New Graduate Program Approval Request

New Degree: Doctor of Economic Development

Submitted by:

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# New Graduate Program Approval Request

**Doctor of Economic Development**

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*Section and Sub-section numbers correspond to 5 NMAC 5.2*

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Proposal for Approval of Doctor of Economic Development
New Mexico State University

This proposal has been developed based on the New Mexico Department of Higher Education provisions of 5 NMAC 5.2 that apply to new graduate programs proposed for implementation by a constitutional institution of higher education in New Mexico. Itemization corresponds to 5 NMAC 5.2, Part 9, Requirements for Approved Graduate Programs (Appendix O).

9.1.1 Purpose of the Program and Mission of the Proposing Institution.
The proposed program must have a clear purpose that is consistent with the mission of the proposing institution.

A. Primary Purpose

The primary purpose of the proposed Doctor of Economic Development (DED) is to provide advanced graduate education to economic development professionals. The proposed program is not a traditional Doctor of Philosophy (Ph.D.) degree designed to produce academicians. Rather, the DED program is a professional doctorate designed to meet the advanced training needs of individuals who work or intend to work in the economic development area. Other examples of professional doctorates include the Doctor of Medicine (M.D.), the Doctor of Veterinary Medicine (D.V.M.), and the Juris Doctor (J.D.) offered at many institutions, and the Doctor of Plant Medicine (D.P.M.) program at the University of Florida. Indeed, the vast majority of all doctoral degrees awarded in the U.S. and around the world are professional doctorates rather than Ph.D.s. Although New Mexico State University has little professional doctorate experience (it offers only the Ed.D. in addition to the Ph.D.), many universities throughout the United States are familiar with professional doctorates such as the M.D., J.D., or D.V.M. The professional doctorate beyond medicine and law is becoming increasingly popular outside the United States.

Most professional doctoral degree holders are self-employed or are employed by firms or institutions practicing their discipline, as opposed to institutions of higher education or government research agencies which are the typical employers of Ph.D. holders. Because the proposed DED is the first professional doctoral degree of its kind, there is no ‘typical’ employer of professional economic development doctorates; but most economic development specialists (including most of those who support the development of this program) are employed by international, national, state, and regional public economic development agencies. A small, but significant, group are self-employed consultants.

The proposed program will be offered entirely in a true distance education format. The primary delivery mechanism will be face-to-face courses conducted at various sites within New Mexico. Potential sites include NMSU’s Albuquerque Center, NMSU’s Branch campuses, and occasionally, NMSU’s main campus. A typical course format would involve 42 contact hours split into two sessions. Depending on the course, the first session would be two full days followed three or four weeks later with a three day session. This format would allow maximum flexibility in scheduling faculty—including course offerings
during the summer. This would also accommodate the needs of many potential candidates who are already professionals in the economic development area. Delivering courses at several sites around the state will also provide students with the opportunity to examine and study many of the state’s diverse development problems. In addition, where appropriate, some courses may be delivered on-line. Additionally, a professional project and report will be required rather than the dissertation normally required as a component of the Ph.D. program. This professional report will demonstrate professional competence in problem identification, analysis, and communication. It must address a critical economic development need as identified by faculty members and economic development agencies.

The proposed degree would be offered jointly by the Department of Agricultural Economics and Agricultural Business (AEAB) in the College of Agriculture and Home Economics and the Department of Economics and International Business (ECON) in the College of Business at NMSU. The two departments have a long history of collaboration and have administered a joint graduate program, a master’s degree program known as AEEC, since 1976. Because of this long history of cooperation, the joint graduate faculty structure needed to develop the DED degree is already well established.

The proposed degree program is fully consistent with the mission and goals of New Mexico State University as expressed in its most recent strategic planning document (“Living the Vision” July, 2005, available on the web at: http://ltv.nmsu.edu/). NMSU’s mission as stated in the Living the Vision document is described as follows: New Mexico State University is the state’s land grant university, serving the educational needs of New Mexico’s diverse population through comprehensive programs of education, research, extension education, and public service.

Goal 4 of the Living the Vision document states that a primary goal of NMSU is: to serve as an engine for economic, social, educational and community development in New Mexico. NMSU has taken several steps to achieve this goal. In July 2004, NMSU created a high level administrative position (Vice Provost for Economic Development) to address this issue. In addition, NMSU has created the Arrowhead Center, a private, not-for-profit corporation, designed to enhance development activities and the commercialization of NMSU generated intellectual property. The degree program also supplements and enhances the work and mission of the Cooperative Extension Service and the Vice Provost for Outreach, of the Agricultural Experiment Station, and of each of the two participating departments.

B. Program Consistency with the Role and Scope of New Mexico State University

New Mexico State University, which began in 1888 as an agricultural college and preparatory school, is a comprehensive institution dedicated to teaching, research, and service at the graduate and undergraduate levels. It is the only land-grant institution in the United States that is also classified as Hispanic-serving by the federal government and ranked by the Carnegie Foundation in the top research category, Research-Extensive (Carnegie Foundation, 2005). NMSU has extension offices in every county of New

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1 A complete course schedule is included in Appendix G.
Mexico, multiple off-campus research sites, and a rapidly expanding distance education program. Total fall 2005 enrollment for NMSU main campus and branch campuses is 24,312. The main campus enrollment is 16,040, which includes 3,126 graduate students. Minority enrollment at the main campus is 48.3 percent (41.5 percent Hispanic, 2.9 percent American Indian, 2.8 percent African-American and 1.3 percent Asian-American). Regular faculty members on the main campus number 693. Eighty-one percent of the full-time faculty hold earned doctoral degrees. NMSU offers 76 bachelor's degrees, 51 master's degrees and 22 doctoral degrees. (Source: [http://www.nmsu.edu/General/NMSU_At_a_Glance.html](http://www.nmsu.edu/General/NMSU_At_a_Glance.html)).

NMSU also plays a major role in the economic development of the region. NMSU has a large economic impact on Dona Ana County and the state as a whole. For Fiscal Year 2004-2005, NMSU’s Main Campus and Dona Ana Branch had a combined budget of $478 million and 5,218 employees. Both directly and indirectly, it is estimated that NMSU’s impact on Dona Ana County accounted for 22.3 percent of all jobs and 17 percent of earnings. (Source: “The Economic Impact of New Mexico State University’s Main Campus and Dona Ana Branch Community College on Dona Ana County, New Mexico” by Anthony V. Popp and James Peach, 2005). Further, NMSU’s graduates contribute to economic development throughout the state.

In addition to its direct and indirect economic impacts, NMSU is strongly committed as an institution to promote economic development in New Mexico. NMSU President Michael Martin speaks frequently of the high priority that NMSU assigns to its economic development activities. A letter from President Martin endorsing the concept of the program is contained in Appendix C.

The Vice-Provost for Economic Development, Garrey E. Carruthers, also serves as Dean of the College of Business (COB). Vice-Provost Carruthers has been very active in promoting economic development including various efforts regarding the development of the New Mexico Spaceport. COB faculty members are also directly involved in economic development efforts. During 2005, a faculty team developed a business plan for the New Mexico Spaceport, conducted numerous economic impact studies, and provided analysis to several clients through the auspices of the Arrowhead Center. The COB also has an endowed chair in economic development, the Garrey E. and Kathy Carruthers Chair in Economic Development. The economic development chair is currently held by Dr. Kevin Boberg, the COB Associate Dean for Research who has been very active in economic development efforts in New Mexico for nearly twenty years. Selected additional research projects related to economic development that have been conducted by COB faculty are listed in Appendix A.

Administrators and faculty in the College of Agriculture and Home Economics (CAHE) are also very actively involved in the economic development process. Often these development activities are conducted jointly with faculty in the College of Business. Examples include studies to assist in the commercialization of a mechanical chile thinning machine, studies of the economic impact of the pecan and dairy industries, and several
others. See Appendix A for a list of other CAHE projects related to economic development.

Furthermore, all CAHE college teaching/research faculty members participate in at least one Agricultural Experiment Station (NMJ AES) project. Each project directly contributes to economic development in New Mexico. NM AES project contributions are documented in an AES annual report to the state. Faculty members with Cooperative Extension appointments similarly document their economic development efforts and impacts through CS REES reporting vehicles.

In addition, several faculty members from both colleges are involved in international economic development activities. These include a substantial commitment for the department of Agricultural Economics and Agricultural Business on a project in Jordan funded by the International Arid Lands Consortium and the U.S. Agency for International Development. Short-term and long-term assignments have recently been completed in Yemen, Jordan, and Chile. Several faculty members participate in the New Mexico Water Task Force which has a five-year commitment to South-Asia.

NMSU’s vision statement calls for university to become a premier institution. The full statement reads: “By 2020, New Mexico State University will be a premier university as evidenced by demonstrated and quantifiable excellence in teaching, research, and service relative to its peer institutions.” The proposed Doctor of Economic Development will contribute to NMSU’s status as a premier institution. The opportunity for faculty to teach in a doctoral level program in two additional departments should be part of the process for attaining status as a premier institution. Most (82 percent of the 153) Carnegie Research Extensive Universities offer a doctoral program in economics or agricultural economics. The presence of doctoral students would also allow NMSU faculty from two colleges to compete more successfully for grants and contracts related to economic development activities.

C. Institutional Priority for the Proposed Program

9.1.2 Justification for the Program

The proposed program must meet one or more specified needs within the state or region; must not duplicate existing programs unnecessarily or inappropriately; and, to the extent feasible and appropriate, should benefit from cooperative arrangements with other institutions.

9.1.2.11 Need.

The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need.
The need for the proposed Doctor of Economic Development stems directly from New Mexico’s need for economic development. New Mexico was the birth-place of two of the most important technological innovations of the twentieth century – the atomic bomb and the personal computer. New Mexico is also well-positioned geographically to take advantage of international trade opportunities. Even though technological change and international trade are two of the most dynamic factors in achieving high rates of economic growth, New Mexico ranks 47th in terms of per capita income (U.S. Department of Commerce, Bureau of Economic Analysis, Regional Economic Information System, [www.bea.gov](http://www.bea.gov)). Indeed, New Mexico’s per capita income of $26,191 in 2004 was only 80 percent of the national figure of $32,937 and several New Mexico counties have per capita income levels below 60 percent of the national figure. New Mexico needs to work systematically and imaginatively to promote development within the state, especially in conjunction with major thrusts in New Mexico due to the proposed spaceport (Popp and Peach, 2005), high tech industry (including the new outreach roles of Los Alamos and Sandia National Laboratories, all of New Mexico’s major research universities, and such private firms as Intel), tourism and agriculture (including Secretary Homans’ priority for food processing in rural communities throughout New Mexico).

Success in the economic development arena would also allow New Mexico to reduce its public expenditures in such areas as health care, law enforcement and crime prevention, and remedial education. The proposed program might also allow New Mexico to generate a new export industry – highly trained economic development professionals who would work in other states and nations. And, unlike many other potential exports, out-of-state students would pay the full cost of their own production process through out-of-state tuition payments.

Results from a survey of 108 individuals selected because they were either working in the economic development area or had expressed a previous interest in economic development was conducted in the summer and early fall of 2005 suggest graduates of the proposed program would find numerous employment opportunities. The details of the survey are reported in Appendix B. Two questions were directly related to employment possibilities for potential graduates. Of 39 responses, 18 either agreed or strongly agreed that they would be willing to hire DED graduates. Most of those who did not respond positively to this question, were not in a position to hire. Respondents were also willing to provide internship opportunities for DED students. Of 38 responses to the internship question, 24 indicated a willingness to provide internship opportunities.

The survey responses also indicate that potential demand for the program is strong. Some highlights of the survey responses indicate that:

- 35 of 39 respondents agreed or strongly agreed that the program fulfills a need not being met by other graduate programs.
- 32 of 38 respondents agreed or strongly agreed that they would advise a student to enroll in the program.
- 27 of 38 respondents agreed or strongly agreed that they would personally enroll in the program. In addition, we have received several email inquiries asking how to
enroll in the program even though no advertising has yet been done and no program currently exists!

- 25 of 36 respondents either agreed or strongly agreed that they would be willing to sit on a Board of Advisors for the program.
- Surprisingly strong support was also given in response to the question regarding respondent’s willingness to finance an endowed chair or to finance other aspects of the program. Of 39 respondents, 3 strongly agreed and 6 agreed that they would be willing to help finance a chair or other part of the program.

The proposed Doctor of Economic Development would also place New Mexico and New Mexico State University at the center of the ‘economic development game.’ That is, New Mexico could become widely-known as the ‘go to place’ for the study and analysis of economic development programs, problems and issues. More than name recognition is at stake. With a reputation as a leader in economic development programs, New Mexico could also become a highly attractive place for firms and organizations currently located in other states and nations. A letter of support for the proposed program from Rick Homans, Secretary of Economic Development, is included in Appendix D. To summarize briefly, the need for the proposed program arises directly from New Mexico’s need for economic development.

9.1.2.2 Duplication

The proposed program must not duplicate existing programs unnecessarily or inappropriately. A proposal for a program similar to one (or more) that already exist within the state must present clear and convincing evidence that need for the program cannot be met by the existing program(s).

9.1.2.3 Inter-Institutional Collaboration and Cooperation.

To the extent feasible and appropriate, the proposed program should establish collaborative relationships with other programs within New Mexico, so that state investments can be shared and students can benefit from expanded opportunities across institutional boundaries.

The proposed Doctor of Economic Development program at NMSU is unique. Such a program is not offered at any other institution in New Mexico or throughout the United States. The University of New Mexico does offer a traditional Ph.D. in economics, but that program is designed to produce economists who intend to become academics and/or research specialists. The proposed program is primarily designed to produce highly-trained economic development practitioners, not academics or researchers. Hence, there is no over-lap with existing doctoral programs in the state.

The proposed program would allow graduate students enrolled at other New Mexico universities to take selected DED courses if it would benefit their program of work at another institution. Since part of the admission process to the proposed program (see
below) typically involves a master’s degree in a related field as a requirement, NMSU anticipates working closely with other New Mexico institutions of higher learning to facilitate that process. It may be appropriate for students in the proposed DED program to take some courses at another New Mexico institution, but that process must involve approval of courses and transfer credits on an individual basis.

9.1.3 Clientele and Projected Enrollment
The proposal must clearly describe the population of students who will be recruited into the proposed program and must include a detailed projection of enrollment and credit hours anticipated during the first five years.

9.1.3.1 Clientele
Initial inquiries from potential applicants indicate an applicant pool of 12 master’s prepared economic development professionals would be available for each of the classes for at least three years. This is a remarkable development because no advertising or any other effort has been made concerning the proposed program. In other words, NMSU is receiving inquiries about admission based merely on the rumor that a proposal is being prepared! At the end of that period, through additional national marketing we anticipate that each year's cohort would increase to 15 to 20 doctoral students.

These cohort sizes, in keeping with current university policy, would ensure course availability and guard against cancellation of courses due to low enrollment. We anticipate that our student diversity will parallel that found within NMSU and our current undergraduate and master's programs. In Fall 2005, NMSU’s enrollment was 41.4 percent Hispanic, 4.1 percent international, and just under 3.0 percent for both American Indians and Blacks. (NMSU, Office of Institutional Research, Final Enrollment Counts, Fall 2005). These statistics are considerably more diverse than the national average in the economic development profession.

Efforts will be made to attract applicants from ethnically diverse backgrounds. Specific efforts will be made throughout New Mexico through community agencies and professional associations. Targeted efforts will also be made nationally through minority Chambers of Commerce, emphasizing the Hispanic Chambers of Commerce common throughout the Southwestern United States. Additional targeted efforts will be made through the pueblos, SIPI and other organizations to attract Native American Students. Given the economic development needs of Native Americans within the state, we anticipate strong demand for the proposed program from Native Americans. At NMSU we aspire to having our economics and agricultural business program enrollments to be in parity with the diversity of the state.

A. Application Deadlines

Fall semester: Initially, only fall admissions will be available to students. January 15 is the deadline for full consideration for admission and graduate assistantships. Acceptance of applications for consideration will be contingent on space and assistantships or other support available, with a final application deadline of May 1. We expect the organizations
that many of the applicants are associated with will support their employees during this
doctoral program. Notifications for those applicants who meet the initial deadline will be
accomplished by April 1st.
Spring semester: None accepted, at least for the first three years.
Summer sessions: None accepted, at least for the first three years.

B. Admission Requirements

General requirements for a doctoral degree are set forth in the NMSU Catalog. The
departments specify the following additional requirements for the proposed doctoral
program:

- Possession of a master's degree from an accredited university. Most students will
  enter with a master’s degree in economics, agricultural economics, business
  administration, or public administration, although other backgrounds are possible.
- A master's grade point average of 3.5 or higher on a 4.0 scale. However, students
  with grade point averages higher than 3.0 will be given consideration.
- A graduate level statistics course completed within three years prior to the date of
  expected admission is desirable.
- A personal interview with the DED faculty admissions committee.
- Evidence of professional ability and the potential for professional development. A
  primary example of professional ability and potential for professional growth will
  be recommendations from the candidate’s current employer. Other evidence might
  include a master’s thesis, a published or non-published professional paper,
  consulting reports or other creative work.
- A one-page statement from the candidate reflecting his/her experience in the
  economic development profession outlining particular experiences with public and
  private economic development agencies and corporations.
- A letter of intent that addresses individual professional and personal goals with
  career interests is required.
- A brief two-to-three page resume that summarizes the candidate's background.
- Three letters of recommendation directly from persons who know the applicant
  professionally, including a recommendation from the candidate’s employer /
  sponsor.

Exceptions to any program admission criteria will be considered on an individual basis and
are at the discretion of the Graduate Committee with recommendations to the academic
department heads.

9.1.3.2 Projected Enrollment

Table 1 contains the projected enrollment of students. Table 2 contains the projected credit
hours generated and formula funding generation. The program as proposed can be
completed in three academic years and two summers of full time study (year round with 9-
12 credits in the fall and the spring semesters and 3-6 credits during summer). Part-time
options for students will be provided starting in Year 4. Enrollment and credit hour
generation are projected to stabilize in Years 7 with 5-6 graduates and 8 admissions (5 full-
time and 3 part-time) per year.
Table 1. Projected Student Enrollment

<table>
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<tr>
<th>Enrollment year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>New Students, Part-time</td>
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<td>New Students, Full-time</td>
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<td>Total Headcount</td>
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<td>Graduates</td>
<td>0</td>
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<td>8</td>
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Table 2. Approximate Credit Hour Generation

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<th>Enrollment Year</th>
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<th>Year 3</th>
<th>Year 4</th>
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<td>216</td>
<td>396</td>
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<td>$141,307</td>
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*Student Credit Hours (SCH) generated assumes 9 credit hours per semester for a total of 18 SCH per academic year.

**The formula funding is based on an average of Tier 1 ($527.90 per SCH) and Tier 2 ($726.30 per SCH). The average figure per SCH used was $654.20. This procedure was followed since COB is in Tier 1 and CAHE is in Tier 2 and this is truly a joint program.

9.1.4 Institutional Readiness for the Program
The institution should have nearly all of the resources needed to initiate the program. The proposal should include a clear statement of the extent to which the institution is ready to initiate the program, citing the remaining needs and recognized each of those needs in the cost analysis developed pursuant to Section 9.1.5.

A. Teaching Faculty
The bulk of the faculty needed to teach in the program is already in place. Grant funding for expansion of the program will be sought from external funding sources, including private sources, the Economic Development Administration, the U.S. Department of Labor, and through the New Mexico Department of Higher Education and the New Mexico State Legislature. It should be noted that the College of Business already has an endowed chair in economic development and the proposed program should enhance the willingness of other donors to contribute funds for additional endowed chairs. Further, the Cooperative Extension Service is reorienting one specialist position to concentrate on economic development.

Typically, graduate assistants are employed within each department for support of teaching and research activities. Because of the distinctly professional nature of the proposed Doctor of Economic Development, it is anticipated that the many students will have outside
funding and only few additional assistantships will be needed. Nevertheless, both departments will work with the NMSU Graduate School to increase graduate assistant positions in each department to support those students who are not privately employed or are beginning a new phase of their careers. Further, as externally funded research increases, there should be increased research assistant positions available within the departments and through the Arrowhead Center. As a result, we anticipate that no more than four new graduate assistantships will be needed.

Appendix F contains the qualifications of some of the current NMSU faculty members in both the Department of Economics and International Business and the Department of Agricultural Economics and Agricultural Business. The identified faculty members are expected to have significant contact with doctoral students and many have been involved in the development of this proposed DED program. These faculty, however, have additional teaching, research, and extension responsibilities within the two departments and are not available for full-time assignment in this program. The curriculum vitae of four faculty members (Professors Adkisson, Catlett, Libbin and Peach) and the two Academic Department Heads (Professors Ellis and Ramirez) are found in Appendix G. These six individuals will be most directly involved in teaching and administering the proposed degree.

The proposed doctoral program will not take resources away from the baccalaureate or the current masters programs of either of the two participating departments. While it is likely that the undergraduate enrollments of the two departments will increase only moderately in the near future, with or without a doctoral degree program in place, the master’s degree programs, the MA in Economics and the MS in Agricultural Economics and Economics (AEEC), a MA with a regulatory industry emphasis, a Master of Agriculture with emphasis in agribusiness management, and an MBA with an agribusiness management emphasis, are all likely to see continued growth similar to the pattern of the last five years. To implement the doctoral program initially, additional resources are not needed, however, within a short time, additional faculty resources will likely be needed.

B. Library and Other Academic Support Services
Current academic support resources are sufficient to initiate the program; however, more resources may be needed by the time that the first cohort of students for the DED program enter the university. A formal assessment of library resources is currently being undertaken by the NMSU Library to determine long-run library resource needs. That report will be included in this document in Appendix H.

C. Physical Facilities
New Mexico State University's Department of Economics and International Business currently offers two baccalaureate degrees: the Bachelor of Arts in Economics and a Bachelor of Business Administration with majors in Economics or in International Business. The Department also offers the Master of Arts in Economics, including options in policy analysis, regulatory economics, and econometrics. The Department of Economics is located in the Business Complex. The Department of Agricultural Economics and
Agricultural Business offers one undergraduate degree, the Bachelor of Science in Agriculture with a major in Agricultural Economics and Agricultural Business including 15 areas of concentration. The Department offers the Master of Science in agricultural economics, the Master of Agriculture with a specialization in agribusiness, and cooperates with the College of Business to offer the MBA with concentration in agribusiness. The Department of Agricultural Economics and Agricultural Business is located in Gerald Thomas Hall. Since 1976, the two departments have been cooperating to jointly offer the AEEC (Agricultural Economics and Economics) programs, which are overseen by a joint graduate faculty in addition to the respective department heads and deans. All faculty offices in both departments are private and are equipped with current computer technology.

D. Equipment & Technology Resources

NMSU technology resources, including the email system, will serve as a learning resource to enhance communication with advisors, faculty members, fellow students, and professional colleagues around the globe. Software typically used by doctoral students and many master's degree students includes word processing, spreadsheets, input-output models (including RIMS and IMPLAN), and SAS. Site licenses for SAS are maintained by NMSU. Site licenses for other software packages can often be negotiated with vendors. Sufficient quantitative statistical software programs are available through the university server as well as on individual faculty, staff, and graduate student computers and will be available for doctoral student learning needs on-campus. Further, many of these programs are available at nominal costs to students for use off campus. Additional budget support for these learning support materials is not required.

9.1.5 Projected Costs of the Program
The program must include a clear analysis of the project cost of the proposed program and the sources of funding that will support it.

9.1.5.1. New Costs for Program Start-Up

A. Faculty
No additional faculty positions are being requested.

B. Professional and Administrative Personnel
No additional professional positions are being requested.

C. Library Resources
Additional library resources in the amount of $10,000 will be required for program initiation and an additional $10,000 will be required on an annual basis. Additional funds to maintain routine updates should be provided through normal NMSU funding mechanisms.

D. Additional Facilities, Equipment, and Technology Resources
Significant additional resources for the addition of the doctoral program are not anticipated.
E. New Graduate Assistantships

Four new graduate assistantships for this program are requested and will be coordinated through the NMSU Graduate School. Funding for these assistantships will likely come through the Arrowhead Center. The total cost is expected to be Year 1-$40,000; Year 2-$80,000; Year 3- $80,000; Year 4-$80,000; and Year 5-$80,000.

9.1.5.2 State Support

The approximate amount of state operational formula funding that will flow to the program for each of the first five years, based on the projected student credit hours generated and current formula funding factors was provided in Table 2. At current formula funding levels, approximately $376,819 will be generated annually in Year 5. Costs for the program at Year 5 include: faculty ($230,400), graduate assistantship ($80,000), library costs ($10,000), and travel costs ($5,000) for a total of $325,400.

Other Support

All attempts will be made to expose students to a wide variety of economic development programs, courses, and methods currently being offered at NMSU. Courses currently offered in planning and geographical information systems through the Departments of Government and Geography and the College of Education, as well as existing courses throughout the College of Business and the Department of Agricultural Economics and Agricultural Business will be used as part of the program requirements to more fully utilize existing teaching resources and to gain broader exposure for doctoral students.

9.1.6. Quality of the Program

The proposed program must be designed to meet high standards of academic quality, considering its instructional curriculum, faculty, student admission standards, and opportunities for experiential learning and academic support. It is critical that economic development professionals within New Mexico, within the United States, and internationally recognize the added value of additional discipline-specific and general education for their economic development specialists and recognize that the leader in advanced training for the practitioner and economic development agency is NMSU.

There are some special considerations built into the proposed plan of study. The use of face-to-face but off-campus courses in nontraditional settings and formats will be highly attractive to currently employed program candidates. Many courses will use weekend, extended class meetings in Albuquerque or another location to help the working student complete his/her degree. Although it not anticipated that the proposed classes will be offered online, web-based instructional methods will supplement the face-to-face interaction to fill gaps caused by meeting times and places less regular than the typical college course. It is expected that most of the students seeking their DED will be returning to academics after several years of non-study. Reviews of basic material in the first semester will help insure success in doctoral level work.
A diverse multicultural, multiethnic, and international economic development doctoral student body is anticipated. An outstanding educational environment at NMSU will facilitate doctoral student success. The Hispanic Outlook in Higher Education ranked NMSU as one of the nation's top colleges and universities for Hispanic students in May 2003 with an overall rank of 17th for the number of baccalaureate degrees awarded to Hispanic students, 49th for number of master's degrees awarded to Hispanic students, and 315th for the number of doctoral degrees awarded to Hispanic students. This doctoral program will enhance rather than diminish those rankings. Both departments involved have successfully educated significant numbers of minority students.

Another student success strategy, faculty and peer support, will be facilitated within all phases of the doctoral program through the use of traditional methods (office visits, faculty 1:1 mentoring with students) and technology supported methods (chat rooms, email list serves, email/video discussion groups). Evaluation of student success and satisfaction will be ongoing with adjustments implemented as appropriate.

9.1.6 Assessment of Operations and Impact

The proposal must include a plan by which the proposed program will be assessed for its operation and impact over at least a five-year period.

Evaluation will address specified measurable outcomes for each of the major objectives of the program (outcome evaluation) and the tasks to be accomplished (process evaluation). The planned evaluation is designed to complement the existing NMSU AEEC Outcomes Assessment and Process Evaluation Plan. The model uses both quantitative (i.e., course and faculty evaluations) and qualitative (i.e. exit interviews) data collection methods. With assistance of a consultant (to be determined) and tools available within the Flashlight Evaluation Program, the DED Program will use enhanced evaluation strategies that address effectiveness and efficiency. Tools within the Flashlight Evaluation Program will allow the department to address distance education quality and benchmarks. Off campus education areas must be evaluated as well and will include: outcomes (access, convenience, connectedness, preparation for doctoral professional practice, proficiency with technology use, professional communication, and competency to perform public and private analyses at a doctoral role); educational practices (active learning, prompt feedback, time on task, collaboration and interaction with peers, and student-faculty interaction); and use of technology (technology infrastructure, and use of technology to promote productive time use). Program outcomes will be provided to the NMSU Provost annually and to the NMSU Regents and the New Mexico Department on Higher Education as requested.

An advisory board consisting of outside experts, economic development professionals, and academics from other universities will be established. The Advisory board will meet at least annually to provide input regarding the quality and practical content of the proposed program. A number of individuals have already volunteered to serve on the advisory board.
9.1.6 Administrative Responsibility for the Program and Institutional Commitment. There must be clear indication in the proposal that the institution is committed to the success of the proposed program.

The doctoral program will be administered under the auspices of the Department of Economics and International Business and the Department of Agriculture and Agricultural Business. The Department of Economics and International Business is part of the College of Business. The Department of Agricultural Economics and Agricultural Business is part of the College of Agriculture and Home Economics. The two departments and two colleges will share administrative responsibility for the program. Both colleges and departments have prior experience administering a joint graduate level program. Statements of administrative support can be found in Appendix C.
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<th>Comments</th>
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### Appendix A: Current Grant Funding (Active Grants 2003-2005)

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<th>Funding Agency</th>
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<th>Start Date</th>
<th>End Date</th>
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<td>Rhonda Skaggs</td>
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<td>30-Sep-02</td>
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<td>Analysis of Issues Impacting U.S. - Mexico Animal and Meat Product Trade Identification and Traceability System for Mexican Cattle</td>
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<td>Rhonda Skaggs</td>
<td>AEAB</td>
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<td>Efficient Irrigation for Water Conservation in the Rio Grande Basin</td>
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<td>31-May-06</td>
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<td>AEAB</td>
<td>1-Sep-01</td>
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<td>OASIS Food Guild: A Student-Managed Project for Community Supported Agriculture</td>
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<td>31-Aug-04</td>
<td>Closing the Digital Divide for a Minority-Serving Institution Delivery Systems</td>
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<td>1-Aug-03</td>
<td>31-Jul-06</td>
<td>Building Resources for Retentiona and Maximum Achievement of First-Generation and Culturally-Identified Hispanic Agricultural Students</td>
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<td>Ensuring Long-Term Viability of the U.S. Chile Pepper Industry</td>
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<td>Octavio Ramirez</td>
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<td>Probability Distribution Function Models for Risk Analysis and Their Application to Crop Insurance Premium Rate Setting</td>
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<td>Estimating and Forecasting national Sheep Market Indicators</td>
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<td>Terry Crawford &amp; Rhonda Skaggs</td>
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<td>Evaluation of Dairy Options Pilot Program</td>
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<td>Economic Analysis of the Potential for Imports of Live Cattle from Mexico to the US by Port of Entry Using Grazing Permit Value to Estimate the Value of Public Land Forage Changing Structure of the World's Food System Efficiency Analysis for New Mexico State Parks New Mexico State Parks Visitor Survey Dairy Biomass Power</td>
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<td>Chile Industry Research &amp; Development Strategy</td>
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<td>Economic Impact Analysis for Lea County and the City of Hobbs</td>
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<td>Access to Careers in Environmental Policy</td>
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<td>Alternative Utilization of Agricultural Lands Using Low-Water Native Plants Joint Administration of Groundwater in Conjunction with Surface Water Market in the Paso del Norte International Region</td>
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<td>NMSU Physical Science Laboratory</td>
<td>Support for Annual Student Conference</td>
<td>1-Feb-04 to 30-Jun-04</td>
<td>$7,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NMSU Physical Science Laboratory</td>
<td>USOV &amp; Sustainment/Customer Plan</td>
<td>1-Feb-04 to 30-Jun-04</td>
<td>$20,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NMSU Physical Science Laboratory</td>
<td>SpacePort Strategic &amp; Business Planning</td>
<td>2-Jun-05 to 30-Jun-04</td>
<td>$150,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rio Grande Council of Governments</td>
<td>Rio Grande Council of Governments Diabetes Survey</td>
<td>1-Feb-02 to 31-Oct-02</td>
<td>$35,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**  
$10,417,820

AEAB = Agricultural Economics and Agricultural Business  
E&IB = Economics and International Business  
CBRS = Center for Business Research and Services  
CBA = College of Business Administration
Appendix B
Program Interest Survey

A survey instrument reproduced below was used to gather preliminary information concerning interest in the proposed program from the economic development community. The results of the survey are tabulated below (Table B1). Nearly all of the responses were very positive.

<table>
<thead>
<tr>
<th>Brief Description</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fulfill Need</td>
<td>20</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2 Advise Student to Enroll</td>
<td>18</td>
<td>14</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3 I would enroll</td>
<td>18</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4 Hire Graduates</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>5 Willing to serve on Board</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6 Willing to Finance Chair</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>7 Provide Internships</td>
<td>10</td>
<td>14</td>
<td>8</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>8 Adequate Training at Local Level</td>
<td>8</td>
<td>19</td>
<td>6</td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>9 Adequate Training at State Level</td>
<td>11</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>10 Adequate Training International</td>
<td>8</td>
<td>14</td>
<td>8</td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>
Doctor in Economic Development Survey

New Mexico State University

After reading the brief description of the proposed Doctor of Economic Development, please respond to the ten statements below. We would also appreciate any written comments you might provide at the bottom of the page. Please save the completed form and send it as an e-mail attachment to garreyc@nmsu.edu Thank you!

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
</tr>
<tr>
<td>E-mail</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Position</td>
</tr>
</tbody>
</table>

**Please check only one response per row.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proposed Doctor in Economic Development program would fill a need that is not currently being filled by other graduate programs.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I would advise a qualified and interested student to apply to the Doctor in Economic Development program.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Given the opportunity, I or someone I know would likely enroll in the Doctor of Economic Development program.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I (or my organization) would be interested in hiring one or more graduates from the Doctor of Economic Development program.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I (or someone in my organization) would be willing to support this program by serving on a Board of Advisors or similar group.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I (or my organization) would be willing to support this program by financing professorships, graduate assistantships, or special programs.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
I (or my organization) would be willing to offer internship opportunities to students in the Doctor of Economic Development program.

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

The proposed training/experience provided in the Doctor of Economic Development program is sufficient for development professionals working at the local level (city and county for example).

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

The proposed training/experience provided in the Doctor of Economic Development program is sufficient for development professionals working at the state or regional level (Colorado or Appalachian region for example).

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

The proposed training/experience provided in the Doctor of Economic Development program is sufficient for development professionals working at the international level.

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Additional comments:**

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

*If you know someone else who would have an opinion on this topic, please provide his/her name and e-mail address and we will send him/her a survey form. Thank you.*
Appendix C

Letters of Support from NMSU

Letters of support from the following individuals on the NMSU Campus:

President Michael V. Martin (Attached)

Vice Provost for Economic Development, Garrey E. Carruthers (Pending)

Dean, College of Agriculture and Home Economics, Jerry Schickedanz (Attached)

Department Head, Department of Agricultural Economics, Octavio Ramirez (Attached)

Department Head, Department of Economics and International Business, Michael Ellis (Attached)

Associate Dean for Research, College of Business, Kevin Boberg (Pending)
October 7, 2005

Dr. Garrey E. Carruthers, Dean
College of Business
MSC 3AD
New Mexico State University
P. O. Box 30001
Las Cruces, NM 88003

Dear Dean Carruthers:

NMSU is proud to be a critical part of New Mexico’s efforts to promote the economic development of our state. Our commitment to economic development is highlighted in NMSU’s “Living the Vision” document, many on-going economic development efforts and your appointment as Vice Provost for Economic Development. The future of the people of New Mexico and New Mexico State University will be shaped in large part by the success of the state’s economic development programs.

The Doctorate of Economic Development program that is being developed jointly by the Department of Economics and the Department of Agricultural Economics is an excellent concept. The program is designed to provide advanced training and education for economic development professionals. Such professionals will be in high demand throughout the state, the nation, and in other nations. The proposed program will also contribute in important ways to NMSU’s goal of being recognized as a premier institution of higher education.

The approval process for a new graduate degree is a long and arduous one. I look forward to the successful completion of the process. I applaud and strongly support the efforts of the two colleges involved in this exciting program. If there is anything I can do to speed the process along, please let me know.

Sincerely,

Michael V. Martin
President

cc: Jerry Schickedanz, Dean
October 13, 2005

Garrey E. Carruthers, Dean
College of Business
New Mexico State University
P.O. Box 30001/MSC 3AD
Las Cruces, NM 88003

Dear Dean Carruthers:

Economic development is a critical part of the mission of the College of Agriculture and Home Economics (CAHE). Nearly all of our activities could correctly be called economic development efforts. All of our degree programs (18 bachelor’s degrees, 9 master’s degrees, and three doctoral programs) provide knowledge and skills to our graduates that are directly applicable in the economic development arena. In addition, our faculty and staff are actively involved in research efforts in New Mexico and around the world that contribute significantly to economic development. The Cooperative Extension Service is widely known and respected throughout the state for its economic development activities.

The proposed doctorate of economic development program has the potential to be a valuable addition to the many economic development activities of CAHE and NMSU. I am also pleased that the proposed doctoral program is a joint product of departments in CAHE and the College of Business (COB). The Department of Agricultural Economics and Agricultural Business (CAHE) and the Department of Economics and International Business (COB) have a long history of cooperation. For nearly three decades the two departments have jointly offered a very successful master’s degree program (AECC). The proposed doctoral program will enhance the spirit of cooperation and synergy between the two departments and two colleges. Most importantly, the proposed program has the potential to contribute significantly to the economic development process in New Mexico.

I strongly support the proposed program.

Sincerely,

[Signature]
Jerry G. Schickedanz
Dr. Garrey E. Carruthers, Dean  
College of Business  
MSC 3AD  
New Mexico State University  
P.O. Box 30001  
Las Cruces, NM 88003

Dear Dean Carruthers:

It has been my pleasure as the Head of the Department of Agricultural Economics and Agricultural Business to participate in the efforts of our faculty and the faculty of the Economics and International Business Department to evaluate the feasibility and merits and to put together a very well-thought out proposal for a Doctoral Program in the field of Economic Development. As you know, the proposal development process included a consultation with the relevant external clientele, i.e. potential students and employers, which allowed us to conclude that there is a significant demand for this program within and likely beyond our state’s boundaries. My knowledge and experience in the international arena lead me to believe that there could be a substantial demand from outside of the U.S., i.e. by foreign students, as well. Experienced public policy makers such as yourself and our current Governor have also been keen on identifying and stressing the need for having more highly qualified economic development professionals available for employment in the State’s public and private sector.

The proposal development process, which started over a year ago, has been highly participatory giving all faculty members ample opportunity to question the proposed focus and initial assumptions, to provide valuable input towards the program design, and to vote on the merits of the final proposal. In my assessment, at this point, the proposed program enjoys a good level of support amongst the faculties of the two academic departments to be involved in the effort. Given this level of faculty buy-in and the moderate amount of additional faculty and operational resources being requested in the proposal, I am very optimistic that we can deliver in putting together and implementing a high quality Doctorate in Economic Development Program that will fulfill the current and future need for a stream of superiorly qualified professionals in this area in the State of New Mexico, the U.S. and at the international level as well.

Because of these reasons, I recommend and support the approval and implementation of this program without reservation.

Sincerely

Octavio A. Ramirez  
Professor and Head  
Department of Agricultural Economics and Agricultural Business  
New Mexico State University
Oct 25, 2005

Professor Jim Peach, Regents Professor of Economics
Department of Economics
New Mexico State University
Las Cruces, N.M. 88003

Dr. Peach,

I am writing to express my support for the proposed Doctorate in Economic Development. I have taught economics for the past 33 years and I have seen various proposed programs come and go here at NMSU. Rarely have I seen one that seems so right for the time, place and intended purpose as this one. We have in place an excellent Masters of Economics degree program. We have found over the years that individuals graduating from that program and others from across the nation have needed further training in the application of quantitative economic development methods. This we hear this from both the governmental and private sectors. Currently those entities hire consulting firms to provide them with economics models that project the growth paths of economic variables. They would love to be able to hire capable people in house to do that work. Thus the market for students graduating with this Doctorate appears robust now and well into the future.

The two departments of Economics/International Business and Agricultural Economics and Agricultural Business currently have the critical mass in faculty resources to offer this degree. The proposal asks for a modest increase in faculty lines, but the essence of this needed program can be handled within existing departments. With help from other departments on campus with needed expertise, we can turn out interdisciplinary graduates, trained in the capacity to analytically examine and promote economic growth processes. And, as I have mentioned before, there is an interesting link between our student’s abilities and the needs of the intelligence community in analyzing and projecting trends in the economic powers that are emerging globally.

In general, this is an excellent idea whose time has come. Let’s move forward quickly and institute the program. I look forward to the flow of well trained graduates and the effects they will have on the level of economic development at both local and national levels.

Sincerely,

[Signature]

Michael G. Ellis
Department Head, Professor
Department of Economics/International Business
Appendix D
Other Letters of Support

1. Governor Bill Richardson (attached)
2. Secretary of the New Mexico Economic Development Department (attached)
3. Terrence Moore, City Manager, Las Cruces (Pending)
August 19, 2005

Garrey R. Carruthers,
Dean, College of Business
New Mexico State University
P. O. Box 30001/ MSC 3AD
Las Cruces, NM 88003

Dear Dean Carruthers:

Economic development is a critical issue to the future of the people of New Mexico and it continues to be one of my administration's highest priorities. The proposed Doctorate of Economic Development at NMSU could contribute significantly to the state's economic development efforts. Highly trained economic development professionals are needed in both the public and private sectors of the New Mexico economy and throughout the nation.

Please expedite your efforts to gain approval for this program. I look forward to its successful implementation.

Sincerely,

Bill Richardson
Governor
August 15, 2005

Garrey E. Carruthers,
Dean, College of Business
New Mexico State University
P. O. Box 30001/ MSC 3AD
Las Cruces, NM 88003

Dear Dean Carruthers:

Economic development is one of the highest priorities of state government in New Mexico. The future of the people of New Mexico depends directly on how successful we are in attracting new businesses, expanding existing businesses, and providing the environment necessary to promote economic growth. To be successful, New Mexico needs highly trained development professionals with the technical ability to analyze specific projects and proposals in the context of the state's overall development strategy. Such professionals are needed in both the public and private sectors of the economy.

There is currently no graduate program in New Mexico or elsewhere in the nation specifically designed to train development professionals. The need for such a program is obvious. The Doctorate of Economic Development program currently under consideration at NMSU is an innovative response to the needs of the state. I strongly encourage NMSU to move the proposed program through the approval process as quickly as possible.

I wish you the best of luck in this important endeavor.

Sincerely,

RickHomans
Secretary, New Mexico Economic Development Department

RH

Enclosure

Joseph M. Montoya Bldg. 1100 St. Francis Dr. Santa Fe, New Mexico 87505-4147
(800) 374-3061 (505) 827-0307 fax: (505) 827-0263 goNM.biz
## Appendix E:

Qualifications of Faculty Members Having Significant Contact with Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Major Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard V. Adkisson</td>
<td>ECON</td>
<td>Associate Professor</td>
<td>Ph.D., University of Nebraska</td>
<td>International economics, microeconomics</td>
</tr>
<tr>
<td>Rosanna Alvarez</td>
<td>AEAB</td>
<td>Adjunct</td>
<td>Ph.D., New Mexico State University</td>
<td>Strategic management</td>
</tr>
<tr>
<td>Larry Blank</td>
<td>ECON</td>
<td>Assistant Professor</td>
<td>Ph.D., University of Tennessee-Knoxville</td>
<td>Regulatory economics, microeconomics</td>
</tr>
<tr>
<td>Kevin B. Boberg</td>
<td>COB</td>
<td>Associate Dean</td>
<td>Ph.D., Pennsylvania State University</td>
<td>Transportation economics and marketing</td>
</tr>
<tr>
<td>Kathleen Brook</td>
<td>COB/ECON</td>
<td>Associate Dean</td>
<td>Ph.D., University of Texas –Austin</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>Garrey E. Carruthers</td>
<td>COB</td>
<td>Dean</td>
<td>Ph.D., Iowa State University</td>
<td>Economic development, regional economics, policy</td>
</tr>
<tr>
<td>Lowell B. Catlett</td>
<td>AEAB/CAHE</td>
<td>Interim Dean and Regents Professor</td>
<td>Ph.D., Iowa State University</td>
<td>Agricultural marketing, commodity futures</td>
</tr>
<tr>
<td>Cynda R. Clary</td>
<td>AEAB</td>
<td>Professor</td>
<td>Ph.D., North Carolina State University</td>
<td>Agricultural marketing</td>
</tr>
<tr>
<td>Robert O. Coppedge</td>
<td>AEAB</td>
<td>Professor</td>
<td>Ph.D., Oregon State University</td>
<td>Community development, regional economics</td>
</tr>
<tr>
<td>Terry R. Crawford</td>
<td>AEAB</td>
<td>Adjunct</td>
<td>Ph.D., Cornell University</td>
<td>Agricultural marketing, policy and price analysis</td>
</tr>
<tr>
<td>Joel A. Diemer</td>
<td>AEAB</td>
<td>Professor</td>
<td>Ph.D., Colorado State University</td>
<td>Natural resources and regional economics</td>
</tr>
<tr>
<td>Carl Enomoto</td>
<td>ECON</td>
<td>Professor</td>
<td>Ph.D., Texas A&amp;M University</td>
<td>Econometrics, economic theory</td>
</tr>
<tr>
<td>Christopher A. Erickson</td>
<td>ECON</td>
<td>Associate Professor</td>
<td>Ph.D., Arizona State University</td>
<td>Monetary economics, macroeconomics</td>
</tr>
<tr>
<td>Michael G. Ellis</td>
<td>ECON</td>
<td>Professor and Department Head</td>
<td>Ph.D., University of California, Riverside</td>
<td>Comparative economic systems, medical economics</td>
</tr>
<tr>
<td>Constance Falk</td>
<td>AEAB</td>
<td>Professor</td>
<td>Ph.D., Oklahoma State University</td>
<td>Agricultural business,</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Title</td>
<td>Degree Details</td>
<td>Specializations</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------</td>
<td>---------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>John M. Fowler</td>
<td>AEAB</td>
<td>Professor</td>
<td>Ph.D., Iowa State University</td>
<td>Forestry and Range Economics</td>
</tr>
<tr>
<td>Douglas A. Gegax</td>
<td>ECON</td>
<td>Professor</td>
<td>Ph.D., University of Wyoming</td>
<td>Public Utility economics</td>
</tr>
<tr>
<td>William D. Gorman</td>
<td>AEAB</td>
<td>Adjunct</td>
<td>Ph.D., Oregon State University</td>
<td>Agricultural business management, international marketing</td>
</tr>
<tr>
<td>Ereny Hadjigorgalis</td>
<td>AEAB</td>
<td>Assistant Professor</td>
<td>Ph.D., University of California – Davis</td>
<td>International trade and development</td>
</tr>
<tr>
<td>Jerry M. Hawkes</td>
<td>AEAB</td>
<td>Assistant Professor</td>
<td>Ph.D., New Mexico State University</td>
<td>Range management</td>
</tr>
<tr>
<td>Brian H. Hurd</td>
<td>AEAB</td>
<td>Assistant Professor</td>
<td>Ph.D., University of California Davis</td>
<td>Water and natural resource economics</td>
</tr>
<tr>
<td>Winnie Lee</td>
<td>ECON</td>
<td>Assistant Professor</td>
<td>Ph.D., Southern Illinois University</td>
<td>International Economics</td>
</tr>
<tr>
<td>James D. Libbin</td>
<td>AEAB</td>
<td>Professor</td>
<td>Ph.D., Iowa State University</td>
<td>Farm Management, production economics</td>
</tr>
<tr>
<td>Jay Lillywhite</td>
<td>AEAB</td>
<td>Assistant Professor</td>
<td>Ph.D., Purdue University</td>
<td>Agribusiness marketing</td>
</tr>
<tr>
<td>Michael V. Martin</td>
<td>ECON/AEAB</td>
<td>Professor and NMSU President</td>
<td>Ph.D., University of Minnesota</td>
<td>Marketing, prices, international trade and public policy</td>
</tr>
<tr>
<td>Benjamin N. Matta</td>
<td>ECON</td>
<td>Professor</td>
<td>Ph.D., University of Texas – Austin</td>
<td>Labor economics, managerial economics</td>
</tr>
<tr>
<td>Randy McFerrin</td>
<td>ECON</td>
<td>Assistant Professor</td>
<td>Ph.D., Texas A&amp;M University</td>
<td>Microeconomic theory, American economic history</td>
</tr>
<tr>
<td>J. Thomas McGuckin</td>
<td>ECON</td>
<td>Associate Professor</td>
<td>Ph.D., University of Wisconsin, Madison</td>
<td>Production economics, resource economics and policy</td>
</tr>
<tr>
<td>James T. Peach</td>
<td>ECON</td>
<td>Regents Professor</td>
<td>Ph.D., University of Texas – Austin</td>
<td>Economic development, population economics</td>
</tr>
<tr>
<td>Anthony V. Popp</td>
<td>ECON</td>
<td>Professor</td>
<td>Ph.D., Northern Illinois University</td>
<td>Public finance</td>
</tr>
<tr>
<td>Octavio A. Ramirez</td>
<td>AEAB</td>
<td>Professor and Department Head</td>
<td>Ph.D., University of Florida</td>
<td>Econometrics</td>
</tr>
<tr>
<td>Rhonda Skaggs</td>
<td>AEAB</td>
<td>Professor</td>
<td>Ph.D., Utah State</td>
<td>Agriculture and</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Position</td>
<td>University</td>
<td>Policy Area</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
<td>----------</td>
<td>---------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>L. Allen Torell</td>
<td>AEAB</td>
<td>Professor</td>
<td>Ph.D., Utah State University</td>
<td>Range and ranch economics, production economics</td>
</tr>
<tr>
<td>Frank A. Ward</td>
<td>AEAB</td>
<td>Professor</td>
<td>Ph.D., Colorado State University</td>
<td>Resource economics, welfare economics</td>
</tr>
<tr>
<td>Elliott S. Willman</td>
<td>ECON</td>
<td>Professor</td>
<td>Ph.D., Indiana University</td>
<td>Monetary Policy, macroeconomic theory</td>
</tr>
</tbody>
</table>

**AEAB = Department of Agricultural Economics and Agricultural Business**  
**CAHE = College of Agriculture and Home Economics**  
**COB = College of Business**  
**ECON = Department of Economics and International Business**
Appendix F
Curriculum Vitae of Core/Substantive Faculty and Academic Department Heads

Core Faculty:

Richard V. Adkisson (Economics and International Business)
Lowell B. Catlett (Agricultural Economics and Agricultural Business)
James D. Libbin (Agricultural Economics and Agricultural Business)
James T. Peach (Economics and International Business)

Department Heads

Octavio Ramirez (Agricultural Economics and Agricultural Business)
Michael G. Ellis (Economics and International Business)
RICHARD V. ADKISSON

Office Address:  
Department of Economics  
Box 30001/MSC 3CQ  
New Mexico State University  
Las Cruces, NM 88003-8001  
Office: (505) 646-4988  
Fax: (505) 646-1915

Home Address:  
323 Capri Arc  
Las Cruces, NM 88005  
Home: (505)525-3921  
e-mail: radkisso@nmsu.edu

EDUCATION

Ph.D. Economics, 1995, University of Nebraska, Lincoln, Nebraska. (International Economics, Public Finance, Economic History/Public Policy)

M.A. Economics, May 1992, University of Nebraska, Lincoln, Nebraska. (International Economics)


PRESENT POSITION

Associate Professor of Economics, New Mexico State University, Las Cruces, New Mexico, Fall 2000-Present


  Research areas: Latin American, U.S.-Mexico border, and NAFTA topics, Intellectual property rights, Welfare policy

PREVIOUS EXPERIENCE

Assistant Professor of Economics, New Mexico State University, Las Cruces, New Mexico, Fall 1994-Fall 2000.


Graduate Teaching Assistant, University of Nebraska, Lincoln, Nebraska, Fall 1990 - Spring 1994.

Graduate Teaching Assistant, Wayne State College, Wayne, Nebraska, 1988-1990.

Owner/Manager, Osmond Automotive Supply, Osmond, NE 1980-1989.

HONORS AND AWARDS

Teaching Awards

New Mexico State University Faculty Achievement Award. University wide award presented at the NMSU opening meeting, August 22, 2000.

Selected by the Economics Undergraduate Committee to receive an Outstanding Teaching Award for the 1993-94 academic year. Presented at the Omicron Delta Epsilon Banquet, University of Nebraska, April 1994.

Faculty Scholarships

Received faculty scholarship to attend the 10th Annual Asia/Pacific Outlook Conference sponsored by the Center for International Business Education and Research, University of Southern California. Conference held March 17-19, 1997 at Los Angeles, CA.

Received faculty scholarship to attend the 2004 Faculty Study Abroad Program in Antwerp, Belgium, May 16-28, 2004 (organized by University of Memphis) from University of Kansas CIBER and Consortium of International Universities

Received faculty scholarship to attend the CIEE Faculty Development Seminar, Spain Regional Identities in the European Context: The Catalan Case, June 14-21, 2005, from University of Kansas CIBER and Consortium of International Universities

Globe of the Month Award

December, 1998. Presented by the NMSU Center for International Programs for contributing to the internationalization of New Mexico State University

RESEARCH

Dissertation

Administrative Structure and the Redistribution Function: The Case of the Nebraska Department of Social Services.

Advisor: F. Gregory Hayden
Journal Publications


**Other Publications/Research**


“New Mexico's Options for 21st Century Growth and Prosperity.” (with James T. Peach, Anthony V. Popp, and Dennis L. Clason). New Mexico First, Background Report. (Fall 2000).


**Work in Progress**


“Quantifying Culture?” (with Randy McFerrin) Under revision.

“A Framework for Environmental/Economic Analysis.” For presentation at the Association for Evolutionary Economics Summer School, Colorado State University, Fort Collins, CO August 10-14, 2005.
Published Book Reviews


Paper Presentations

“Quantifying Culture?” (with Randy McFerrin) Presented at the Western Social Science Association Meetings (AFIT Section) in Albuquerque, NM. April 16, 2005


“Retail Trade on the U.S.-Mexico Border During the NAFTA Implementation Era.” (With Linda Zimmerman). Presented at the Western Social Science Association meetings, (General Economics section) in Albuquerque, NM, April 11, 2002.


“Immigration and Regional Comparative Advantage in the Apparel Industry.” Presented at the Western Social Science Association meetings (General Economics Section) in San Diego, CA, April 27, 2000.


“The Regional Impacts of NAFTA: A Preliminary Assessment of the Textile and Apparel Industries. Presented at the Western Social Science Association meetings (AFIT section) in Fort Worth, TX, April 22, 1999.
"An Econometric Model of Presidential Elections along the U.S. Mexico Border." (with James T. Peach), Presented at the Western Social Science Association meetings (Association of Borderlands Scholars section) in Fort Worth, TX, April 22, 1999.


"Evolving Membership Qualifications and the Council of Economic Advisers." (with Albert A. Blum). Presented at the Western Social Science Association meetings (AFIT section) in Reno, NV, April 1996.

"Multi-level Administrative Structure and the Distribution of Social Service Expenditures: A Nebraska Example." Presented at the Western Social Science Association meetings (General Economics Section). Reno, NV, April 1996.


**INTERNATIONAL EXPERIENCE**


Participated in the CIEE Faculty Development Seminar, Spain Regional Identities in the European Context: The Catalan Case, June 14-21, 2005.
Participated in Faculty Study Abroad program, “Business in a European Context” sponsored by the Wang Center for International Business, University of Memphis at the University of Antwerp, Belgium, May 16-28, 2004.


Toured Europe for two weeks, April 22 - May 9, 2001.

Attended Horizonte, Institute for Speech, Culture, and Communication in Regensburg, Germany, for intensive study of German language and culture, February 3 - March 3, 2001.

Participated in Faculty Study Abroad program, “Integration and Unification of the European Union” sponsored by the Wang Center for International Business, University of Memphis, Antwerp, Belgium, May 16-29, 1999.

Participated in Latin America Faculty Development in International Business Program (FDIB) sponsored by The American Graduate School of International Management (Thunderbird). Included travel to Argentina, Uruguay, Chile, and Peru. May 23-June 10, 1998.


Represented NMSU at meeting of the U.S.-Mexico Chamber of Commerce, Mexico City, October 1996


SERVICE AREAS

Incoming Editor for the *Journal of Economic Issues* (begins 2006)

College Representative to University Border Focus Group (2004-present)

Editorial Board member, *Journal of Economic Issues* (2002-present)

Associate Editor, NM Business Outlook (2004-present)
Manuscript reviewer for several journals
Member Faculty Senate (2003-2004)
Member of College Assessment Committee (2001-2004)
Board of Directors, Center for Latin American Studies (2001-present)
Coordinator/Instructor for ITESM-Sinaloa/NMSU Summer Program (1999)
Contributed to draft proposal for revision of the Economics curriculum
College Internationalization Task Force (1995 - present)
International Business Major Advisory Group (1994 - present)
University Representative to Mexico-U.S. Chamber of Commerce, Buen Vecino Internship Program (1995-2000)
Faculty sponsor for International Business Association (1996 - 2001)
Academic Advisor for International Business Majors (1994 - present)
Member of selection committee for Entrepreneurship Position (1997)
Member of University Fulbright Screening Committee (1998 - present)

PROFESSIONAL AFFILIATIONS

Association of Borderlands Scholars
Association for Institutional Thought (Secretary-Treasurer, 1998-pres., VP, 2004-2005)
Association for Evolutionary Economics (Membership Committee, 1998-99, Street Scholar Committee, 2001-present)
Western Social Science Association (Executive Board member 2003-present, Chair of Student Involvement Committee 2004)
Southwestern Social Science Association
NAME: LOWELL B. CATLETT

ADDRESS: BOX 30003
DEPARTMENT OF AGRICULTURAL ECONOMICS
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, N.M. 88003
505-646-2504
lcatlett@nmsu.edu

ACADEMIC WORK EXPERIENCE:

- ACTING DEPARTMENT HEAD, NMSU, 8/10/01-6/1/03
- PROFESSOR, 7/1/86-PRESENT, NMSU
- VISITING ECONOMIST, WORLD BANK, 4/1/01-4/30/01
- ACTING DEPARTMENT HEAD, NMSU, 1/1/88-9/18/90
- ACTING ASSOCIATE DEAN FOR RESIDENT INSTRUCTION, COLLEGE
  OF AG AND HOME ECONOMICS, 7/1/86-10/1/86, NMSU
- VISITING ECONOMIST, DEPARTMENT OF THE INTERIOR,
  WASHINGTON, D.C., 5/12/84-9/1/84
- ASSOCIATE PROFESSOR, 7/1/82-6/30/86, NMSU
- ASSISTANT PROFESSOR, 8/3/78-6/30/82, NMSU

EDUCATION:

- Ph.D., IOWA STATE UNIVERSITY, ECONOMICS, 1980
- M.S., NEW MEXICO STATE UNIVERSITY, AGRICULTURAL
  ECONOMICS, 1974
- B.S., WEST TEXAS STATE UNIVERSITY, AGRICULTURAL BUSINESS,
  1973 WITH HIGHEST HONORS

OTHER:

- REGENT’S PROFESSORSHIP, 2002
- WESTERN REGIONAL TEACHING AWARD, NASLGUC 1994
- WESTHAFER AWARD FOR TEACHING 1991
- VOTED TEACHER OF THE YEAR AT NMSU 1981
- DON C. ROUSH AWARD FOR EXCELLENCE IN TEACHING, 1985, 1988
- THE BURLINGTON NORTHERN FACULTY ACHIEVEMENT AWARD FOR
  OUTSTANDING UNIVERSITY TEACHING 1986
- AMERICAN MARKETING ASSOCIATION’S OUTSTANDING PROFESSOR
  AWARD 1985
- COLLEGE OF AGRICULTURE AND HOME ECONOMICS
  TEACHING AWARD 1984
- COLLEGE OF AGRICULTURE AND HOME ECONOMICS ADVISING
  AWARD 1981

VISITING PROFESSOR/INVITED PRESENTATIONS AT UNIVERSITIES
EASTERN U.S.–UNIVERSITY OF MAINE, COLBY COLLEGE, UNIVERSITY OF DELAWARE, CORNELL, UNIVERSITY OF KENTUCKY, OHIO STATE UNIVERSITY, GEORGE MASON UNIVERSITY, HARVARD, MIT, NOVA SOUTHEAST UNIVERSITY, PURDUE
MIDWEST/GREAT PLAINS–IOWA STATE UNIVERSITY, UNIVERSITY OF MISSOURI, UNIVERSITY OF ILLINOIS, NORTH DAKOTA STATE UNIVERSITY, SOUTH DAKOTA STATE UNIVERSITY, KANSAS STATE UNIVERSITY, LOUISIANA STATE UNIVERSITY, TEXAS A AND M UNIVERSITY, TEXAS TECH UNIVERSITY, SUL ROSS UNIVERSITY, UNIVERSITY OF TEXAS AT EL PASO, NORTHWEST MISSOURI STATE UNIVERSITY
MOUNTAIN WEST/WEST U.S.–COLORADO STATE UNIVERSITY, UNIVERSITY OF NEW MEXICO, EASTERN NEW MEXICO UNIVERSITY, COLLEGE OF THE SOUTHWEST, UTAH STATE UNIVERSITY, BRIGHAM YOUNG UNIVERSITY, UNIVERSITY OF ARIZONA, FRESNO STATE UNIVERSITY, LEWIS AND CLARKE COLLEGE, CENTRAL OREGON COLLEGE

TEACHING

COURSES CURRENTLY TAUGHT: SENIOR UNDERGRADUATE CLASS(FUTURES AND OPTIONS MARKETS), GRADUATE CLASS(ADVANCED DERIVATIVES), HONORS CLASS (THE NATURAL WORLD OF THOMAS JEFFERSON) COURSES TAUGHT IN THE PAST: MICRO ECONOMIC THEORY, MACRO ECONOMIC THEORY, FOOD MARKETING, ADVANCED MARKETING, NATURAL RESOURCES POLICY, ADVANCED NATURAL RESOURCES POLICY, AGRICULTURAL POLICY, ADVANCED AGRICULTURAL POLICY, BAYESIAN DECISION THEORY, HONORS CLASS(SCIENCE AND PUBLIC POLICY) AND HONORS CLASS(AGRICULTURE IN AN URBAN WORLD)

PUBLICATIONS

Books


Refereed Journal Articles and Proceedings (Sample 28 total)


Research ,Technical Reports and Articles(Sample 183 total)


James D. Libbin  
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New Mexico State University  
Las Cruces, NM 88003-8003

**Telephone:** 505-646-2915  
**Fax:** 505-646-3808  
**Email:** jlibbin@nmsu.edu

**Professional Specialist,**  
**Experience:** New Mexico State University, 1979 to present

**Education:**  
Ph. D., Iowa State University, Economics, Minor in Statistics, 1982  
M.S., University of Illinois, Agricultural Economics, 1975  
B.S., University of Illinois, Agricultural Science, 1972

**Honors:**  
NMSU Collegiate FFA Teacher of the Year, 1983-84  
Honorary State Farmer Degree, New Mexico State FFA Association, 1988  
National Association of Colleges and Teachers of Agriculture, Teaching Award of Merit, 1989  
American Society of Farm Managers and Rural Appraisers, Silver Plow Award, 1990 and 2000  
American Society of Farm Managers and Rural Appraisers, Gold Quill Award, 1991  
Distinguished Service Award, New Mexico State FFA Association, 1997

**Offices**  
Academic Vice President, American Society of Farm Managers and Rural Appraisers,  
Held: 1997 to 2000  
Board of Directors, American Society of Farm Managers and Rural Appraisers, 1985 to present  
Board of Directors, Farm Financial Standards Council, 1996 to 2002  
Editor, Journal of the American Society of Farm Managers and Rural Appraisers, 1994-97; Associate Editor 2004-05  
Chapter Secretary, New Mexico Chapter of the American Society of Farm Managers and Rural Appraisers, 1980 to present

**Major Research Efforts:**  
Principal investigator of a long-term project to develop and update cost and return estimates of commercially-grown and potential agricultural crops in New Mexico.  
Principal investigator of New Mexico Chile Task Force project and several other projects.  
Co-investigator of Agricultural Experiment Station and grant-funded projects dealing with value of land and water, economic impact of technology, government farm programs, farm lease rate, enterprise adjustments, and risk evaluation.

**Major**  
Farm and ranch records and accounting, farm financial analysis and budgeting, income
Extension Efforts: tax reporting and management, costs and returns of agricultural production, machinery economics, and management of risk and uncertainty.


Assignments: Economics of Sports, Financial Accounting, Managerial Accounting, Corporate Finance, Farm Management, Farm and Ranch Records, Linear and Quadratic Programming Methods, Production Economics, Microeconomic Theory, and Macroeconomic Theory.

Supervised 44 graduate students and served on an additional 159 graduate oral examinations.

Publications: Books
- L.B. Catlett and J.D. Libbin, *Risk Management in Agriculture*, Thomson-Delmar, 2005

Recent Journal Articles


Other publications
- NMSU Agricultural Experiment Station Research Reports and Bulletins: 52
- Proceedings and Final Project Reports: 17
- NMSU Cooperative Extension Service Publications: 50
- Many newsletter and magazine articles

International Experience:
Venezuela. Presented a dairy economics workshop and consulted with dairies in Caracas, Barquisimeto, Maracaibo, and Quibor, April 7-14, 1991.

Yemen. Member of a team contracting with USAID to develop extension and research capabilities of Faculties of Agriculture at four Yemeni Universities, June 16-30, 2004.

Israel / Jordan. Member of a team contracting with USAID to develop extension and research capabilities in Jordan and the West Bank / Gaza, September 16-30, 2005.
James T. Peach

Present Position and Address:

Regents Professor (2002 to present)
Department of Economics and International Business
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New Mexico State University
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and

Co-director, Office of Policy Analysis
Arrowhead Center
New Mexico State University

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Education:

University of Oklahoma, 1962-1964
B.A., (Mathematics) University of Texas at Austin, 1967
Phd, (Economics) University of Texas at Austin, 1978

Previous Employment:

1999-2002: Robert O. Anderson Distinguished Professor, Department of Economics, New Mexico State University
1994-1999: Professor, Department of Economics, New Mexico State University
1984-1994: Associate Professor, Department of Economics New Mexico State University
1980-1984: Assistant Professor, Department of Economics New Mexico State University,
1979-1980: Assistant Professor, Department of Management, Marketing and General Business, Southwest Texas State University, San Marcos, Texas.
1976-1979 (various dates): Economic Consultant, United States Agency for International Development (Dacca, Bangladesh).
1973-1976: Research Assistant, Computer Based Education Project (Funded by NSF) at The University of Texas at Austin.
1975-1976: Teaching Assistant, Department of Economics, The University of Texas at Austin.

Membership in Professional Organizations:

American Economic Association
Association of Borderlands Studies,
    (President 1999-2000)
Association for Evolutionary Economics
    (Member Board of Directors, 1988-90)
    (Member Editorial Board 1999-2001)
    (President, 2003)
Association for Institutionalist Thought
Rocky Mountain Council on Latin American Studies
    (President 1988).
Society for American Baseball Research (SABR)
Western Social Sciences Association
    (Member Executive Council, 2001-2003)
    (President 2005)

Honors and Awards:

Award for Outstanding Funded Research, College of Business Administration and Economics, NMSU, 1981-82.
Award for Teaching Excellence, College of Business Administration and Economics, NMSU, 1982-83.
Award for Outstanding Service, College of Business Administration and Economics, NMSU, 1982-83.
Award for Outstanding Scholarly Research, College of Business Administration and Economics, NMSU, 1983-84.
Essay Award, American Agricultural Economics Association (1992)
Center for Latin American Studies, New Mexico State University, Distinguished Service Award, 1988
Member, Phi Kappa Phi National Scholastic Honorary Society. Secretary, NMSU Chapter 082 (1992 and 1993).
Donald C. Rousch, Teaching Excellence Award, New Mexico State University, (January, 1994)
Award for Outstanding Service, College of Business Administration and Economics, NMSU, 1999-2000.
Robert O. Anderson Distinguished Professorship, NMSU College of Business, 1999-2002
Awarded NMSU Regents Professorship, January 2002

Current Funded Research:

NMSU Principal Investigator for SCERP B+20 project The B+ 20 project is sponsored by Southwest Center for Environmental Research and Policy. The aim of the project is to construct a dynamic simulation model of U.S.-Mexico border region population, economic, and environmental linkages over a 20 year time period. The NMSU portion of the grant is $161,000 over four years.

Publications:

Book:

Journal Articles:

(with James D. Williams) "Demographic Change in the El Paso-Juarez-Las Cruces Region" *Estudios Fronterizos* (Vol. 34), pp 117-138.


**Articles and Chapters in Books:**

"Modeling the Demographic Characteristics of the Paso del Norte Region" in Edward Sadalla (ed.) *The U.S.-Mexican Border Environment: Dynamics*


(with Kenneth R. Nowotny) "The Economics of Border Areas" pp. 42-50 in Garth M. Hansen (editor) *Teaching About International Boundaries*, Joint Border Research Institute, New Mexico State University (October, 1985).


**Articles in Conference Proceedings:**


**Research Monographs and Other Works**


(with James D. Williams) "Population Projections to 2010 for New Mexico Counties by Age, Sex and Ethnicity," Las Cruces: Cooperative Extension Service Handbook No. 9, New Mexico State University, (June 1994).


(with Kathleen Brook, Karen Becklin, John Waelti, and Franklin Jones)

(with Lay James Gibson and Cristopher A. Erickson) "The Impact of Peso Devaluations on the Arizona Border Economy," Tucson: University of
(with James D. Williams) "Age and Sex Structure of New Mexico and Its Counties in 1970 and 1980", (Las Cruces: State Data Center, July 1987).

**Book Reviews (About 100)**

**Selected Recent Presentations to Professional and Civic Organizations**

- New Mexico Demographic Trends in the 1990s, presented to 43rd Annual Water Conference, Albuquerque, New Mexico, December 2000.
- New Mexico Demographic Trends, presented to Annual Conference of New Mexico Registrars.
- The United States, Mexico and NAFTA, invited lecture, University of Missouri, Kansas City, October 6, 2000.
- Regional Income Inequality Revisited, public lecture presented to graduate seminar series, University of Missouri, Kansas City, October 6, 2000.
- Economic Performance During the NAFTA Years public lecture presented to, Department of Economics, University of Texas at El Paso, April 18, 2000.
- A Long Term Perspective on Economic Growth presented to: Legislative Finance Committee, Santa Fe, New Mexico, July 10, 2000.
The Economic Impact of NAFTA on New Mexico an invited lecture at the 40th Anniversary Celebration of the Founding of the Imperial Valley Campus of San Diego State University, Calexico, CA, April 9, 1999.

Presented to the 44th Annual New Mexico Water Conference, December 3, 1999, Santa Fe, New Mexico.
Population and Economic Dynamics of the U.S.-Mexico Border Region,
The Mexican Economy in the Year 2000" Presentation to the Texas Society of Professional Engineers, El Paso, TX January 22, 1998

Recent Press Interviews:

Education


Professional Experience

June 2003 to Present: Professor and Head, Department of Agricultural Economics and Agricultural Business and Extension Economic Development, New Mexico State University, Las Cruces, NM. Major Responsibilities: To mentor and supervise the research, teaching and extension efforts of 18 faculty members; to promote and represent the interests of the department with the College and University administration and with external - industry and public sector – constituencies; to lead/coordinate fundraising efforts (competitive grants and state/federal earmarks) for research, outreach and academic programs and the processes needed to continuously improve the quality and relevance of these programs; in short to keep the two departments positioned for continued relevance and growth in the short and long run planning horizons. Combined departmental funding is in excess of $4 million/year, with approximately 40% coming from grants and contracts. AEAB is home to one undergraduate major and three graduate programs with enrollment of about 200 undergraduate and 40 graduate students.

September 1998 to May 2003: Associate Professor, Department of Agricultural and Applied Economics, Texas Tech University, Lubbock, TX. Major Duties: Approximate Appointment: 60% teaching, 40% research (spring and fall semesters); 50% teaching, 50% research (summer). Major Responsibilities: To teach undergraduate- and graduate-level courses in econometrics/statistics and mathematical economics and direct graduate students’ theses/dissertations. To conduct disciplinary and applied research in the fields of econometrics and management with emphasis on addressing key agricultural and resource economics/policy problems in Texas and the U.S. To assist departmental and college faculty on the use of econometric and other statistical/mathematical methods.

June 1995 to August 1998: Professor and Head, Environmental Economics and Sociology Area, Tropical Agricultural Research and Education Center (CATIE), Turrialba, Costa Rica. Appointment: 50% administration, 20% teaching, 15% research, 15% outreach. Major Responsibilities: To coordinate the graduate degree program, and the research and extension activities of the Area’s personnel. To teach graduate-level courses in econometrics and production economics and direct graduate students. To conduct applied research on critical environmental and resource economic
issues affecting Latin America, and advice public and private sector decision makers on these issues.

**January 1993 to May 1995:** Associate Professor, Tropical Agricultural Research and Education Center (CATIE), Coordinator of the Integrated Pest Management (IPM) component of the Regional Environmental and Natural Resource Management Project (RENARM), Turrialba, Costa Rica. Appointment: 40% administration, 20% teaching, 20% research, 20% outreach. Major Responsibilities: To manage the project and coordinate and supervise the research and extension activities of a staff of nine Ph.D. and 12 M.S personnel. To teach graduate-level courses in agricultural and plant protection economics and direct graduate students’ thesis research. To conduct applied research on economic aspects of key pest management problems affecting Latin America, and advise public and private sector decision makers on these issues.

**August 1990 to December 1992:** Assistant Professor, Tropical Agricultural Research and Education Center (CATIE), Agricultural Economist of the RENARM/IPM Project, Turrialba, Costa Rica. Appointment: 50% extension, 30% research, 20% teaching. Major Responsibilities: To conduct applied research and short-term training on economic aspects of key pest management problems affecting Latin America, and advise public and private sector decision makers on these issues. To teach graduate-level courses in agricultural economics and direct graduate students’ thesis research.

**June 1986 to July 1990:** Research Assistant, Food and Resource Economics Department, University of Florida, Gainesville, Florida. Major Responsibilities: To conduct research in Econometrics and Quantitative Techniques. To assist in the teaching of undergraduate- and graduate-level courses in these fields.

**January 1985 to December 1995:** Instructor, Entomology, Plant Pathology, Weed Science and Integrated Pest Management. Panamerican Agricultural School, El Zamorano, Honduras. Major Responsibilities: To teach applied aspects of previously mentioned subjects to small groups of students several times a year.

**Research**

**Refereed Journal Articles (last ten years):**


*Grants Funded (last ten years, contracts over $50,000 only):*

*Probability distribution function models for risk analysis and their application to crop insurance premium rate setting.* Funding source: USDA/NRI Competitive Grants Program. Funding level: $185,000 (FY03-06). Role: Principal Investigator.

*Center for North American studies trade and policy research – New Mexico component.* Funding source: USDA/CSREES. Funding level: $318,000 (FY04-06). Role: Project Director.
IALC Sustainable Development of Drylands in Asia and the Middle East Project, Yemen Component – Human Resource Development. Funding source: United States Agency for International Development (USAID). Funding level: $842,000 (FY03-06). Role: Project Director.

Structural models for policy analysis of the U.S. and rest-of-the-world natural fiber markets. Funding source: USDA/CSREES. Funding level: $375,650 (FY01-03). Role: Co-Principal Investigator.

Demand for U.S.-made cotton apparel and its implications for the cotton industry. Funding source: USDA/CSREES through the International Cotton Research Center (ICRC). Funding level: $96,000 (FY01-02). Role: Co-Principal Investigator.

Management strategies for optimum input use, yields and quality of cotton in the Texas high plains. Funding source: USDA/CSREES through the International Cotton Research Center (ICRC). Funding level: $50,000 (FY99-00). Role: Co-Principal Investigator.


Institutional strengthening of environmental economics research and educational capacities in Central America. Funding source: Swedish International Development Agency (SIDA). Funding level: $300,000 (FY96-98). Role: Project Coordinator.

Coffee production and integrated pest management research and technology transfer in Nicaragua. Funding source: United States Agency for International Development (USAID/Nicaragua). Funding level: $454,000 (FY93-95). Role: Project Coordinator.

Regional integrated pest management research and technology transfer project. Funding source: United States Agency for International Development Regional Office for Central American Programs (USAID/ROCAP). Funding level: $3.6 million (FY93-95). Role: Project Coordinator.

Select Non-Refereed Publications:


Proceedings and Abstracts from Presentations at Research Conferences (last five years):


66


**Teaching**

**Formal Courses Taught (last ten years):**

*Econometrics I* (AECC 540): a 3-credit-hour graduate-level course required for the M.S. degree in Agricultural Economics and the M.A. degree in Economics at New Mexico State University. It focuses on basic econometric techniques (multiple regression), including topics such as model specification/diagnostics, multicollinearity, heteroskedasticity, autocorrelation. Taught spring 2004 and spring 2005.


*Applied Econometrics I* (AAEC 5307): a 3-credit-hour graduate-level course required for the M.S. and Ph.D. degrees in Agricultural and Applied Economics at Texas Tech University. It focuses on basic econometric techniques, including topics such as model specification/diagnostics, multicollinearity, heteroskedasticity, autocorrelation, causality, as well as qualitative choice models. Taught fall 1998, 1999, 2000, and 2001.


**Graduate Student Advisement (last ten years):**

Has served as major professor and Thesis/Dissertation director of 14 Master and PhD students during the last ten years and in over 30 Thesis/Dissertation Committees.
Consultancies


October of 1997: On Participatory Diagnostics of Undergraduate Education Program in Agricultural Economics for the National Autonomous University of Honduras, UNAH (two weeks).

December of 1996: On Evaluation of the Performance of the Socioeconomic Component for the NORAD-IPM Regional (Central America) Project (one week).


January to December 1995: On Pest Management Training and Extension in Horticultural Crops for the NARMAP Project of the Ministry of Agriculture and Fisheries of Belize, MOA, (USAID funded) (eight weeks throughout the year).


Select Professional Service (last five years)

Member, CSREES Team Reviewing the Department of Agricultural Economics of Purdue University, November 2005.

Reviewer of the USDA/CSREES National Needs Fellowship Proposals for FY02-03 funding period.


Reviewer: American Journal of Agricultural Economics (8 articles), Journal of Agricultural and Applied Economics (6 articles), Journal of Agricultural and Resource Economics (4 articles), Canadian Journal of Agricultural Economics (1 article) Environmental Monitoring and Assessment (1 article).


Member of the International Committee of the American Agricultural Economics Association, December 2001 to December 2002.

Member of the Awards Committee of the Southern Agricultural Economics Association, September 2001 to September 2002.


Select Honors and Awards

One of two candidates selected by the Board of Directors to run for President of the Southern Agricultural Economics Association during 2003-2004.

Outstanding Faculty Member of the Year awarded by the Graduate Student Association of the Department of Agricultural and Applied Economics of Texas Tech University. October, 2002.

Associate of Texas Tech University International Center for Arid and Semiarid Land Studies. Appointed in 2000.

Outstanding Professor of the Year awarded by the graduate students of the Environmental Economics and Sociology degree program at the Tropical Agricultural Research and Higher Education Center (CATIE). April 1998.

University of Florida’s President List including all students with a 4.00 GPA for the semester. All terms from January 1986 to August 1990.


VITA
MICHAEL G. ELLIS

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88005 Las Cruces, New Mexico 88003-8001
Phone: (505) 646-2607, (505) 646-2113 (Secretary)
E-mail: mellis@nmsu.edu; Fax: (505) 646-1915

Residence
345 El Prado
Las Cruces, New Mexico
Phone: (505) 523-5384

Education

Ph.D. in Economics, University of California, Riverside, August 1975

M.S. in Economics, University of California, Riverside, June 1970

B.A. in Economics, Arizona State University, June 1968

Dissertation Title: The Navajo: A Comparative Systems Study of Economic Conflict

Work Experience

Department Head, Economics/International Business, NMSU, 2001 to present

Full Professor, New Mexico State University, Fall 1990-present

Associate Professor, New Mexico State University, 1979-1990

Assistant Professor, New Mexico State University, Fall 1973 to 1979

Instructor, California State College, San Bernadino, Spring Quarter 1973

Teaching Assistant, University of California, Riverside, September 1970 to June 1973

Teaching Fields

Economics of Health Care
Economic Development
Microeconomic & Macroeconomic Theory
International Economics
Comparative Economic Systems
Program Development

Health Services Management Option within the Masters in Business Administration. Option contains courses in Health Economics, Legal Issues in Health Care, Management of Health Services, Financial Management of Health Service Institutions and student internships.

Current Research Interests

U.S.-Mexico Border Health Economics
- Managed care in the border region
- Employment and migration as they affect health
- Medical technology and its use along the border
- Factors affecting demand for hospital births on U.S.-Mexico border
- Cost/benefits of medical school affiliation
- Emergency aviation medical services in borders areas Maquila operations and their effects on U.S.-Mexico border health issues
- Statistical Cost Estimation of Border Area Hospitals

Publications

New Mexico Business Forum, From the Desk of a Teaching Economist, Michael Ellis
- “How Do We Measure Our Economy?”
- “Lamenting on Inflation”
- “A Primer on Deficits and the National Debt in Times of Political Craziness”
- “Making Sense of Price Indexes”
- “Airbus versus Boeing: Perspectives from the Hinterland”


Review of "Medicare, Then and Now," by Moon, for Choice, August 1993.


Multiple reviews of a five volume work "Dimensions of United States-Mexican Relations" Images of Mexico in the U.S.


"Inventory of the Economic, Sociocultural, and Socioeconomic Resources in the Rio Grande Valley from Elephant Butte Reservoir, New Mexico to Fort Quitman, Texas," Team member on project written for the Bureau of Reclamation #3108-355, July 1976.


Review of "Newly Industrializing Countries and the Political Economy of South-South Relations," by Carlsson and Shaw for Choice.


Research Papers in Progress

Managed Care in Mexico: Recent Trends and Projections, with Herbert Ortega.
Editorial Positions

Associate Editor, Border Health, Pan American Health Organization
Book Review Editor, Journal of Borderlands Studies, Association of Borderlands Scholars, Department of Economics, New Mexico State University
Associate Editor, Latin American Studies Forum, New Mexico State University
Reviewer, Choice
Manuscript Reviewer, New Mexico State University Business Forum
Text manuscript reviewer for William C. Brown, West Publishing, and Scott, Foresman & Co.

Level of Language Skills

Able to read and write Spanish, limited ability to speak and listen

Knowledge of Mexico and Canada

Extensive U.S.-Mexico border experience, knowledge of health care systems in Canada, U.S. and Mexico, comparative economic systems studies of both Canada and Mexico

November 2005
Appendix G.

NMSU DED Course Description / Sequence

Course Descriptions:

1. **New Core Classes** (33-39 hours)
   b. AEEC 652 Applied Economic Theory II. Macro-economic theory and applications to economic development issues including the theory of economic growth, international trade.
   c. AEEC 661 Economic Development Modeling I. Financial budgeting, engineering cost and production modeling, and cost and benefit analysis applications to urban, rural, and international economic development issues.
   d. AEEC 662 Economic Development Modeling II. Regional modeling tools, including input-output models (IMPLAN and RIMS), linear programming, and their application to urban, rural, and international economic development issues.
   e. AEEC 664 Economics of Population. Economic theories and models of population growth and the basic demographic processes of fertility, mortality, and migration. Sources and methods of population projections and estimates will be emphasized.
   f. AEEC 666 Economics of Transportation. Regional implications of the economics of transportation systems.
   g. AEEC 668. Regional Change and Policy. An examination of the regional effects of national, international and state policies on regional growth.
   h. AEEC671 Environmental Economics. Economic approaches to the environmental consequences of economic activity with an emphasis on Environmental Impact Statements (EIS).
   i. AEEC 522 Public Sector Economics I. An analysis of the rationale for government intervention in the economy and the consequences of government intervention with an emphasis on public expenditures.
   j. AEEC 523 Public Sector Economics II. A continuation of AEEC522 with an emphasis on the economic consequences of taxation.
   k. AEEC 680 Seminar in International Economic Development. Analysis of international trade theory, laws and compacts and agreements.
   l. AEEC 681 Seminar in Urban Economic Development. Analysis of urban economic development issues, institutions, and approaches.
   m. AEEC 682 Seminar in Rural Economic Development. Analysis of rural economic development issues, institutions, and approaches.
   n. AEEC 685 Internship (6 to 9 hours). An internship with an agency or organization directly involved in economic development work. The requirement for an internship may be waived if the candidate has already completed two or more years of professional economic development activity approved by the DED committee.
o. **AECC 690 Professional Project (6-12 hours).** A project that incorporates an economic analysis of a development project complete with either a public finance component or an international trade dimension.

2. **Existing Core Classes**
   a. ENGL 478 Document Design
   b. COMM 484 Verbal Communication
   c. GEOG 487 GIS Practicum
   d. GOVT 544 Public Policy Analysis

3. **Fields**
   a. Two fields of study are required—Major and Minor. The Major Field requires 12 hours and the Minor Field requires 6 hours.
   b. **Major Fields**
      i. Urban Development
      ii. Rural Development
      iii. International Economic Development
      iv. Quantitative Analysis
      v. Public Finance
      vi. Educational Management
   c. **Minor Fields**
   d. Any 6 hours in the same department
# Course Sequence

## Doctor of Economic Development Course Sequence

<table>
<thead>
<tr>
<th>Year and Semester</th>
<th>Course</th>
<th>Course Description</th>
<th>Faculty Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Fall</strong></td>
<td>AEEC 651</td>
<td>Applied microeconomic theory and applications to economic development</td>
<td>Popp, Ward and McFerrin</td>
</tr>
<tr>
<td></td>
<td>AEEC 661</td>
<td>Economic development modeling I: financial budgeting, cost and production modeling, cost benefit analysis</td>
<td>Libbin and Erickson</td>
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<tr>
<td></td>
<td>AEEC 672</td>
<td>Public sector economics I</td>
<td>Popp and Adkisson</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>AEEC 652</td>
<td>Applied economic theory II: macroeconomic theory with applications to economic development and growth</td>
<td>Peach and Enomoto</td>
</tr>
<tr>
<td></td>
<td>AEEC 662</td>
<td>Economic development modeling II: Regional modeling tools including input-output models, IMPLAN, and RIMS</td>
<td>Popp, Peach, Ward</td>
</tr>
<tr>
<td></td>
<td>GEOG 487</td>
<td>Geographic Information System Practicum</td>
<td>Czerniak and Brown</td>
</tr>
<tr>
<td><strong>Summer I or II</strong></td>
<td>AEEC 664</td>
<td>Economics of Population: Economic theories and models of population change</td>
<td>Peach</td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
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<tr>
<td><strong>Fall</strong></td>
<td>AEEC 666</td>
<td>Economics of transportation</td>
<td>Boberg</td>
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<tr>
<td></td>
<td>AEEC 680</td>
<td>Seminar in International Economic Development</td>
<td>Adkisson, Erickson</td>
</tr>
<tr>
<td></td>
<td>AEEC 673</td>
<td>Public Sector economics II</td>
<td>Popp and Adkisson</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>AEEC 668</td>
<td>Regional Change and Policy: The regional implications of federal, state, and local government.</td>
<td>Martin and Carruthers</td>
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<tr>
<td></td>
<td>AEEC 681</td>
<td>Seminar in urban economic development: Analysis of urban economic development issues, institutions, and approaches.</td>
<td>Catlett</td>
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<tr>
<td></td>
<td>Govt 544</td>
<td>Public Policy Analysis</td>
<td>Lapid</td>
</tr>
<tr>
<td><strong>Summer I or II</strong></td>
<td>AEEC 671 OR AEEC 682</td>
<td>Environmental economics or Seminar in rural economic development</td>
<td>Erickson</td>
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<td>Coppedge and Libbin</td>
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<tr>
<td><strong>YEAR 3</strong></td>
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<tr>
<td><strong>Fall, Spring, Summer</strong></td>
<td>AEEC 685 or AEEC 690</td>
<td>Internship or Professional Project</td>
<td>Doctoral Faculty</td>
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<td></td>
<td>Minor Courses</td>
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</table>

A normal course program (for a full-time student) would be:

**Year 1, Semester 1:** AEEC 651 – Applied Microeconomic Theory
AEEC 661 – Economic Development Modeling I  
Course from selected field  

Year 1, Semester 2:  AEEC 652 – Applied Macroeconomic Theory  
AEEC 662 – Economic Development Modelling II  
Course from selected field  

Year 1, Summer:  AEEC 664 – Economics of Population  

Year 2, Semester 1:  AEEC 672 – Public Sector Economic I  
AEEC GEOG 487 – Geographic Information System Practicum  
Course from selected field  

Year 2, Semester 2:  AEEC 668 -- Regional Change and Policy  
AEEC 681 – Seminar in Urban Economic Development  
Course from selected field  

Year 2, Summer:  AEEC 682 – Seminar in Rural Economic Development  

Year 3, Fall & Spring:  AEEC 685 – Internship  
and/or AEEC 690 – Professional Project.
Appendix J

References

http://www.carnegiefoundation.org/classifications/sub.asp?key=62&subkey=127

New Mexico Department of Higher Education (2005), 5 NMAC 5.2 POST-SECONDARY EDUCATION CHAPTER 5 POST-SECONDARY EDUCATIONAL PROGRAMS PART 2: APPROVAL OF NEW GRADUATE PROGRAMS
http://www.nmcpr.state.nm.us/nmac/parts/title05/05.005.0002.htm

New Mexico State University, Office of Institutional Research, Final Enrollment Counts, Fall 2005).

New Mexico State University, Office of the President, (July 2, 2005) “Living the Vision”
http://ltv.nmsu.edu/

New Mexico State University, (September 2005), “NMSU at a Glance”
http://www.nmsu.edu/General/NMSU_At_a_Glance.html.

Anthony V. Popp and James Peach, (March 2005) “The Economic Impact of New Mexico State University’s Main Campus and Dona Ana Branch Community College on Dona Ana County, New Mexico” Las Cruces, Arrowhead Center.

Appendix K

Guidelines

The Guidelines were downloaded from the New Mexico Department of Higher Education website (http://www.nmcpr.state.nm.us/nmac/parts/title05/05.005.0002.htm) on September 26, 2005.

This rule was filed as 5 NMAC 5.2.

TITLE 5 POST-SECONDARY EDUCATION
CHAPTER 5 POST-SECONDARY EDUCATIONAL PROGRAMS
PART 2 APPROVAL OF NEW GRADUATE PROGRAMS

5.5.2.1 ISSUING AGENCY: New Mexico Commission on Higher Education, 1068 Cerrillos Road, Santa Fe, NM 87501-4295, Telephone: 505/827-7383. [3/16/51, 7/1/94; Recompiled 10/31/01]

5.5.2.2 STATUTORY AUTHORITY: The commission on higher education has statutory responsibility to review new graduate programs proposed by state universities as part of its authority for statewide planning and oversight of post-secondary education. The Post-Secondary Educational Planning Act, specifically Section 21-2-5 NMSA 1978, authorizes the commission to conduct statewide planning, including analyses of state needs for post-secondary educational programs. Section 21-1-24 NMSA 1978 requires that any graduate program that is to benefit from state funding must first be approved by the commission and by the state board of finance. [4/5/71, 3/29/73; Recompiled 10/31/01]

5.5.2.3 SCOPE: The provisions of 5 NMAC 5.2 [now 5.5.2 NMAC] apply to any new graduate program proposed for implementation by any constitutional institution of higher education in New Mexico. [2/26/85, 5/4/90, 9/30/97; Recompiled 10/31/01]

5.5.2.4 DURATION: Permanent. [9/30/97; Recompiled 10/31/01]

5.5.2.5 EFFECTIVE DATE: September 30, 1997 [unless a later date is cited at the end of a section] [9/30/97; Recompiled 10/31/01]

5.5.2.6 OBJECTIVE: The objective of 5 NMAC 5.2 [now 5.5.2 NMAC] is to provide an orderly, objective basis for review and approval or disapproval of each new graduate program proposed for implementation. Although this regulation is intended primarily to guide decisions by the commission and its staff, it may also be used to guide review by the institutions and by statewide councils of graduate deans and chief academic officers. Decisions about new graduate program proposals shall be exercised so as to:
   A. fulfill societal requirements, employer needs and student demand;
   B. support high standards of academic quality;
   C. encourage cooperation among institutions, public and private;
D. avoid unnecessary or inappropriate duplication; and
E. maximize cost effectiveness for the state.

[2/26/85, 5/4/90, 9/30/97; Recompiled 10/31/01]

5.5.2.7 DEFINITIONS:

A. "Graduate program" is defined as any sequence of courses, activities or experiences which leads to award of any degree or certificate of completion beyond the baccalaureate degree. Graduate programs subject to 5 NMAC 5.2 [now 5.5.2 NMAC] include those leading to a master's degree, a post-baccalaureate certificate of specialization, a doctoral degree, or a professional degree in fields such as law, medicine or other professions.

B. "New" graduate program is defined as (a) one that differs from currently approved programs at the proposing institution, in terms of level of degree or area of study, or (b) one that has been dormant at a particular institution, i.e., one that has not admitted new students during a three-year period.

1. Addition of a doctoral degree in an area in which a master's degree is already awarded, or the converse, is subject to the provisions of 5 NMAC 5.2 [now 5.5.2 NMAC].

2. Any substantial change in the curriculum or emphasis of an existing graduate degree program, which will be reflected as a change in the title of the degree awarded, is subject to the provisions of 5 NMAC 5.2 [now 5.5.2 NMAC]. Among the tests of substantial change will be (a) whether or not the change will be reflected as a new program title in the institution's catalog and (b) whether or not the change will alter classification of the program in the commission's inventory of instructional programs.

   a. Addition of a program option, concentration or specialization that will result in a new degree title being awarded is subject to the provisions of 5 NMAC 5.2 [now 5.5.2 NMAC], but addition of another option, concentration or specialization to an existing approved program that would not change the title of the degree awarded probably would be judged as not requiring approval of the commission.

   b. Revisions of the curriculum of a program, option, concentration or specialization that do not alter how the program, enrollments and degrees awarded are reported to the commission are not subject to the provisions of 5 NMAC 5.2 [now 5.5.2 NMAC].

3. Deletion of a program option, concentration or specialization within an existing graduate program is not subject to the provisions of 5 NMAC 5.2 [now 5.5.2 NMAC].

4. Reconfiguration of an existing program in a manner that will retain the title of an existing program and that will not result in a net gain in the number of programs offered by an institution, such as consolidation of two or more programs into a single program, is not subject to the provisions of 5 NMAC 5.2 [now 5.5.2 NMAC].

5. Change in the department responsible for a graduate program, without a substantial change in the curriculum of the program and without a corresponding change in the title of the degree awarded, is not subject to the provisions of 5 NMAC 5.2 [now 5.5.2 NMAC].

6. A program, option, concentration or specialization that has been prepared to meet a request of a particular employer and that will be financially supported
by that employer and that will be offered to no more than two cohorts of students is not subject to the provisions of 5 NMAC 5.2 [now 5.5.2 NMAC]. However, students enrolled in such programs shall remain ineligible for any state support until the program is approved pursuant to 5 NMAC 5.2 [now 5.5.2 NMAC].

(7) Proposed changes in the name of an existing program, option, concentration or specialization, with or without a substantive change in content of the program or other questions about the applicability of 5 NMAC 5.2 [now 5.5.2 NMAC] should be referred to the commission for a staff determination of applicability and to assure that the commission's data base remains accurate.

[2/26/85, 5/4/90, 9/30/97; Recompiled 10/31/01]

5.5.2.8 GENERAL REQUIREMENT OF COMMISSION APPROVAL:
A. No graduate program established following the effective date of 5 NMAC 5.2 [now 5.5.2 NMAC], nor any student enrolled in that program, shall be eligible for inclusion in any of the commission's funding recommendations unless the program has been approved by the commission and by the state board of finance.
B. In the case of a question of applicability of 5 NMAC 5.2 [now 5.5.2 NMAC] to a particular change in graduate programming, commission staff will consult with the council of graduate deans and will consider the council's advice in rendering a decision about applicability. Staff decisions may be appealed to the commission, whose decision will be final. [2/26/85, 5/4/90, 9/30/97; Recompiled 10/31/01]

5.5.2.9 REQUIREMENTS FOR APPROVED GRADUATE PROGRAMS:
The requirements and questions listed below will be used in reviewing proposals to establish new graduate programs. The commission reserves the right to weigh these factors differentially and to consider additional factors in reaching decisions that best meet the interests of the state of New Mexico. These requirements are constructed to reflect state-level interests in post-secondary education; reviews of new graduate programs within the proposing institution are expected to reflect a somewhat different balance of concerns, for example, devoting greater consideration to details of program quality.

A. Purpose of the Program and Mission of the Proposing Institution. The proposed program must have a clear purpose that is consistent with the mission of the proposing institution.
   (1) What is the primary purpose of the proposed program? What are its secondary purposes, if any?
   (2) Is the proposed program consistent with the role and scope of the institution as set forth in its mission statement and interpreted by its governing board?
   (3) What is the institution's priority for the proposed program, as indicated in its most recent plans, funding requests or other institutional documents?
B. Justification for the Program. The proposed program must meet one or more specified needs within the state or region; must not duplicate existing programs unnecessarily or inappropriately; and, to the extent feasible and appropriate, should benefit from cooperative arrangements with other institutions.

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(1) Need. The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need.

   (a) Why is the program needed? Will graduates of the program help meet some specified state or regional need for skilled personnel? Have specific potential employers requested, or expressed interest in, the program? What, if any, internal institutional needs will also be met by the program?

   (b) Evidence of need might include results of employer surveys, current labor market analyses and projections, or need projections prepared by a relevant professional organization. Summaries of student interest also are appropriate but will not by themselves be considered sufficient evidence of need.

   (c) Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the commission of need for the program.

(2) Duplication. The proposed program must not duplicate existing programs unnecessarily or inappropriately. A proposal for a program similar to one (or more) that already exists within the state must present clear and convincing evidence that need for the program cannot be met by the existing program(s).

   (a) Is this program, or are similar programs, offered at any other public or private institutions within New Mexico?

   (b) If so, what is the remaining capacity of the program(s)? How many students could the existing program(s) accommodate without additional resources for faculty, equipment, facilities and other needs?

   (c) In light of the above information, why should the proposed program also be approved? What programmatic, geographic or other factors warrant approval of the program as an addition to the existing educational resources in the state?

   (d) Do New Mexico students have access to a comparable program in another state through either the WICHE professional student exchange or the WICHE regional graduate program?

   (e) As evidence, the proposing institution must assemble and display data listing each similar program offered by regionally accredited public and private universities in New Mexico; the numbers of students admitted to each of those programs during each of three recent, consecutive years; the numbers of degrees / certificates awarded during each of those years; and each university's estimated remaining capacity of its program(s).

   (f) To the extent feasible and appropriate, statements from representatives of the existing programs should be attached to the proposal, articulating their positions with regard to the proposed program.

   (g) The purpose of this requirement is twofold: (a) to assure that communication has taken place with existing programs, as an element in planning the proposed program, and (b) to aid reviewers in assuring that there is need for the program that cannot be met through existing programs.

(3) Inter-Institutional Collaboration and Cooperation. To the extent feasible and appropriate, the proposed program should establish collaborative relationships with other programs within New Mexico, so that state investments can be
shared and students can benefit from expanded opportunities across institutional boundaries.

(a) Are there programs at other institutions, and particularly programs already supported by the state, through which shared instruction, collaboration with faculty or other means of broadening student options and experiences can be arranged as part of the proposed program?

(b) If the proposed program is related to other programs operating at public institutions in the state, the proposal should document how collaboration will be achieved with those programs. For example, if it is feasible and productive to share faculty, instruction or other assets with an existing program at another institution, the proposal should outline how that collaboration will take place. If other arrangements for expanding students' experiences can be made with other institutions, those arrangements should be summarized.

C. Clientele and Projected Enrollment. The proposal must clearly describe the population of students who will be recruited for the proposed program and must include a detailed projection of enrollment and credit hours anticipated during the first five years.

(1) Clientele.
(a) Who are the students to be served by the proposed program? Will the program concentrate its recruitment upon students representing some particular geographic area, students from some special employment sector or some other identified group?

(b) What academic or experiential qualifications will be set for admission?

(c) Will the proposed program be consistent with state goals for equitable representation of all clusters of students? How will the program assure equal access and success of students from clusters historically underrepresented in graduate education or in the fields of employment for which the program is intended to prepare its graduates?

(i) At a minimum, the proposal should include data illustrating the representation of ethnic and sex/gender clusters of (a) undergraduate students and (b) graduate students at the proposing institution and should articulate the methods that will be used to assure equity in access and success in the proposed program.

(ii) To the extent possible, the proposal also should include information about representation in the fields of employment for which the program is intended to prepare students and other information relevant to assessing the capacity of the program to help redress underrepresentation.

(2) Projected Enrollment.
(a) The proposal must display, in clear tabular form, the projected enrollment in the proposed program during its first five years. This presentation must distinguish the number of new students (headcount) expected to enroll each year and the number of returning students expected to re-enroll in each year.

(b) The proposal should indicate the number of students expected to enroll full-time and the number expected to enroll on a part-time basis and must display the total number of student credit hours expected to be generated in each of the first five years.
D. Institutional Readiness for the Program. The institution should have nearly all of the resources needed to initiate the program. The proposal should include a clear statement of the extent to which the institution is ready to initiate the program, citing the remaining needs and recognizing each of those needs in the cost analysis developed pursuant to Section 9.1.5 [now Subsection E of 5.5.2.9 NMAC].

(1) Is the teaching faculty adequate in number and qualifications to initiate the program? If not, what additional faculty are needed? To what extent will the program rely upon graduate assistants to free faculty time for graduate instruction in the proposed program?

(2) Are the library and other academic support resources sufficient to initiate the program? If not, what additional resources are needed?

(3) Are the physical facilities of the institution adequate for the first five years of the program? Will additional space or modifications of existing space be required within the first five years of program operation?

(4) Are the institution's equipment and technological resources adequate for the first five years of the program? What, if any, additional equipment will be needed?

(5) Are other operating resources adequate to initiate the program? For example, will additional clerical or specialized personnel be needed?

E. Projected Cost of the Program. The proposal must include a clear analysis of the projected cost of the proposed program and the sources of funding that will support it.

(1) New Costs for Program Start-Up. The proposal should provide a clear indication of new costs that must be met in order to begin the program and to sustain it during its first five years. The analysis must address at least the following cost categories:

   (a) Additional faculty needed for the program, full-time and part-time.

   (b) Additional library resources needed for the program. The proposal should include a statement from the university librarian, indicating the cost of these new resources and the schedule on which the resources will be provided.

   (c) Additional facilities, equipment and technological resources needed for the program.

   (d) New graduate assistantships needed to support the program, including the dollar value of the assistantships during each of the first five years of the program.

(2) State Support. An analysis must be presented showing the approximate amount of state operational formula funding that will flow to the program for each of the first five years, based upon the projected student credit hours and current formula funding factors, and recognizing the delay and averaging characteristic of the formula.

(3) Other Support. If the proposed program will benefit from other sources of operational support, the proposal should describe those. For example, if particular cost categories such as new equipment or additional graduate assistantships are expected to be supported by research grants, contracts or other sources, the proposal should clearly describe those sources and levels of support and should indicate the advantage to the state of receiving such support.
F. Quality of the Program. The proposed program must be designed to meet high standards of academic quality, considering its instructional curriculum, faculty, student admission standards, opportunities for experiential learning and academic support, and provisions for continual review and improvement of the program.

(1) All programs supported by state funds are expected to comply with principles of academic quality delineated as part of the commission's regulation on instructional funding: 5 NMAC 3.12 [now 5.3.12 NMAC].

(2) Among the questions that will be considered in evaluating proposals for new graduate programs are the following:
   (a) Is the curriculum adequately structured to meet the stated purposes of the program?
   (b) Is the faculty adequate in number, experience and availability to offer a high quality program?
   (c) How do the proposed academic admission standards for students entering the program compare with standards for other programs at the institution and with admission standards for comparable programs at other institutions in New Mexico or other states?
   (d) How will the proposed program utilize current technologies to support program quality and delivery?
   (e) What opportunities will be available for assisting students to gain experiences relevant to work settings for which the program will prepare them?
   (f) What academic support services are available to students, to assist them in succeeding in the program?
   (g) What final integrating experiences or other features will be used to assure that graduates have acquired the knowledge and skills expected for the degree or certificate awarded?
   (h) Has the proposed program been evaluated by any external reviewers or is there other external evidence or opinion regarding the quality of the program?
   (i) Will specialized accreditation be sought for the program?

G. Assessment of Operations and Impact. The proposal must include a plan by which the proposed program will be assessed for its operation and impact over at least a five-year period.

(1) At a minimum, the plan must indicate methods that will be used to monitor program operations, progress of students and program completion rates.

(2) The plan also must include methods for obtaining evaluations from students, graduates or other appropriate sources and feeding that information into future operation of the program.

H. Administrative Responsibility for the Program and Institutional Commitment. There must be clear indication in the proposal that the institution is committed to the success of the proposed program.

(1) The proposal should indicate where in the structure of the institution the program will be administered. For example, which department will have primary responsibility and which additional departments, if any, will contribute to operation of the program?
(2) The proposal should include a clear statement of administrative support for the program, sufficient to assure that resources will be provided during the first five years of the program. The proposal should also verify that all within-institution approvals needed for the program have been granted, including approval by the institution's governing board.

[2/26/85, 5/4/90, 9/30/97; Recompiled 10/31/01]

5.5.2.10 PROCESS FOR APPROVAL OF NEW GRADUATE PROGRAMS:

A. Before submitting a proposal for review by the commission, an institution must have completed all internal institutional reviews required for new graduate programs. The proposal must be in a form that is fully supported by the institution.

B. Advance notice to commission staff of the intent to submit a proposal for a new graduate program is encouraged but is not required. A proposal should be submitted to the commission and the council of graduate deans at least nine months prior to the anticipated date of implementation of the program, in order to allow sufficient time for review by the council of graduate deans, the academic council, the commission and the state board of finance prior to implementation.

C. The proposal may be submitted simultaneously to the commission and to the council of graduate deans. Commission staff will begin an independent review of the proposal and may participate in consideration of the proposal by the council of graduate deans. Members of the council may solicit input on the proposal from cognizant members of their faculty, for inclusion in the council's consideration. As it deems appropriate, the council may suggest modifications of the proposal or the proposed program.

D. If the council of graduate deans finds that the proposed program warrants further consideration, it will forward its written recommendation and comments to the academic council on higher education (the chief academic officers of the state universities) and to the commission. A proposal considered but not recommended by the council of graduate deans may be forwarded by the sponsoring institution directly to the academic council.

E. The academic council will conduct its review of the proposal and may suggest modifications of the proposal or the proposed program. Commission staff may participate in the review by the academic council.

F. When the academic council has completed its review of the proposed program, it will notify the commission that the proposal is ready for consideration by the commission. The council will forward to the commission its written comments regarding the proposed program.

G. Following notification by the academic council, the proposal will be subjected to independent review by the commission staff. Commission staff may request additional information from the institution for use in its review. Based upon the outcome of its review, staff will submit a written recommendation to the commission indicating either (a) that the proposal satisfies the requirements set forth in this regulation; or (b) that staff have questions about the proposal and seek guidance from the commission; or (c) that staff recommend denial of the proposal.

H. Following completion of the staff review, the proposal and staff recommendation will be considered by the commission using a two-step process. First,
the proposal and staff recommendation will be presented as an information item at a regularly scheduled meeting of the commission. Second, the proposal and staff recommendation will be scheduled as an action item at the subsequent regularly scheduled meeting of the commission. If the proposal has a staff recommendation of approval, and no commissioner has requested otherwise prior to the second meeting, the proposal may be placed on the commission's consent calendar for action. At any point during this process, the commission may elect to return a proposal to the sponsoring institution, for modification, or to the council of graduate deans, the academic council, or both, for reconsideration. At any point during this process, the sponsoring institution may withdraw its proposal.

I. If the commission approves the proposed program, commission staff will submit the proposal or an appropriate summary of the proposal, along with the commission's recommendation, to the state board of finance. Commission staff will notify the institution of the date when the board of finance has scheduled its consideration of the proposal.

J. Institution personnel will have the primary responsibility for presentation and justification of the proposal to the board of finance. The role of commission staff will be to present the recommendation of the commission to the board.

HISTORY OF 5.5.2 NMAC:
Pre-NMAC History: The material in this Part was derived from that previously filed with the State Records Center and Archives under:
BEF Rule 210, Graduate Programs - Approval of New, 2/26/85.
CHE Rule 210, Graduate Programs - Approval of New, 5/4/90.

History of Repealed Material: [RESERVED]