students at that campus. A follow-up visit there, where we have a high number of Navajo students, is already on her calendar. To sum, Dr. Riley is excited to get to know and serve students, as well as faculty, at all campuses.
2. **Regarding “exercising the student voice” on the Curriculum Committee:** A Pueblo graduate student, Joey Jimenez, is now a member of the Curriculum Committee. The CC is committed to ensuring student representation now and into the future.
3. **The Continuing Education program within the Facundo Valdez School of Social Work** has been in operation for many years. The purpose of the program is to offer working professionals an opportunity to receive continuing ed units for licensure renewal. The Continuing Ed program is also an indirect way to recruit students into our degree programs, due to the public PR around the program, and word-of-mouth that occurs between Continuing Ed workshop attendees, presenters, and potential students. The following link provides information on this program: <https://www.nmhu.edu/continuing-education-units-school-of-social-work/> The Continuing Education program provides the School of Social Work with a revenue stream to support activities not covered by existing funds.
4. **The Social Justice Teach-Ins** are something we have had now for a couple of years; the target audience is social work students, though faculty and staff also attend. Every semester we invite a series of speakers, some from NMHU, others from the community, to speak on

a topic related to social justice. This is a quick noontime presentation, with time allotted for Q&A. The topics often include timely issues related to racial justice, the COVID pandemic and health inequities, gender identity, immigrant mental health, and more. The Teach-Ins occur every Monday at the noon hour, and are coordinated and facilitated by a graduate student (Staci Bostic-Baros this year). This has been a very successful program for our students.

5. **We have funding through the Title IV-E grant to support tenure-track faculty positions.** The funding comes either from the grant itself, or from matching dollars from the institution. Title IV-E is a federal grant administered through New Mexico's Children, Youth, and Families Department.
6. **The SWEEP grant (Social Work Educational Enhancement Project)** is a 5-year 3 million dollar grant from the Department of Education in Washington, D.C. This grant is awarded specifically to Hispanic-serving institutions. The goals of the grant are to increase enrollment and retention of Hispanic and low-income students in our BSW/MSW programs. Valerie Valles-Pedroza is the Activities Director for the grant and has a wealth of experience in teaching, advising and program development, especially in relationship-building with community partners. Our focus with this grant is mainly on the BSW program, given the decline in enrollment over the last few years. The grant supports some activities in the MSW Online Program, as well. We recently completed the first year of the grant.

February 23, 2022 meetings of the FS

1. Communication from the President (S. Minner)

- a. Legislative session: Session over. Looks very good for higher education. Governor will sign or pocket veto as next step.
- b. Legislative fellows request looks like it might come through. It is a six figure request for more solar power on campus. Useful for students to learn and work through the process.
- c. All sabbatical requests were approved.
- d. Next week is the HLC visit. Schedule has been sent out.
- e. Athletics: Men's basketball is heading to the RMAC Tournament
- f. Foundation: Seventh Annual Highlands Loves is tomorrow. Consultant on capital campaign is nearing end of analysis.
- g. Encourage faculty to attend the next Board of Regents meeting which will focus on enrollment effort. Terri Law will present on current efforts and data.

2. Communication from the Administration (R. Gonzales). – No report

3. Communication from the Chair (B. Massaro).

- a. New faculty classification recommendation sent to Faculty Association
- b. General Faculty meeting on March 23, 2022. Send agenda items to the chair.
- c. Request from the registrar for faculty marshals. There are three ceremonies and all need marshals. Please check with your departments for volunteers.
- d. Later in agenda discussion of how to run meeting and Robert's Rules of Order. Review of how conversations and time limits and times to speak work.

4. Communication from the Staff Senate.

- a. Veronica Black reported that the staff are working on several key issues on diversity, work life balance, and COVID-19 concerns.
- b. Staff Senate will be holding meetings at the center locations.

5. Old Business:

a. Facilities Report. (S. Baca)

- i. Sylvia Baca gave the yearly presentation on the 5-year capital plan. Rogers Administration Project, purpose and importance of capital outlay funding reviewed. Auxiliaries such as housing are not eligible for these funds. Review of priorities for 2022 summer hearings. New on list is Hilton Science building HVAC, fire suppression and electrical upgrades.
- ii. Putting together a survey to get input on plans.
- iii. Questions about language of requests and what requests are eligible.

b. Biology Program Revisions

- i. Motion made to deny for 1 credit pre-med class. Dr. Sammeth argues that it is not an academic class. Good idea but should count as service. Dr. Justine Garcia says this class is more than test prep; this is one component. It teaches more skills. Discussion about nature of class and how many

institutions have similar classes. Ian Williamson will ask ALO Keith Tucker if there are any concerns from HLC.

- ii. Item posted to future meeting for more information

c. Environmental Geology Program Revisions

- i. New course
- ii. Change in B.S. Environmental Geology
- iii. Change in GIS Minor
- iv. Change in GIS Undergraduate/Graduate Certificate
- v. Motion to approve packet passed
- vi. Concerns from the forestry department presented. Discussion of change of concerns between AAC and this meeting.

6. Library Committee Request. (attachment) email LFC

- i. Steve Williams, April Kent, and Gloria Gadsden presented rationale for library check list.
- ii. Motion to approve the request passed.

7. Rest of agenda tabled.