

NORTHERN NEW MEXICO COLLEGE



**BOARD OF REGENTS
MEETING**

JULY 28, 2022

NORTHERN New Mexico College



NOTICE

The Board of Regents of Northern New Mexico College will hold a regular meeting on **Thursday, July 28, 2022 at 9:00AM**, Via Zoom and in person at Northern New Mexico College, Espanola Campus, President's Conference Room, Espanola, New Mexico.

Join Zoom Meeting

<https://nmmc.zoom.us/j/93457359883>

Meeting ID: 934 5735 9883

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Find your local number: <https://nmmc.zoom.us/u/ac7JLQkVL1>

FINAL AGENDA

- I. CALL TO ORDER**
- II. APPROVAL OF AGENDA**
- III. APPROVAL OF MINUTES**
- IV. PUBLIC INPUT**
- V. SUBCOMMITTEE REPORTS**
 - A. Housing Committee - Informational
 - B. Presidential Search Committee - Informational
 - C. Audit/Finance/Facilities Committee - Informational
 - D. Academic/Student Affairs Committee - Informational
 - E. Interim President Evaluation - Informational
 - F. HERC Committee - Informational
 - G. El Vado - Informational
- VI. STAFF REPORTS**
 - A. Vice President for Finance & Administration
 1. Fiscal Watch Reports – Action Required

- 2. Energy Audit Project – Informational
- VII. FACULTY SENATE PRESIDENT REPORT**
- VIII. STUDENT SENATE PRESIDENT REPORT**
- IX. DEEP DIVE**
 - 1. Updates to the HLC Accreditation Criteria – Ivan Lopez Hurtado, Ph.D.
- X. EXECUTIVE SESSION**
 - (1) Limited personnel matters related to the hiring, promotion, demotion, dismissal, assignment, resignation, or investigation or consideration of complaints or charges against an employee;
 - a. Interim President’s Evaluation
 - (2) Bargaining strategy preliminary to collective bargaining
 - a. No items
 - (3) Threatened or pending litigation subject to the attorney-client privilege in which the College may be a participant; and
 - a. No items
 - (4) Real estate acquisition or disposal.
 - a. No items
- XI. POSSIBLE ACTION ON EXECUTIVE SESSION**
- XII. PRESIDENT’S REPORT AND ANNOUNCEMENTS**
 - A. Celebrate Northern – Informational
 - B. CUP/NMICC Report – Informational
 - C. NNMC Foundation – Informational
 - D. Eagle Corporation Update – Informational
 - E. Introduction of Staff and Faculty - Informational
- XIII. ADJOURNMENT**

If you have completed the COVID Vaccination Protocol and wish to attend in person, please contact Amy Peña (amy.pena@nnmc.edu). Proof of vaccination will be required prior to entering the Board of Regents Meeting.

In accordance with the Americans with Disabilities Act (ADA), physically challenged individuals who require special accommodations should contact the President’s Office at 505-747-2140 at least one week prior to the meeting or as soon as possible.

Office of the President

NORTHERN New Mexico College



MEMORANDUM

To: Board of Regents,
Northern New Mexico College

From: Bárbara M. Medina, Ph.D.
President

Date: June 28, 2022

Re: Board of Regents Meeting Minutes

Issue

Northern New Mexico College (NNMC) provides, on a monthly basis, Board of Regents Minutes from the previous month for approval.

Recommendation

Staff recommends that the Board of Regents approve the attached Board of Regents Minutes for June 23, 2022 as submitted or if applicable, as amended.

NORTHERN New Mexico College



NORTHERN NEW MEXICO COLLEGE BOARD OF REGENTS MEETING JUNE 23, 2022

A Regular Meeting of the Board of Regents of Northern New Mexico College was held on Thursday, June 23, 2022, in the Board Room and Via Zoom from the El Rito Campus, El Rito, New Mexico. Regents Present Michael A. Martin, Erica Velarde (Regent Velarde joined the meeting at 9:37AM), Porter Swentzell, Evelyn Juarez. Regent Archuleta was not in attendance.

Northern New Mexico College Staff Present: President Bárbara M. Medina, Ph.D.; Vince Lithgow, Vice President for Finance & Administration; Ivan Lopez Hurtado, Ph.D., Provost & Vice President for Academic Affairs; Academic Affairs; Don Appiarius, Assistant Provost of Student Affairs; Evette Abeyta, Budget Director; Patrice J. Trujillo, Safety and Security; Juan Gallegos, IT; Shawn Madrid, Director of Facilities; Sally Martinez, Executive Assistant to the Provost & Vice President for Academic Affairs; David Sandoval, Office Manager, El Rito Campus; Cindy Martinez, Human Resources Admin./HR Tech, Emma Hashman, Director, Admissions; Evette Abeyta, Budget Director; Arin McKenna, Staff Writer/Reporter, Communications & Marketing; Dulce Marti, Special Assistant to the President; Stephanie Sandoval, Administrative Assistant; Jimi Montoya, IT Director; Deborah Trujillo, IT; and Amy Pena, Executive Office Director.

Faculty Present: Joaquin Gallegos, Ken Armstrong, Anna X. Gutierrez Sisneros

Others Present: Geno Zamora, Ortiz & Zamora, LLC, Jake Arnold, Edward Monahan, Ph.D., Ari Levin, Tim Crone, Dolores Gurule, Student Senate President, Carol Entress, Joann Salazar

I. CALL TO ORDER

Board President Martin called the meeting to order at 9:03AM.

II. APPROVAL OF AGENDA

Board President Martin entertained a motion to approve the agenda.

Regent Swentzell moved to approve the agenda. Second – Regent Juarez. A roll call vote was taken. Board President Martin – yes, Regent Swentzell – yes, Regent Juarez – yes. Motion passed unanimously.

II. PUBLIC INPUT

Board President Martin asked if Jake Arnold would like to address the Board of Regents. Mr. Arnold stated he is having a hard time hearing all the speakers. Mr. Arnold stated he was not sure what his query was to him. Board President Martin asked Mr. Arnold if he had any comments. Mr. Arnold stated he did not have any comments as far as the public comment.

III. COMMENTS FROM THE BOARD

A. Board of Regents Subcommittee Reports

1. Audit/Finance/Facilities Committee

Board President Martin asked Vice President Lithgow to report since both Regents were not in attendance. Mr. Lithgow stated they did meet Tuesday regarding the Audit/Finance/Facilities Committee. Regents Archuleta and Velarde were in attendance for the full meeting. The items will be discussed in the Vice President Report but it was a good and productive meeting overall.

2. Academic/Student Affairs Committee – Informational

Regent Swentzell stated a meeting was held on Tuesday morning. He was able to attend half of the meeting and deferred to Regent Juarez who was able to attend the full meeting. Regent Juarez stated it was a wonderful meeting. Thank you to Dr. Lopez. There will be many questions and there was only topic and she is excited for it to be presented.

3. President's Evaluation Committee – Informational

Regent Juarez stated they have met with Dr. Prather and he helped them put together what is known as a confidential interim president assessment form that will support this process for the interim president's performance evaluation. They need to change a couple of dates on the document and resolution and it will be presented in Executive Session for the next Board Meeting.

4. Housing Committee – Informational

Regent Juarez stated she is currently waiting on Regent Archuleta to set up a meeting with a couple of contractors that have helped residence halls for institutions to the size of Northern. This is on hold for the moment.

5. HERC

Board President Martin stated they have not had anything transpire in the last month on the HERC.

6. Presidential Search Committee

Regent Juarez stated she is waiting on Regent Archuleta too set up meetings with contractors. It is on hold for the moment.

a. Dr. Richard Wueste, AGB

Dr. Wueste stated he apologized for his appearance and strange image as he is having ducts cleaned. Board President Martin asked Dr. Wueste for an update. Dr. Wueste stated they have the profile draft and he is waiting for comments and corrections and changes to come back.

Board President Martin has made a couple of suggestions and there have been others that Dr. Medina has mentioned. As soon as he has that he will reincorporate that. Dr. Wueste stated the other piece is he has not seen the text or the pictures for the profile from the College. The College is preparing the information on the school and so on and he has sent information on what is necessary. Under the contract the College puts together the version on the final profile so as soon as they have everything and are comfortable with it, they can publish that. The plan is to have it done by June 30th with everything approved and ready to go with the idea being that after the 4th of July holiday they will launch the search. There is search committee training in August and there is a deadline established of September 9 for applications to be received with the idea being that they will have interviews following that and then be in a situation that the Board can choose a candidate and make an offer still at the end of October or beginning of November. Board President Martin asked if there were any comments from the Board.

Regent Swentzell stated he appreciated all the documents Dr. Wueste sent over and looked through them and the comments put in by Board President Martin and Dr. Medina which are very relevant to that. He is looking forward to moving forward with that and thanked Dr. Wueste. Dr. Wueste stated they will try to put something together fairly quickly with Communications and Marketing to put everything together so by June 30th they will have something ready to go. Board President Martin asked President Medina if she is working on getting him what he needs. President Medina stated this is correct. Board President Martin asked Regent Juarez if she had questions. Regent Juarez stated she did not have questions and she read through the documents and is super excited about this new deadline and thanked Dr. Wueste for all the guidance and work he has done.

IV. APPROVAL OF MINUTES

Board President Martin entertained a motion to approve the minutes of May 5, 2022.

Regent Swentzell moved to approve the May 5, 2023 minutes. Second – Regent Juarez. A roll call vote was taken. Board President Martin – yes, Regent Swentzell – yes, Regent Juarez – yes. Motion passed unanimously.

Board President Martin entertained a motion to approve the minutes of Special Meeting of June 7, 2022.

Regent Swentzell moved to approve the minutes of the Special Meeting of June 7, 2022. Regent Juarez – Second. A roll call vote was taken. Board President Martin – yes, Regent Swentzell – yes, Regent Juarez – yes. Motion passed unanimously.

VII. PRESIDENT’S REPORT AND ANNOUNCEMENTS

A. Celebrate Northern – Informational

President Martin stated the most inspiring she could tell you today is that we had rain for two days. The second most inspiring thing she could tell the Board of Regents is she lost all her good company in El Rito. At one point they had over 300 firefighters and personnel on campus and very amazing to see their response to the issues in Potrero Canyon. With the rain last night, she is sure we are a higher rate than 92% and 4,900 acres but are at containment. It is beautiful to see the College and community rally together to provide the service to the community of hosting our wildfires. President Medina stated it brought her to thinking that next year we should just be proactive and have a wildfire academy. President Medina stated there was a very busy day yesterday, we hosted the PED listening tour for the Martinez Yazzie Hispanic education. We had a very full vibrant campus yesterday and her kudos to Chairperson Rodriguez for hosting that. We also hosted the N3B hiring event. President Medina kept close guard and none of Northern employees walked down there for that. It was wonderful to have so many people on campus and again have a vibrant lively campus. That event was very well attended. We also are in the process of welcoming new team members and filling positions. June is proving to be an exciting time at Northern.

B. CUP/NMICC Report

President Medina stated the College is starting to think about the legislative session and President Medina has invited local legislators for a work session with her to find out their priorities for the legislative session and have a shared vision about the needs of Northern. We will also have a work session for any Board of Regent who would like to participate in the ask for next year in terms of junior appropriations and recurring projects. The CUP team, President Medina will retreat with them in July. As you can see

in their ask (attached), this is the seven university Presidents and they talk about the things they would like to see happen. President Medina stated one of the things they pointed out to the Regents was that they felt like they were not funded fully for the ERP and that was one of the top priorities. They have met all seven and our campus as of July 1, all employees will have received the 7% from the year. Additionally, as of July 1 all employees at Northern will start at \$15.00 per hour. We are asking with the other colleges with mental health and behavioral health services. Dual Credit is big for Northern, page 37 (attached). We are hoping to increase the Dual Credit enrollment, if we can engage young people in high school in taking college courses, they have better persistence and will go on to continue to study. This is another priority Northern shares with CUP. Lastly, making sure the lottery scholarship is fully funded before hopping on the opportunity scholarship. Making sure we have enough revenue to continue to support. The last one is the Higher Education Centers for Excellence and one of the things in the past is these have been mostly four-year institutions that get these and this year we are asking that two-year institutions are included. What happens next with CUP after the Retreat is that all the President's will work with their boards and make sure that these are everyone's priorities and go from there with the Executive Team to make a legislative agenda.

President Medina stated regarding NMICC, they had their retreat in Albuquerque and we are trying to make friends with the other community college association, NMACC. They extended a hand of friendship to UNM Taos, UNM Los Alamos. President Medina will be visiting their sites. She doesn't understand the past but she doesn't think it is really relevant. However, there was a split in the community colleges and there are two organizations and she has been working with them to make sure we come back to better terms and she said they are dating now, maybe we will get married. While there is strength in numbers and she thinks it would help with the legislative requests that we are on one page with all two-year institutions in New Mexico. NMICC will be publishing their legislative priorities as well.

C. NNMCC Foundation

President Medina stated regarding the Foundation, as everyone knows Ms. Judith Pepper is a highly gifted fundraiser and we are at goal if not over and above goal. President Medina will meet in June with donors to ask for continued support and remind them of our commitment to them and to their vision for success. We have been successfully donor raising. Technically pledges are at \$40,000 and pending \$50,000 and she hopes to have \$50,000 by the end of June that we have raised for scholarships. We did not have a successful campaign on the bus so we wrote all our contributors of that campaign and moving that fund to the Northern Scholarship Fund. President Medina is not giving up but will be trying another route.

President Medina has submitted eleven congressional spending requests. We have received notice on two that are moving forward for appropriations. One for the Alumni Archives and the other for the dorms (North Dorm) in El Rito. Board President Martin asked if both require a match. President Medina stated they do. President Medina stated she will ask Vice President Lithgow for the best place to get those monies. President Medina reviewed all asks (see attached). Board President Martin asked if the fact they are moving forward the others are not as likely. President Medina stated it just means in the whimsical world of congress they are on the table still but they haven't moved which means the staffers are moving them around the different agencies to shop them around to see who has the highest potential for funding them.

Board President Martin asked what the \$4M for the El Vado Solar Array was for. President Medina stated she is concerned for the antiquated buildings that are on the property and while it is still our property, she feels it is still our property she believes we have liability and we should look at tearing down and abating our property. We do have some folks who go up to the property unannounced and uninvited and we have some properties up there if they go in could be hazardous. Board President Martin stated it would be helpful to go up to that property with the Board, the President and Mr. Madrid to see what we have. We inherited those buildings from the Air Force and some of which have asbestos. President Medina stated this is correct. Board President Martin asked Mr. Zamora to join the Board. Mr. Zamora stated to do a liability/risk assessment.

Regent Swentzell asked about the resurfacing of the parking lots with the increase in oil prices, the increase for asphalt has gone through the roof. He asked if this is current enough to cover the project. President Medina stated we submitted in April so they are probably off a little. She is calculating 20% to 30% with anything over. It is not only about the cost but also about the supply chain. It is whether you can get things and afford them. She is very cognizant about that and so is the Facilities Director. It is going to be a rough go for a while.

D. Eagle Corporation Update

None

E. Introduction of Staff and Faculty

President Medina introduced new employees (attached) to the Board of Regents.

VIII. FACULTY SENATE PRESIDENT REPORT

Board President Martin introduced Joaquin Gallegos, Faculty Senate President.

Mr. Gallegos stated they do not have a report as they do not meet during the summer. Board President Martin thanked him for taking the position.

IX. STUDENT SENATE PRESIDENT REPORT

Board President Martin introduced Dolores Gurule.

Dolores Gurule stated they do not meet in the summer so there is no report today.

Board President Martin welcomed Ms. Gurule and thanked her for taking on the position.

X. STAFF REPORTS

A. Provost & Vice President for Academic Affairs

1. Enrollment Projections

Dr. Lopez stated this is informational but important to know (see attached). This is something happening nationwide. When Dr. Medina and Dr. Lopez were attending the HLC Conference in Chicago last April, several conversations at the HLC were about this topic. Since 2007-2008 the birth rate has decreased significantly in the country. It is not uniform as the Board of Regents will see. Some areas have been affected more than others but it is an important decrease in the birth rate. This started in 2008 at 18 years, 20 years, you will see when we will feel the effects and this is very important to consider. Recently and Dr. Medina included it in the packet, there is a report we got from the LFC where they are also bringing to our attention, this decreasing population, this segment of the population is also affecting New Mexico. We need to be mindful how this is going to affect enrollment in the years to come. Dr. Lopez reviewed the document presented to the Board of Regents (see attached). Dr. Lopez stated not in the slide, the other piece of information, when we survey students almost 70% of our students are telling us that they prefer online education and not just online education but they do prefer asynchronous education. This is the type of education that does not have a real time element. These are the courses the students can work on assignments and listen to the lecture offline, non-real time. The preferences of students are changing at the same time that the population is shrinking. We need to make sure that we understand that these trends are happening. When we start talking about dorms, we need to be extremely careful. We need to be extremely careful because that is not the trend. The trend that you can see in many places of the country the dorms are not doing well and it has to do with the preference of the students. Any investment in dorms, we need to take that seriously.

That might not be the way in which education is going to be moving. Moreover, another piece of information is that the students right now are becoming much more non-traditional and there is a huge preference as the HLC let us know on micro-credentials rather than Bachelor or Associate Degrees. Right now, there is a huge push and a lot of competition for micro-credentials. These are short term certificates. This is very important in the way we think of both of our campuses. If these strengths continue, there is a point we need to consider what is going to happen with the space. Do we really need all the space. Are the students going to be willing to come to this campus or El Rito. That poses a big question. Dr. Lopez does not have the answer, he is not trying to say he is predicting the future. What he is trying to share are the projections on population and trends in enrollment because the Board of Regents need to be very mindful, thoughtful on the things they want to see the next President do. On what the new President needs to focus on. Dr. Lopez stated he wanted to share this and he and Dr. Medina thought this is relevant information as the world is moving in a different direction and this is prior to COVID. Experts will say COVID only came to accelerate a trend that was already happening. Dr. Lopez asked if there were any questions.

Board President Martin asked how he thought this would affect the technical trades in El Rito with the change in online courses. With the change in online courses, it would seem to be hard to have a technical trade online. Dr. Lopez stated this is an interesting question, at this point because we have partnered strongly with the Local 412 and with the 611 and most of the content, the theoretical elements are online, even the textbooks are eBooks. That does not substitute the hands-on piece but technology is evolving. Right now, there is not a substitute that is economically feasible or is not good enough. This is why Nursing Program and the Technical Trades, even though almost all curriculum is online they are still meeting face to face. That is the reality today. Dr. Lopez stated he wants to bring to the Boards attention that technology is evolving at a face pace and you will see much more virtual reality, immersive technology. We are interviewing for our distance education directors and in these interviews some of these individuals are telling us that this is an important trend that is coming. Where instead of practicing in a real device, they are practicing in these highly effective simulators. Almost like the pilots, they have been training in simulators for many years. We do not know how this is going to look in 10 years. Technology is moving at a super-fast pace so even though it is not available today it may be done in 10 years that might be a case. When talking about dorms and space, we need to be planning or at least be mindful that in 10-15 years that space may not be needed anymore. There may be a way to deliver education in a different manner. With faculty, Dr. Lopez was discussing something that he learned that his institution in Mexico now they have as in the Star Wars movies they have a 3D hologram, that is already possible. So, in Mexico they have a faculty member in 3-D teaching remote in hologram. This is moving very fast. Dr. Lopez does not want to predict the future so we need to be mindful that there are new trends in technology and we need to be careful in planning spaces and facilities for the future.

Regent Swentzell thanked Dr. Lopez and he stated he is thinking about being back to COVID, along the lines we have a boulder rolling into the river, right, and the boulder is COVID, it landed in the water, shot water all over, there is turbulence as the water is trying to find its way around, there is a lot of sediment that has been thrown up, he is thinking about, there is a lot of statistical noise. They have the great resignation so people are just shifting around, it is kind of like the sediment flowing around the boulder in the river. He the thinking about the trends and acceleration of trends and he is thinking about those 28% of students who are not traditional students. How it shifts in career paths and things like that might be a source that, he knows 72% of the students fall into more of a traditional range, however, what does this look like 3, 4 5 years down the road as the statistical noise starts to settle out. Everybody is like, I resign, I am going to do something else, I don't like what I am doing and they start to find their place. He thinks of this as sediment settling into the river bed and finding its way around. There is, as pointed out, some real concerns demographically, that is not, that, if we spend all of our time looking at that in a sense, we are looking at oh the pie is getting smaller, we have to fight harder for the piece of pie on the smaller pie. We can't forget that dynamic, there are probably a lot have changed positions that are going to be looking for those credentials to support the work they are doing now. To go back to all the new team members that Northern has welcomed, just reading through those Bios, we see people that are doing sometimes different things for the last decade or two and now decide to join Northern. Seeing that kind of dynamic going on, what are the things they need to support their career enhancement and how can Northern support that need. Regent Swentzell gets it, everybody wants flexibility so it is not really surprising to see the desire for asynchronous online courses. That is all about flexibility. How can I do my new job and get the credentials I need and move forward. Everybody got used to Zoom life and Google Meets and now it is not this strange thing anymore. He thinks, yes, it is concerning, but these are like national movements. It is across the nation, birthrates declining. It is not something of like what can we do against this shift, this social shift, demographic shift. We also have realized maybe the pie is not necessarily growing smaller, it is changing, instead of being blueberry, it is maybe blueberry rhubarb. Regent Swentzell stated these are just his thoughts, because he has to think strategically long term. He appreciates sharing those statistics.

Board President Martin asked Regent Velarde if she was with the Board meeting now.

Regent Velarde stated Regent Swentzell's analogies are amazing and he is obviously a literary genius. He loves that, it is a great way to put it. It is about being dynamic. We are as an institution; we are going to have to figure out how to role with all these different changes and punches. Regent Velarde stated it is sort of like she told her kids the only thing you can be sure of in life is change and how do we then change with our surrounding changes. She thinks we will be good. Regent Velarde stated she couldn't image when she was going to college, if she had the ability to take a course at 8:00PM when her kids were asleep and not have to drive, crazy stressed out, figuring out how to juggle her kids and

classes, that would have been a lot easier. Being able to be dynamic for our students and support them and give them more opportunities, we are headed that way, we are already there. As Regent Swentzell said, as far as worrying about the future, it is really figuring out what is our niche and how do continue to serve our community and be of importance to them.

Board President Martin thanked Regent Velarde and asked Regent Juarez if she had a comment.

Regent Juarez thanked Dr. Lopez for the report and the data is super interesting and she thinks we need to continue to focus and brainstorm on how to retain and attract students in Rio Arriba County both traditional and nontraditional and how to attract students from those other counties. Really just to take into consideration this data as we move forward and plan for the future while being receptive to this data as we move forward and plan for the future while being very receptive to this change and what the needs and the wants are from our students which have been expressed. They are wanting more asynchronous online courses and she agrees everything is moving virtual and it does provide a lot of flexibility to students, staying receptive to those changes.

Board President Martin asked Dr. Lopez what he thought about a deep dive in three or four months about the effects of the Opportunity Scholarships and he would like to hear more about these micro-classes or micro-certificates. Dr. Lopez stated absolutely, we can have other conversations on these topics. Dr. Medina was thinking maybe we want to invite, there is an expert who recently published a book on the changes that higher education is facing and the uncertainties, Dr. Arthur Levine. We can plan another conversation around this topic which Dr. Lopez stated it is not that we want to panic but we need to understand that there are important changes and that are institutions that have gone out of business. That is something the HLC said, every year several institutions under the HLC are going out of business because of enrollment. We just need to be mindful and think strategically how we adapt to all these changes.

B. Vice President for Finance & Administration

2. Fiscal Watch Reports

Vice President Lithgow presented the Fiscal Watch Reports for April, 2022 (attached).

Board President Martin entertained a motion to approve the fiscal watch reports for April, 2022.

Regent Velarde moved to approve the Fiscal Watch Reports for April, 2022. Second – Regent Juarez. A roll call vote was taken. Board President Martin – yes, Regent Swentzell – yes, Regent Juarez – yes, Regent Velarde - yes. Motion passed unanimously.

3. Budget Adjustment Requests (BARs)

None.

4. Nursing & Health Sciences – Course Fees – Action Required

Mr. Lithgow stated he would hand this over to the provost for a detailed explanation. Dr. Lopez stated this item was covered in the committee meetings. Dr. Lopez stated regarding the big picture, what is the idea here. Every year the College comes before the Board of Regents and ask the Board of Regents, those fees to be increased but this time this is a little bit different. Dr. Lopez stated he would like to thank Dr. Armstrong and Ellen Trabka and they are present to answer specific questions on why we are doing this. The idea is the licensure exams that our graduates need to take are changing and they are changing and they are putting an emphasis on critical thinking abilities. The questions the students are going to be facing are different from those they were doing before, therefore, we need to adapt so our students have the best chances to succeed. Unfortunately, the system we have right now in place our LMS Blackboard does not accommodate for the new type of questions that students are going to be facing but there is a new technology out there that other nursing programs are adopting by a vendor API and we are proposing to get rid of certain fees that we have in certain courses and also in the textbook that has been used in the courses. Why do we want to get rid of a textbook? Because remember a textbook is always obsolete, by the time it is published it is easily a couple of years obsolete. Dr. Lopez reviewed the documents for the Board of Regents (attached) pertaining to this presentation. The Board is seeing that we are striking what we are charging students and replacing it by a higher fee. This is not the reality of what is going on (see last page). Right now, what is happening is the students are paying different costs for books and software and for the software that is used to practice testing. On average our students are paying for textbooks \$331.00 per semester and \$225.00 in the software, \$556.00 in these course that are going to be affected. We are getting rid of that fee and the way we are charging it and getting rid of the book. Instead, we are acquiring this technology by API. What is going to happen is by creating this new thing, that is going to absorb the cost of the book and the original fee. The students will be paying in semester one \$693.00 and semester two, three and four \$713.00. There is an increase obviously of what the students are going to be paying of \$136.00 semester one and \$156 per semester for semester two, three and four. There is an increase in the cost of attendance that the students are going to be paying and this is what the College is bringing for the Board's consideration. Why are we doing this? There could be another way, for example the textbooks are going up every year and we do not come to the Board of Regents and ask for those increases. The reason the

College is coming to the Board of Regent is because we want to marry these costs as a fee so the students can use their different scholarships and pay for them. Our forecast, our prediction is that very few students are going to end up paying this increase out of pocket because they are going to be able to use some of their scholarships or Pell Grants. Academically speaking, we want to do this because it is the right thing to do. A few years ago, our passing rates on the exam went below the 80% that the Board of Nursing requires for higher education institutions. We don't want to go back to that problem and right now the faculty believe this is the best way to prepare our students. Dr. Lopez and Board President Martin asked if there were questions. Board President Martin asked Ms. Trabka if she had comments and then Dr. Armstrong could talk if he would like to.

Ellen Trabka stated she would defer to Dr. Armstrong he did a lot of research and they talked to several different companies and they previewed the software and it they feel that this was really thoroughly vetted and it they know other programs use this software successfully. It has a lot of resources that will help with the pass rate and provide resources for remediation for students who are struggling. Ms. Trabka commended Dr. Armstrong as a lot of work went into this and asked if he had comments to make.

Dr. Armstrong stated he is glad that during his tenure they have been able to turn around the pass rate and have had the accreditors here examining the program twice within 18 months. This is what Dr. Lopez was bringing up, is we do not want to go back to have that situation again. This radical change is due to two things we have to consider when making these decisions. One is the board of nursing and accreditors look at first time test takers as a measurement and the second we have to look at patient safety. Brand new nurses are brought up before the state board for even having their license revoked is failure to rescue and pharmacology mistakes. This exam is focused at can they make clinical decisions using critical thinking. Mr. Armstrong stated there are two ATI representatives at the meeting. Dr. Armstrong turned it over to the Board of Regents for questions for the representatives from ATI.

Board President Martin asked if there were questions. Regent Swentzell stated he does not have questions. He understands nursing always has changes for requirements and fees students need to make. Regent Swentzell asked how to provide the best educational programs, this is coming from faculty representation. Regent Velarde had no questions, understanding the need for this especially, she has several Tupperware boxes in her garage full of her old textbooks from college, when you spend that much and you can't send it back or sell it back because it is outdated and so it is hard to figure out what to do with it except to keep it as a keep's sake in our garage. She can appreciate going virtual and having electronic books. Regent Juarez stated as someone who attended nursing school for a year before committing to the Pre-Med path, she absolutely acknowledges and sees the importance of providing students with the best resources to support critical thinking skills rather than memorization. She asked if we have multiple safety nets in

place to support students who might not be able to afford this increase. She was informed we do have the opportunity scholarship and we are hoping for another pot of money for those who do not qualify for the Opportunity Scholarship and President Medina also reminded Regent Juarez we also have an emergency Eagle Fund too support out students. At the end of the day, it is what is best for our students and are there safety nets in place for those who struggle financially and there are. She supports this fully and thanked everyone for advocating for our students and choosing what is best for them what will help them succeed and become wonderful nurses.

Board President Martin asked if the representatives from ATI would like to address the board.

Dr. Cara Rigby stated she is a representative from ATI, she is a nurse educator and she appreciates what Regent Juarez just stated and everybody is spot on that nursing is changing in the fact that we have to measure clinical judgement skills. Students are going to be tested on clinical judgement skills and therapeutic communication skills because that is where the majority of the mistakes happen in healthcare. ATI has a wonderful opportunity to teach faculty and students number one about teaching clinical judgement, how to bring it out in your students, active learning strategies and they have a wonderful testing platform that mirrors what is going to happen in nine months when the testing changes. They have kept up with the technology and they support and make sure our faculty are trained to teach the students and they are looking forward to this partnership.

Board President Martin entertained a motion to approve the new fee structure. Regent Swentzell moved to approve the new fee structure for the Nursing Program. Second – Regent Juarez. A roll call vote was taken. Board President Martin – yes, Regent Swentzell – yes, Regent Juarez – yes, Regent Velarde - yes. Motion passed unanimously.

5. NNMCM Current Openings & Positions Filled

Mr. Lithgow reviewed the open positions (attached). This request was made and Human Resources staff gathered it based on current information. This is a little bit outdated as things are happening so fast.

6. 2022 Legislative Session Funded Capital Projects

Mr. Lithgow reviewed the Funded Capital Projects (attached).

XI. DEEP DIVE

1. Branch Community College Budget – Vice President Lithgow

Vice President Lithgow presented the NNMC Branch Community College Budget to the Board of Regents (attached).

2. Strategic Plan - Ed Monaghan

President Medina introduced Dr. Monaghan for the Deep Dive on the strategic plan for the El Rito Campus (attached).

XII. EXECUTIVE SESSION

None.

XIII. POSSIBLE ACTION ON EXECUTIVE SESSION

None.

XIV. ADJOURNMENT

Regent Juarez stated she has been accepted to UNM School of Medicine and will start in two weeks.

President Medina stated they would like to share a brief video to the Board of Regents.

Board President Martin entertained a motion to adjourn.

Regent Juarez moved to adjourn. Second – Regent Swentzell. A roll call vote was taken. Board President Martin – yes, Regent Swentzell – yes, Regent Juarez – yes, Regent Velarde - yes. Motion passed unanimously.

The Board of Regents adjourned at 11:26AM.

APPROVED:

Michael A. Martin
President

Date

Erica Velarde
Vice President

Date

Office of the President

NORTHERN New Mexico College



MEMORANDUM

To: Board of Regents,
Northern New Mexico College

From: Michael A. Martin
Board President

Date: July 28, 2022

Re: NNMCM El Vado Property

Tierra Amarilla Air Force Station (ADC ID: P-8) is a closed [United States Air Force](#) General Surveillance Radar station. It is located 8.2 miles (13.2 km) southwest of [Tierra Amarilla, New Mexico](#). It was closed in 1959. [History](#)^{[[edit](#)]}

In late 1951 [Air Defense Command](#) selected this site near El Vado, New Mexico, as one of twenty-eight radar stations built as part of the second segment of the permanent radar surveillance network. Prompted by the start of the [Korean War](#), on July 11, 1950, the Secretary of the Air Force asked the Secretary of Defense for approval to expedite construction of the second segment of the permanent network. Receiving the Defense Secretary's approval on July 21, the Air Force directed the Corps of Engineers to proceed with construction.

On 27 November 1950 the 767th Aircraft Control and Warning Squadron was activated at El Vado, New Mexico (L-44). The unit was later installed at the permanent site (LP-8) several miles to the north-northeast that was activated to provide coverage for [Los Alamos National Laboratory](#). On 1 December 1953, the site was renamed Tierra Amarilla Air Force Station.^[1] By September 1952, the 767th AC&W Squadron commenced operation at this new permanent site, and initially the station functioned as a ground-control intercept (GCI) and warning station. As a GCI station, the squadron's role was to guide interceptor aircraft toward unidentified intruders picked up on the unit's radar scopes.

The remoteness of the site from larger cities called for provision of activities at the site. A basketball league played on an outdoor court. Bingo nights and movies contributed to squadron morale. In 1953, an indoor gymnasium was constructed to provide year-round physical recreation. In the mid-1950s, the Air Force leased land for trailers for families.^{[[citation needed](#)]}

By 1953 [AN/FPS-3](#) and [AN/FPS-5](#) radars were in operation. A year before the site shut down, the AN/FPS-5 was replaced by an [AN/FPS-6](#) height-finder radar.

On 8 February 1959 the station was ordered closed and the squadron was inactivated. This became the first radar of the permanent ADC network to shut down. In 1961 the station was acquired by the State of New Mexico. The New Mexico Forestry and Resource Conservation Division occupied the site briefly, but it was ultimately abandoned, and turned over to Northern New Mexico Community College (NNMCC) by the New Mexico State Legislature for educational purposes. Northern New Mexico Community College, the owner of the site, did not have the resources to develop the site and operate it. The site was never used again.

The former Tierra Amarilla Air Force Station was placed on the [National Register of Historic Places](#) on February 26, 2001. It was one of the first New Mexico sites from the [Cold War](#) to be nominated. Today, ^[when?] the site is abandoned with many decrepit buildings standing in various states of decay. It has all the appearance of a ghost town, unused for the past 50 years. ^[citation needed]

Air Force units and assignments[[edit](#)]

Units[[edit](#)]

- Constituted as the **767th Aircraft Control and Warning Squadron** on 14 November 1950

Activated on 27 November 1950 at El Vado, NM

Station renamed Tierra Amarilla Air Force Station on 1 December 1953

Inactivated on 8 February 1959

Assignments[[edit](#)]

- [Western Air Defense Force](#), 27 November 1950
- [540th Aircraft Control and Warning Group](#), 1 January 1951
- [34th Air Division](#), 1 May 1951 – 8 February 1959

See also[[edit](#)]

- [United States general surveillance radar stations](#)

References[[edit](#)]

This article incorporates [public domain material](#) from the [Air Force Historical Research Agency](#) website <http://www.afhra.af.mil/>.

1. [^] Cornett and Johnson, *A Handbook of Aerospace Defense Organization 1946–1980*, p. 101
 - Cornett, Lloyd H. and Johnson, Mildred W., *A Handbook of Aerospace Defense Organization 1946–1980*, Office of History, Aerospace Defense Center, Peterson AFB, CO (1980).
 - Winkler, David F. & Webster, Julie L., *Searching the Skies* ^{[[dead link](#)]}, The Legacy of the United States Cold War Defense Radar Program, US

Army Construction Engineering Research Laboratories, Champaign, IL (1997).

- [Information for Tierra Amarilla AFS, NM](#)



MEMORANDUM

To: Board of Regents
Northern New Mexico College

From: Vince Lithgow, MBA, CGFM
Vice President for Finance & Administration

Date: July 28, 2022

Re: Fiscal Watch Report

Issue

On a monthly basis, Northern New Mexico College (NNMC) provides an institutional financial report for Board of Regent (BOR) review and approval.

Overview

The NNMC Business Office, on a monthly basis, prepares a Fiscal Watch Report for review and discussion at the monthly Audit, Finance and Facilities Committee (AF&F) meeting. The financial report provides an overview of the institution's financial condition for all unrestricted and restricted operational funds and grants throughout the College.

The fiscal watch reports are presented in the format prescribed by the New Mexico Higher Education Department (NMHED) with titles are located at the top of the page. An additional fiscal watch report is included to provide an updated budget status report for all Budget Adjustment Requests processed through the time of the monthly AF&F meeting.

In addition, the BOR is also provided individual reports for the following financial areas summarized in the monthly institution-wide fiscal watch report:

- Unrestricted funds (11)
- Auxiliary Programs (12)
- Institutional Grants (41)
- Student Aid (42)
- Plant Funds (91)
- Capital Projects (92)

Although the NMHED requires all higher education institutions to submit fiscal watch reports on a quarterly basis, NNMC produces fiscal watch reports on a monthly basis to insure that the BOR is regularly informed about the current financial condition of the institution.

Recommendation

Staff recommends that the Board of Regents approve the Fiscal Watch Report for the period ending May 31, 2022.

Northern New Mexico College

Statement of Net Position

(Unaudited and Unadjusted)

May 31, 2022

Assets

Current Assets:

Cash and Cash Equivalents	7,311,587
Short-Term Investments	-
AR - Student	2,278,129
AR - Other than student	276,409
Inventories	80,336
Prepaid Expenses	15,079
Loans Receivable, net	127,505

Total Current Assets	10,089,045
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Non-Current Assets

Restricted Cash and Cash Equivalents	-
Restricted Short Term Investments	-
Investments Held by Others	-
Other Long-Term Investments	-
Prepaid Expenses	-
Capital Assets, net	35,349,463

Total Non-Current Assets	35,349,463
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Total Assets	45,438,508
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Deferred Outflows of Resources

Pension Related (6/30/21 balances)	29,819,379
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Total Deferred Outflows of Resources	29,819,379
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Liabilities

Current Liabilities

Accounts Payable	90,820
Other Accrued Liabilities	536,345
Deferred Income	2,698,251
LT Liabilities - Current Portion	-

Total Current Liabilities	3,325,416
---------------------------	-----------

Non-Current Liabilities

Accrued Interest Payable	-
Accrued Benefit Reserves	-
Other LT Liabilities	117,805
OPED Liability	7,972,467
Net Pension Liability	1,528,611

Total Non-Current Liabilities	9,618,883
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Total Liabilities	12,944,299
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Deferred Inflows of Resources

Pension Related (6/30/21 balances)	3,316,510
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Total Deferred Inflows of Resources	3,316,510
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Net Position

Invested in Capital Assets, net of Related Debt	35,349,463
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Restricted for:

Nonexpendable:

Endowments	-
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Expendable:

General Activities	(124,390)
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Federal Student Loans	-
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Term Endowments	-
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Capital Projects	(222,216)
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Debt Service	-
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Related Entity Activities	(119,990)
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Unrestricted

Unrestricted without NFP	1,177,415
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Net Fiduciary Position	-
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Total Unrestricted (includes 6/30/20 NFP)	1,177,415
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Total Net Position	36,060,282
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Northern New Mexico College
Summary of Operating and Plant Funds
(Unadjusted and Unaudited)
Fiscal Year 2022

Operating Funds	FY 2022 Original Budget	FY 2022 Adjusted Budget	FY 2022 Actuals as of May 31, 2022	Percentage Earned/Spent
REVENUES				
Tuition & Misc Fees	\$ 4,075,814	\$ 4,075,814	\$ 3,195,220	78.4%
Federal Appropriations		-	-	-
State Appropriations	11,551,600	12,051,600	11,106,567	92.2%
Local Appropriations	3,618,941	3,618,941	1,997,053	55.2%
Gifts, Grants & Contracts	9,859,688	9,859,688	8,194,812	83.1%
Endowment/Land & Perm Inc	222,957	222,957	164,594	73.8%
Sales & Services	665,793	665,793	312,944	47.0%
Other	139,334	139,334	170,940	122.7%
Total Revenue	30,134,127	30,634,127	25,142,131	82.1%
BEGINNING BALANCE	7,254,447	7,254,447	7,254,447	100.00%
TOTAL AVAILABLE	37,388,574	37,888,574	32,396,578	85.5%
EXPENDITURES				
Instruction & General	21,562,484	21,562,484	15,785,681	73.2%
Student Social & Cultural	113,266	113,266	21,428	18.9%
Research	84,444	84,444	88,174	104.4%
Public Service	502,429	502,429	347,924	69.2%
Internal Services	880,574	880,574	807,192	91.7%
Student Aid	4,866,352	4,866,352	5,177,688	106.4%
Auxiliary Enterprises	910,037	910,037	273,438	30.0%
Intercollegiate Athletics	567,340	567,340	485,704	85.6%
Independent Operations (NMDA)	-	-	-	-
Total Expenditures	29,486,926	29,486,926	22,987,230	78.0%
NET TRANSFERS OUT / (IN)	230,000	230,000	165,781	72.1%
TOTAL EXPENDITURES & TRANSFERS	29,716,926	29,716,926	23,153,011	77.9%
ENDING FUND BALANCE	\$ 7,671,648	\$ 8,171,648	\$ 9,243,567	

Plant Funds	FY 2022 Original Budget	FY 2022 Adjusted Budget	FY 2022 Actuals as of May 31, 2022	Percentage Earned/Spent
REVENUES AND TRANSFERS				
Required Student Fees				
Bond Proceeds				
Gifts, Grants and Contracts				
Interest Income				
State Appropriation	\$ 2,635,000	\$ 2,635,000	\$ 28,584	1.1%
Debt Service Transfers				
Other				
Total Revenues and Transfers	2,635,000	2,635,000	28,584	1.1%
BEGINNING BALANCE	-	-	-	
TOTAL AVAILABLE	2,635,000	2,635,000	28,584	1.1%
EXPENDITURES				
Capital Projects	2,405,000	2,405,000	185,146	7.7%
Building Renewal	230,000	230,000	65,654	28.5%
Internal Service Renewal/Replacement				
Auxiliary Renewal/Replacement				
Debt Retirement				
Total Expenditures	2,635,000	2,635,000	250,800	9.5%
NET TRANSFERS OUT / (IN)	(230,000)	(230,000)	(165,781)	72.1%
TOTAL EXPENDITURES & TRANSFERS	2,405,000	2,405,000	85,019	3.5%
ENDING FUND BALANCE	\$ 230,000	\$ 230,000	(56,435)	-24.5%

Northern New Mexico College
Comparison of Operating and Plant Funds
(Unadjusted and Unaudited)
Fiscal Year's 2022 and 2021

Operating Funds	FY 2022 Actuals as of May 31, 2022	FY 2021 Actuals as of May 31, 2021	Percentage Increase (Decrease)
REVENUES			
Tuition & Misc Fees	\$ 3,195,220	\$ 3,625,750	-11.9%
Federal Appropriations	-	-	
State Appropriations	11,106,567	10,102,082	9.9%
Local Appropriations	1,997,053	1,711,484	16.7%
Gifts, Grants & Contracts	8,194,812	7,268,764	12.7%
Endowment/Land & Perm Inc	164,594	193,881	-15.1%
Sales & Services	312,944	242,490	29.1%
Other	170,940	92,568	84.7%
Total Revenue	25,142,131	23,237,019	8.2%
BEGINNING BALANCE	1,791,221	1,791,221	0.0%
TOTAL AVAILABLE	26,933,352	25,028,240	7.6%
EXPENDITURES			
Instruction & General	15,785,681	15,935,363	-0.9%
Student Social & Cultural	21,428	17,655	21.4%
Research	88,174	89,616	-1.6%
Public Service	347,924	425,548	-18.2%
Internal Services	807,192	147,011	449.1%
Student Aid	5,177,688	4,566,560	13.4%
Auxiliary Enterprises	273,438	261,364	4.6%
Intercollegiate Athletics	485,704	446,096	8.9%
Independent Operations (NMDA)	-	-	
Total Expenditures	22,987,230	21,889,213	5.0%
NET TRANSFERS OUT / (IN)	165,781	152,830	8.5%
TOTAL EXPENDITURES & TRANSFERS	23,153,011	22,042,043	5.0%
ENDING FUND BALANCE	\$ 3,780,341	\$ 2,986,197	26.6%

Plant Funds	FY 2022 Actuals as of May 31, 2022	FY 2021 Actuals as of May 31, 2021	Percentage Increase (Decrease)
REVENUES AND TRANSFERS			
Required Student Fees	\$ -	\$ -	0.0%
Bond Proceeds	-	-	0.0%
Gifts, Grants and Contracts	-	-	0.0%
Interest Income	-	-	0.0%
State Appropriation	28,584	-	
Debt Service Transfers	-	-	0.0%
Other	-	-	0.0%
Total Revenues and Transfers	28,584	-	
BEGINNING BALANCE	-	-	
TOTAL AVAILABLE	28,584	-	
EXPENDITURES			
Capital Projects	185,146	243,365	-23.9%
Building Renewal	65,654	84,860	-22.6%
Internal Service Renewal/Replacement	-	-	0.0%
Auxiliary Renewal/Replacement	-	-	0.0%
Debt Retirement	-	-	0.0%
Total Expenditures	250,800	328,225	-23.6%
NET TRANSFERS OUT / (IN)	(165,781)	(152,830)	8.5%
TOTAL EXPENDITURES AND TRANSFERS	85,019	175,395	-51.5%
ENDING FUND BALANCE	\$ (56,435)	\$ (175,395)	-67.8%

Some revenues are reported on a seasonal basis or by semester and therefore may affect the Increase/(Decrease) to Fund Balance

Northern New Mexico College

Statement of Cash Flows

(Unaudited and Unadjusted)

May 31, 2022

Cash Flows from Operating Activities	
Receipts from student tuition and fees	\$ 3,195,220
Receipts from grants and contracts	8,194,812
Other receipts	-
Payments to or on behalf of employees	(13,105,349)
Payment to suppliers for goods and services	(6,579,737)
Receipts from Sales and Services	312,944
Payments for scholarships	(5,177,688)
Other Operating Revenue	170,940
Net cash (used) by operating activities	<u>(12,988,857)</u>
Cash Flows from Non-Capital Financing Activities	
State Appropriations	11,135,150
Mill Levy Distributions	1,997,053
Gifts for other than Capital Purposes	-
Private Gifts for Endowment	-
Other Non-operating Expense	-
Net Cash provided (used) for non-capital financing activities	<u>13,132,203</u>
Cash Flows from Capital and Related Financing Activities	
Proceeds from Capital Debt	-
Capital Gifts, Grants and contracts	-
Purchase/Construction/Renovation of Capital Assets	(250,800)
Principal Received/Paid on Capital Debt and Leases	-
Interest and Fees Paid on Capital Debt and Leases	-
Building Fees Received from Students	-
Net Cash provided (used) for capital financing activities	<u>(250,800)</u>
Cash Flows from Investing Activities	
Investment Earnings	164,594
Net Cash provided by Investing Activities	<u>164,594</u>
Increase (Decrease) in Cash and Cash Equivalents	57,140
Cash and Cash Equivalents- beginning of year	7,254,447
Cash and Cash Equivalents- end of reporting period	<u>\$ 7,311,587</u>



MEMORANDUM

To: Board of Regents
Northern New Mexico College

From: Vince Lithgow, MBA, CGFM
Vice President for Finance & Administration

Date: July 28, 2022

Re: Energy Grade Audit Project – Status to Terminate

History of the Energy Grade Audit Project

In late April 2018 the College signed an Agreement for an Investment-Grade Energy Audit and Project Proposal. The gist of the agreement involved having a company, which was approved by the NM Energy, Minerals and Natural Resources Department (EMNRD), perform such a mechanical audit of the buildings of NNMC to ascertain whether or not there were areas in need of improvement to reduce energy consumption and increase efficiency within the systems operated by the College. The Agreement involved two parts: the audit and subsequent report of the findings and the recommended solution.

Contained within the Agreement was the option for the College to either commit or not to the continuation of the project with the vendor. As part of the Agreement is a clause for compensation to the vendor of \$66,832 for services for performing the audit and subsequent report. This cost would be rolled into the overall cost of the project if the College chose to go forward with the project. At present, this is the only cost liability to NNMC contained within the signed agreement.

Financial Status and Impact of Facility Enhancements on the Energy Grade Audit Project

In order to continue with the project, the College would have to search for financing sources from either in-house or external sources as the estimated amount of the project is over four million dollars. Over the course of the last four years the College has not been able to identify a dedicated and reliable funding source needed to go forth with the project. While one of the benefits and/or goals of the project is to reduce energy costs, any anticipated savings are generated from general funds or mill levy funding and cannot be used as a dedicated funding source. This has impacted the College's ability to utilize external funding sources. Additionally, the College has received federal funding from the CARES/HEERF Acts part of which is being used to replace and enhance HVAC units in several buildings. The College has also engaged in the Solar Array Project at the legacy campus further decreasing utility costs

to NNMC. Last, but certainly not least is the current economic environment. The cost proposal from four years ago is significantly out of date given the rate of inflation and material and worker shortages.

Action on the Energy Grade Audit Project

In consultation with the vendor the Agreement will be terminated. The vendor will be paid the amount listed in the signed Agreement. Accordingly, no such projects will be entertained or engaged at the current time given the limitation of financial resources

Newest HLC Accreditation Criteria Deep Dive

July 2022

NORTHERN New Mexico College



Criteria

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides quality education, wherever and however its offerings are delivered.

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Criterion 5. Institutional Effectiveness, Resources and Planning

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Component / Sub Component

Core Component

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

Sub Component

2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

3. The mission and related statements identify the nature, scope, and intended constituents of the higher education offerings and services the institution provides.

Core Component / Sub Component

Core Component

1.B. The institution's mission demonstrates commitment to the public good.

Sub Component

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

Core Component

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Sub Component

2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Core Component / Sub Component

Core Component

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

Sub Component

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters. *This sub component did not change, but it is the sub component that got an NM sister institution's accreditation on probation right now.*

Core Component / Sub Component

Core Component

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

Sub Component

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

Core Component

4.A. The institution ensures the quality of its educational offerings.

Sub Component

1. The institution maintains a practice of regular program reviews and acts upon the findings.

Core Component / Sub Component

Core Component

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

Sub Component

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

Core Component / Sub Component

Core Component

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

Sub Component

2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Core Component

5.C. The institution engages in systematic and integrated planning and improvement.

Sub Component

The institution implements its plans to systematically improve its operations and student outcomes.

Higher Learning Commission Current Accreditation Criteria Summer 2022

The Criteria for Accreditation are the standards of quality by which HLC determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

1.B. The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

2.B. The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides quality education, wherever and however its offerings are delivered.

Core Components

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to

students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

3.D. The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance

spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Criterion 5. Institutional Effectiveness, Resources and Planning

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Components

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

*Office of the President***NORTHERN New Mexico College**

To: Board of Regents
Northern New Mexico College

From: Bárbara M. Medina, Ph.D.
President

Date: July 28, 2022

Re: Fundraising Update, April – June, 2022

Northern Scholarship Campaign

Goal: \$50,000

Actual Donations: \$ 4,500
 Pledges: \$55,000 (payments promised between July – September)
 Total: \$59,500

Will continue solicitations and communications with donors who have yet to contribute to this fund.

Longenecker & Associates Scholarship

Annual \$10,000 Scholarship Donation beginning in FY22

Presented 2nd, \$10,000 check for FY23

🚩 2-\$5000 scholarships for eligible students majoring in Business

Del Norte Credit Union**Venessa Valerio Nursing Scholarship FY 22-26 \$5000**

🚩 5-\$1000 scholarships, one awarded each year to an eligible Nursing student

Office of the President

NORTHERN New Mexico College

**INTRODUCTION OF EMPLOYEES
JULY 28, 2022**

Johanna Case-Hofmeister**Assistant Professor of Arts & Humanities**

Johanna Case-Hofmeister is a photographer and multimedia artist based in Tesuque, New Mexico. She holds an MFA from Yale University and a BFA from SUNY Purchase. Her work has been exhibited at the Aperture Foundation, Jenkins Johnson Gallery and the Bolinas Museum. In her work she employs the use of animal as metaphor to investigate difficult subjects centered around death, abuse and systematic oppression, whether affecting the personal, global or societal. In her most recent project, "Rib", she has collaborated with scientists and a First Nation community in the Canadian Arctic researching the processes that occur after a whale mortality. In opera and theater, she has worked on productions for The Juilliard School, The Metropolitan Opera and LA Opera. Her work is held in national and international collections and can be seen at www.casehofmeister.com. She has taught as an adjunct faculty member at Northern New Mexico College since 2020 and is excited to bring her experience as an artist, researcher and educator to her new position as Assistant Professor of Arts & Humanities.

Sneha Chakradhar**Assistant Professor of Arts and Human Services**

Born in a family of litterateurs, professors and musicians in New Delhi, India, Sneha Chakradhar has carved a niche for herself in the invigorating worlds of academia and performing arts. An academic enthusiast, Sneha received her Ph.D. in Sociology in 2015 from Jamia Millia Islamia in New Delhi. Her case study of the Indian classical dance form of Bharatanatyam focused on the sociology of dance and performance. She was assistant professor in the Sociology Department at Janki Devi Memorial College, Delhi University from 2010-2013 and worked as a consultant for Shiv Nadar School in Delhi, India from 2015 to 2020, coordinating the arts program and designing the integrated arts curriculum. She has master's degrees in Sociology (Jamia Millia Islamia, New Delhi, India) and in Theatre (UNSW, Sydney, Australia) along with a post-graduate diploma in Development Communication (AJKMCR, New Delhi, India).

Sneha is an accomplished performing artist and has been practicing Bharatanatyam for over three decades. She has been trained by legendary gurus in India and has been a senior dancer with the Natya Vriksha Dance Company in New Delhi. She has traveled the world with her dance and performed at prestigious venues such as New York's Lincoln Centre. In 2017, she had the privilege to perform for President Barack Obama on his official visit to India. A thinking artist and a passionate teacher, Sneha has always attempted to bring the arts into mainstream academic discourse and found it deeply enriching to understand social change through the prism of the arts.

Bruno Guedes**Coordinator of Student Life**

I am very excited to start my professional career at my Alma Mater as the Coordinator of Student Life. Since my first semester at NNM, I got involved with student life as Student Ambassador and Student Senate Officer, and I can say that this changed my whole college experience. Now, I look forward to having an impact on other students' educational experience and retributing to NNM all the support that I have had throughout my time as a student. I am from Brazil and earned my Bachelor's in Business Administration. I am a very outgoing person who likes to meet people and make new friends. In my free time, I like to call my family, watch movies and TV shows and play basketball. I can't wait to get to work and interact with students!!

Veronica Guillen**Administrative Assistant**

Hello, my name is Veronica Guillen. Prior to joining NNMC, I worked as a Division Human Resource Specialist Supervisor for the Department of Health – Epidemiology and Response Division. I retired from the State after 29 years of service, then worked for Española Public Schools and Taos Pueblo for four years as a Human Resource Benefits Specialist.

My interest in working with Northern stems from my belief that I have the right combination of relevant experience, communication skills and high levels of organization. I am a dedicated and dependable individual who possesses excellent verbal and written communication skills, complemented by my foundation in organizing materials and sorting data in a coherent, workable method. I have a great attitude toward learning new ideas quickly and accurately.

I feel that a relationship with Northern New Mexico College will be mutually beneficial, as my administrative, human resource, benefits specialist experience and other qualifications makes me a perfect fit for your Administrative Assistant. Working with Northern allows me to refine my skills in a new working environment and the opportunity to give back to the community of Española Valley and surrounding areas.

Alejandro Hernandez**Distance Education Technology Administrator Coordinator**

My name is Alejandro Hernandez and I come from Madrid, Spain. I just finished my bachelor's degree in Information Engineering Technology here at NNMC. I have been a member of the NNMC men's basketball and have worked as a tutor at NNMC for nearly 2 years.

Silvana Hernandez Ortiz**Assistant Professor of Psychology**

Silvana Hernández Ortiz has a master's in Psychology from Universidad del Desarrollo and a PhD in Psychology from Universidad Católica del Maule, both universities in Chile. She has experience in organizational psychology and educational psychology. In recent years she has worked as a psychologist in educational environments of high social risk and with students at academic risk. Her doctoral thesis is in Critical Psychology, focusing on school repetition and school failure. Her research interests focus on the concept of subjectivities developed by Michel Foucault in school contexts, particularly with students and their families.

She was a speaker at the 2019 Critical Psychology Congress held at Northern New Mexico College, where she was able to share with the NNMC community.

Alejandra Jaramillo**Editorial Assistant**

My name is Alejandra Jaramillo, but everyone calls me Ale. I was born and raised in the beautiful Española Valley, but have roots as far as Chihuahua, Mexico. I recently graduated with my AA and BAIS in Criminal Justice with Magna Cum Laude honors from Northern. During my time here at Northern I have successfully completed the CAMP program and have had student tutoring jobs. I have also worked as a student employee for both the Office of the Registrar and Communications & Marketing. During my student employee experience, I learned a great deal about Northern's systems and my love for NNMC's mission and the impact we have on our communities has grown.

I recently got hired on as an Editorial Assistant for Northern's Communications & Marketing department. I have been with NCAM for two years and have already learned a lot, but I am so excited to make the transition from a student to an official employee. I couldn't have chosen a better team or group of inspiring women like those in NCAM to work alongside after graduation. I am excited to continue to help students and to officially join the Northern family. Aside from work I love learning

new things, helping others, baking, shopping, music and above all spending time with my beautiful family.

Ricco Leichtle
Custodian

My name is Ricco Leichtle. I am from Española, New Mexico. I graduated in 2005 from Mesa Vista High School. I am honored I was given a chance to work here at Northern New Mexico College as a Custodian. I want to thank, President Medina and my supervisor, Shawn Madrid for the opportunity given to me.

Amberly Martinez
College Receptionist

My name is Amberly Martinez, but some people call me Amber for short. I was born and raised in the beautiful valley of Española, New Mexico. I graduated from Northern in May with my ABA and BBA in Business Management and a certification in Project Management with Cum-Laude honors. While pursuing my degree, I worked as a student employee for Financial Aid, Registrar and Admissions, which gave me the skills and knowledge to help students achieve their goals and learn more about Northern and how it operates.

I was recently hired as the College Receptionist. I am excited and look forward to continuing to help students and making the transition from a student employee to a regular full-time employee. In my free time I enjoy spending time with my family, snowboarding, being outdoors, shopping, music and traveling.

Rachel Meiklejohn
Assistant Professor, Language and Letters

Rachel Meiklejohn expects to receive her PhD in Language and Literacy from the University of New Mexico this fall. She holds a master's in education from Western New Mexico University and a bachelor's from Colby College.

Over the past 20 years, Rachel was a classroom teacher on the Navajo Nation and in New Haven, CT, as well as an instructor at University of New Mexico, Gallup, before transitioning into teacher development and curriculum design. For the last nine years, she has taught composition and technical communication classes as an adjunct faculty member at Northern New Mexico College. She looks forward to continuing this work as an assistant professor in the Language and Letters department.

Janett Orozco
Degree Works Analyst Intern

My name is Janett Orozco. I am the new interim degree audit analyst. I was born and raised in Española. I am currently a senior majoring in Information Engineering Technology. I have received my associate degree in Software Engineering and will be acquiring my bachelor's in December 2022.

Prior to this, I worked as a CASSA peer tutor and tutor coordinator, as well as an Eagle technician. It is an honor to continue to be part of NNMC's team, impacting students and helping create clear paths for success.

Higinia Padilla
Title V and Title III Program and Data Coordinator

I was born and raised in Northern New Mexico. I have lived in Hernandez all my life and I am raising my family there as well. I am a first-generation college graduate. I was in the CAMP program as a student, CAMP leader and intern advisor. I have worked in the Communications & Marketing department as a work study. I was also a Tutor Coordinator/Tutor for the CASSA Madrid Tutoring

Center. I received my bachelor's degree in Business Management from Northern in May 2022. My current position at Northern is the Administrative Coordinator for the Title V CASSA, Title V F2F, and Title III grants. In my spare time I enjoy hiking, camping and fishing with my family.

Anisha Rodriguez
Dual Credit Coordinator

Hello, my name is Anisha Rodriguez. I am from Española. I have had the honor to become the new Dual Credit Coordinator here at NNMCM. Recently I graduated from Northern New Mexico College with my bachelor's degree in Business Management. Previously I was a clerical assistant, student ambassador and receptionist at Northern. In my free time I enjoy snowboarding, fishing, painting and being outdoors. I look forward to helping students be successful and achieve their goals when becoming college students. I cannot wait to start this new career and see what my future here at NNMCM has to offer.

Josephine Velasquez
Chief Procurement Officer/Compliance Officer

I am originally from Cañones, NM, and a high school graduate from Coronado High School. I have made my home in Alcalde with my life partner and together we have 2 children, Elijah and Aaron. I worked for the City of Española for the past 25 years serving in different capacities. I began as a Correctional Officer transferred to the Municipal Court. I then moved to the Beatrice Martinez Senior Center and was the Director for 11 years. Working for our elderly population was truly one of the most rewarding jobs I have had. I transferred to the Finance Department and served as the Chief Procurement Officer/Assets Manager before joining NNMCM.

In 2021 I received my bachelor's degree in Business Administration in Project Management from NNMCM. I am CPO certified with the State of New Mexico and I bring over five years of experience in public purchasing. I am excited to share my work experience, education and passion for public administration while serving as the Chief Procurement Officer for Northern New Mexico College.

Tara Terry Voit, Ph.D.
Assistant Professor/Director of Early Childhood Education

Dr. Voit earned a Bachelor of Arts degree in Business Administration and a Master's in Business Administration/Organizational Psychology from American Intercontinental University and a PhD in Early Childhood Education from East Tennessee State University. She has taught early childhood education since 2016 at East Tennessee State University, Santa Fe Community College and Northern New Mexico College. Before assuming her current position, Dr. Voit was employed by Los Alamos National Laboratory and Oak Ridge National Laboratory.

Dr. Voit's early advocacy work with minority children began in her own community: inspiring, engaging, and serving as a board member with the B.E.L.L. Foundation, Cambridge, MA. As an executive director, Dr. Voit managed, directed and taught in often marginalized preschool programs for public, private, Pueblo and Early Head Start/Head Start in Tennessee and New Mexico. She serves as a core board member for the New Mexico Reggio Emilia Exchange. Dr. Voit's goal is to seed stronger educational models, provide hope and increase the value of New Mexico communities whose generations will benefit from directly resourced opportunities.

Mary Walsh
Library Collections & Technical Services Manager

Mary has been a librarian for over 30 years, and most recently worked at Adams State University in Alamosa, CO. Most of her career has been in college libraries, but she has also worked as a medical librarian. She has expertise in collection development, purchasing and cataloging (looking for materials to support the curricula, obtaining it and adding it to the library). For fun, Mary enjoys weaving, sewing and (of course) reading.

We also have several people to congratulate on their promotions or transfers

Kendall Armstrong, Associate Professor of Nursing

Mateo Frazier, Associate Professor of Arts and Humanities

Robert Beshara, Assistant Professor/Chair of Arts and Human Sciences

Patricia Sutliff, Supervisor of Title V Student Employees & Academic Coach Coordinator

Donna Jaramillo, Interim Director of EOC

Stephanie Sandoval, Human Resources Generalist

Ambrosia Tuero, Advisor II

Mariah Martinez, Interim Athletic Trainer

Julianne Wagner, AE Instructor