BOARD OF REGENTS
STUDENT SUCCESS, TEACHING & RESEARCH COMMITTEE

MEETING AGENDA

October 7, 2021
1:00 PM
Virtual Meeting
AGENDA

I. Call to Order – Confirmation of a Quorum, Adoption of the Agenda

II. Approval of Summarized Minutes from Previous Meeting

III. Reports/Comments:
   Provost’s Administrative Report
      i. James Holloway, Provost & EVP for Academic Affairs
      Member Comments
      Advisor Comments

IV. Action Items:
   A. Posthumous Degree for Brandon Ray
      Lisa Lindquist, Director, LoboRESPECT Advocacy Center

   B. Posthumous Degree for Michael Sanchez
      Lisa Lindquist, Director, LoboRESPECT Advocacy Center

   C. Naming request from Comprehensive Cancer Center
      Request approval to create an Endowed Professorship the
      Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology
      Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center

   D. Request approval to appoint Sara G.M. Piccirillo, Ph.D. as the
      Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology
      Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center

   E. Request approval of appointment of Dr. Anne Greene as the holder of the
      Dr. Irene Uhrik Boone Endowed Chair in Pediatrics.
      Loretta Cordova de Ortega, M.D., Chair Department of Pediatrics

   F. Request approval of appointment of Zoneddy Ruiz Dayao MD as the holder
      of the Maralyn S. Budke Endowed Professorship in Cancer Care Delivery
      Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center

   G. Request approval to create an endowed professorship the Dana C. Wood
      Professorship in Cancer Immunotherapy
      Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center

   H. Request approval to appoint Eric C. Bartee, Ph.D. to the Dana C. Wood
      Professorship in Cancer Immunotherapy
      Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center

   I. Request approval to create an Endowed Professorship the Victor and Ruby
      Hanson Surface Professorship in Cancer Population Sciences and Cancer
      Health Disparities
      Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center

   J. Request approval to appoint Shiraz Mishra, MBBS, PHO to the Victor
      and Ruby Hanson Surface Professorship in Cancer Population Sciences
      and Cancer Health Disparities
      Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center
K. Request approval to create an endowed professorship the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement
   Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center

L. Request approval to appoint Andrew Sussman PhD to the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement
   Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center

M. Form D - Graduate Certificate in Elementary Education with K-8 Licensure (New)
   Dr. Marjorie Krebs, Ed.D. Department of Teacher Education, Educational Leadership & Policy

N. Form D - Graduate Certificate in Indigenous Planning (New)
   Theodore Jojola, Ph.D., Director and Regents Distinguished Professor, Indigenous Design and Planning Institute
   Renia Ehrenfeucht, Ph.D., Professor & Chair Community & Regional Planning

O. Albuquerque Institute of Mathematics and Science (AIMS) Memorandum of Agreement
   Loretta Martinez, Esq., General Counsel, Office of University Counsel

P. Recommendations For Consent Agenda Items on Full Board of Regents’ Agenda
   Kim Sanchez Rael, Chair, Regents’ SSTAR Committee

V. Information Items:

Q. Racial and Intersectional Micro aggressions (RIMA) Survey
   At the University of New Mexico 2021-Report to Regents
   Assata Zerai, Ph.D., Professor of Sociology, Vice President for Equity and Inclusion

R. KUNM Radio – Annual Report
   In packet-no formal presentation

VI. Public Comment

VII. Adjournment
Meeting Summary

Committee members present: Regent Doug Brown, Student Regent Randy Ko, acting Chair Finnie Coleman, President, Faculty Senate, and Nancy Shane, President Staff Council
Committee members absent: Regent Kim Sanchez Rael, Chair and James Holloway, Provost & Executive Vice President for Academic Affairs

Advisors present: Mia Amin, ASUNM President, Nikhil Naguru, GPSA President

I. Call to Order (1:02 PM) – Confirmation of a Quorum, Adoption of the Agenda

Motion to Approve: Regent Doug Brown
Second: Nancy Shane, President Staff Council
All members voted yes.
Motion: Approved

II. Approval of Summarized Minutes from Previous Meeting

Motion to Approve: Regent Doug Brown
Second: Finnie Coleman, President, Faculty Senate
All members voted yes.
Motion: Approved

III. Reports/Comments:

Provost Administrative Report

William Stanley, Associate Provost for Faculty Success (presenting report on behalf of Provost)

• Spring 2020: Faculty found it necessary to move, very suddenly, to emergency remote instruction. Live courses were moved to teleconferencing platforms, utilizing Zoom and MS Teams. Many instructors who had not previously utilized Blackboard learning, became quick learners in the unfamiliar technology. This also increased their technical skillset during a challenging time. The Center for Teaching and Learning trained over 700 faculty on how to design and implement remote courses. The focus of the training was how to engage students through remote teaching and keep them engaged. Beyond the regulatory requirement of regular and substantive interaction the Center for Teaching and Learning summer training focused on best practices for capturing and maintaining student interest and creating a sense of community, in spite of the absence of interpersonal interaction.

Challenges:

o Student’s attention spans are shorter when communicating via computer screen, so the delivery of information needed to be reorganized, repackaged, and needed to involve more variety.

o Pandemic brought a whole new level of stress for our students in the form of lost jobs and income contending with preschool and school aged kids at home, illness and even death of loved ones and the tremendous psychological stresses brought on by social isolation, fear and uncertainty about the future.

Response to Challenges:

o Faculty change the nature of assignments to include more flexibility to deadlines

o Explored the use of multiple platforms and communication modalities to keep students engaged

o More attention to making classes affirming and welcoming; spent a lot of time reaching out to student who had fallen out of contact

All sessions of the 2021 Colloquium for Innovative Teaching: Post-Pandemic Pedagogy were recorded and remain accessible on the Provost website in the Faculty development section.
How will teaching be different when we return to the classroom in Fall 2021?

- Fall 2021: Instruction will go from 80% remote learning in Spring 2021 to approximately 80% in person learning for Fall 2021. Based on sessions in the Colloquium and feedback, the variety of different approaches that instructors used and the extent to which instructors have been willing and able to set aside established practices is noteworthy. There was discussion about differences across fields and what innovations were feasible and successful. The stresses students face in their everyday lives, increased by the pandemic was also brought to the forefront. Much of the innovation described related to how to support the success of students who faced severe personal challenges.

Key takeaways:

- The importance of peer-to-peer communication among students both formally through the employment of peer learning facilitators.
- Creating spaces for peer-to-peer communication, whether through written discussion forums and learn system or on platforms where students could compare notes and help one another. Such communication spaces, not only created a sense of community but enhance student learning.
- Instructors noted that different students communicate more actively in different settings, for example, faculty noticed that some students who rarely put themselves forward during live sessions were among the most thoughtful when engaged in the written forums.
- Faculty explored changes to exams and assignments, to make them more flexible for students, facing a variety of life challenges
- Instructors will continue to bring in colleagues, research collaborators and community partners into their classes using remote technology
- This is not a one size fits all, but there are innovations that can translate across fields.

Member Comments:

Finnie Coleman: I have concern with the rollout of a new learning management system as users of the Blackboard are accustom to using the platform. What measures can faculty take to get ready for the Fall semester?

William Stanley: Administrative access to canvas starting during the summer and what I understand from academic IT is that there are a number of integrations that have to take place between Canvas, electronic textbooks, the Ally system, and Kaltura the media system. Faculty cannot really work with the system until the integrations are complete. Group workshops and one on one training will get underway in the fall. Virtual support will also be available. We expect simple course to easily migrate to Canvas. There is a team being formed to focus on courses that have more elaborate components as they transition to Canvas. We expect to be fully utilizing Canvas by Fall of 2022.

Advisor Comments: None

IV. Action Items:

A. Proposed Legislation to amend Article VI, Section 2:
   Council Chair Elections of GPSA Constitution
   Nikhileswara Reddy Naguru, GPSA President
   Motion to Approve: Doug Brown
   Second: Nancy Shane
   All members voted yes.
   Motion: Approved
B. Proposed changes to the Staff Council Constitution to amend Article III, Sections 2 and 3; Article IV, Sections 1 and 4
   Nancy Shane, UNM Staff Council President
   Motion to Approve Sections 1 and 4: Doug Brown
   Second: Finnie Coleman
   All members voted yes.
   Motion: Approved

   Motion to Approve Sections 2 and 3: Doug Brown
   Second: Finnie Coleman
   All members voted yes.
   Motion: Approved

C. Posthumous Degree for Glenda Lewis
   Robben Baca, Graduate Academic Affairs Specialist
   Motion to Approve: Finnie Coleman
   Second: Nancy Shane
   All members voted yes.
   Motion: Approved

D. 2021 Spring Degree Candidates
   Finnie Coleman, President, Faculty Senate
   Motion to Approve: Nancy Shane
   Second: Doug Brown
   All members voted yes.
   Motion: Approved

E. Form D PhD in Health Equity Sciences
   Kristine Tollestrup, Professor, College of Population Health
   Nina Wallerstein, Professor, College of Population Health
   Motion to Approve: Nancy Shane
   Second: Doug Brown
   All members voted yes.
   Motion: Approved

F. Appoint Dr. Gulshan Parasher, MD as the inaugural holder of the Robert G. “Reg” Strickland Distinguished Chair of Digestive Health and Science
   Dr. Mark Unruh, Department Chair of Internal Medicine
   Motion to Approve: Doug Brown
   Second: Nancy Shane
   All members voted yes.
   Motion: Approved

G. Recommendations for Consent Agenda Items on Full Board of Regents’ Agenda
   Student Regent Randy Ko, acting Chair on behalf of Regent Kim Sanchez Rael
   Action items for Full Board Consent agenda:
1. Proposed Legislation to amend Article VI, Section 2: Council Chair Elections of GPSA Constitution
2. Proposed Legislative Action: Proposed Legislation to amend Article VIII. Amendments to GPSA Constitution
3. Proposed changes to the Staff Council Constitution to amend Article III, Sections 2 and 3; Article IV, Sections 1 and 4

Motion to Add Action items A, B, and C to the Consent agenda for full Board: Doug Brown
Second: Nancy Shane
All members voted yes.
Motion: Approved

V. Information Items:

I. Resolution on Divestment

Finnie Coleman, President, Faculty Senate
Finnie Coleman: Addressing climate change requires significant work from all of us, from the efforts that we make to educate our colleagues in our communities about the dangers and the presence of climate change and the impact that it is having on our planet. From broad educational efforts to our own individual efforts of reducing our own individual carbon footprints, there is a great deal of work to go around. The Faculty Senate, especially the operations committee is sensitive to this and understands that asking for divestment means asking the board of regents to join other governing boards around the country who've made the decision to actively divest from fossil fuels. We would also like for the Board of Regents to understand that the Faculty stands ready to join in any way that is productive to help the Board of Regents and our Foundation to think through what divesting would mean for the University of New Mexico. The faculty and operations committee believes we must acknowledge these difficulties. It is not as easy as saying we will divest.

J. Resolution on Green Initiatives

Finnie Coleman, President, Faculty Senate
Finnie Coleman presented the resolution on green initiatives. There are two pages of Initiatives that we consider to be a preliminary list of recommendations that we think are actionable. We understand that they are not all resource neutral. There is a mix of items on the list. Some will require investment from the university while others will require us to have a change in the way we think about our university and plan for future action.

VI. Public Comment
None.

VII. Adjournment @ 2:14pm
Motion to Approve: Doug Brown
Second: Finnie Coleman
All members voted yes.
Motion: Approved
August 25, 2021

TO:       Board of Regents Student Success, Teaching and Research Committee
FROM:    Nancy D. Middlebrook, University Secretary
SUBJECT: Posthumous Degree Request for Brandon Ray

The Faculty Senate approved the posthumous degree for Brandon Ray at the February 23, 2021, Faculty Senate meeting.

Attached is the posthumous degree request.

Please place this item on the next SSTAR agenda for consideration.

Please feel to contact me at ndm@unm.edu if you need additional information.

Attachment .
Posthumous Degree Request Form

Request Initiator: William Pockman, Professor and Chair  Contact: pockman@unm.edu; 505-620-7320

Relationship to student or UNM: Chair of Biology, Student's major department

Would you like the Dean of Students to contact the family regarding this request?  Yes  No  not necessary, but might be appropriate

Dean of Students Notification: 

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Brandon Ray</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>101597873</td>
</tr>
<tr>
<td>College:</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Degree:</td>
<td>BS</td>
</tr>
<tr>
<td>Major(s):</td>
<td>Biology</td>
</tr>
<tr>
<td>Concentration(s):</td>
<td></td>
</tr>
<tr>
<td>Minor(s):</td>
<td></td>
</tr>
</tbody>
</table>

The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but also significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

Accordingly, the University of New Mexico will make available “posthumous degrees” of appropriate type and level to be bestowed upon a student who dies before s/he is able to complete his/her program.

These degrees may be granted under the following circumstances and terms:

1. The student must be in degree status and either currently enrolled or enrolled in the academic year previous to his/her death;  yes
2. The student must have completed a minimum of half of the credits required for the degree;  yes
3. Requests for posthumous degrees may be initiated by the student’s family, the faculty of the department and/or college, or a UNM administrator; department initiated
4. The department, the college and the Faculty Senate must approve requests for posthumous degrees. The Senate Graduate Committee must also review and provide recommendation on requests for graduate level posthumous degrees;  
5. The degree will be noted as “posthumous” on both the diploma and the transcript.

<table>
<thead>
<tr>
<th>Approvals</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>William Pockman, Professor and Chair</td>
<td>Digitally signed by William Pockman  Date: 2021-03-19 20:24:10 -07'00'</td>
<td>1/19/21</td>
</tr>
<tr>
<td>College:</td>
<td>Stephanie Hands  Dr., A&amp;S Dir. Academic Success</td>
<td></td>
<td>5/12/21</td>
</tr>
<tr>
<td>Grad. Committee (if necessary):</td>
<td>Nancy D. Middlebrook, University Secretary</td>
<td></td>
<td>5/13/21</td>
</tr>
<tr>
<td>Faculty Senate:</td>
<td>Nancy D. Middlebrook, University Secretary</td>
<td></td>
<td>5/13/21</td>
</tr>
</tbody>
</table>

Updated: 9/02/2016
January 28, 2021

TO: Lisa Lindquist, Program Director, Lobo Respect Advocacy Center

FROM: William Pockman, Chair, Department of Biology

RE: Posthumous degree request for Brandon Ray (101597873)

I’m writing to request that the University of New Mexico award a Posthumous degree to Mr. Brandon Ray. Brandon transferred to UNM after starting his studies at SIPI, where he maintained a 4.0 GPA. Brandon was a Biology major with senior standing, 188 CR earned across SIPI and UNM, and needing only a single upper-division course in Biology and a single supportive course to complete his degree. He passed away in November 2020 before he could complete his degree. Brandon’s former mentor at SIPI may be able to provide a summary of Brandon’s path to UNM but from the perspective of the department his transcript and work make it clear that a posthumous degree is appropriate to honor his accomplishments.
August 25, 2021

TO: Board of Regents Student Success, Teaching and Research Committee

FROM: Nancy D. Middlebrook, University Secretary

SUBJECT: Posthumous Degree Request for Michael Sanchez

The Faculty Senate approved the posthumous degree for Michael Sanchez at the August 24, 2021, Faculty Senate meeting.

Attached is the posthumous degree request.

Please place this item on the next SSTAR agenda for consideration.

Please feel to contact me at ndm@unm.edu if you need additional information.

Attachment.
Posthumous Degree Request Form

Request Initiator: Darko Stefanovic Contact: darko@cs.unm.edu

Relationship to student or UNM: Chair, Computer Science

Would you like the Dean of Students to contact the family regarding this request? Yes ☑ No ☐

Dean of Students Notification: Charles Fleddermann, SOE Associate Dean cbf@unm.edu

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Michael A. Sanchez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>101823999</td>
</tr>
<tr>
<td>College:</td>
<td>School of Engineering - Computer Science</td>
</tr>
<tr>
<td>Degree:</td>
<td>BS CS</td>
</tr>
<tr>
<td>Major(s):</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Concentration(s):</td>
<td></td>
</tr>
<tr>
<td>Minor(s):</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but also significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

Accordingly, the University of New Mexico will make available "posthumous degrees" of appropriate type and level to be bestowed upon a student who dies before s/he is able to complete his/her program.

These degrees may be granted under the following circumstances and terms:
1. The student must be in degree status and either currently enrolled or enrolled in the academic year previous to his/her death;
2. The student must have completed a minimum of half of the credits required for the degree;
3. Requests for posthumous degrees may be initiated by the student's family, the faculty of the department and/or college, or a UNM administrator;
4. The department, the college and the Faculty Senate must approve requests for posthumous degrees. The Senate Graduate Committee must also review and provide recommendation on requests for graduate level posthumous degrees;
5. The degree will be noted as "posthumous" on both the diploma and the transcript.

<table>
<thead>
<tr>
<th>Approvals</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Darko Stefanovic, Chair</td>
<td>Digitally signed by Darko Stefanovic: Date: 2021.03.21 14:21:57-06'00'</td>
<td>21 March 2021</td>
</tr>
<tr>
<td>College:</td>
<td>Charles Fleddermann, Associate Dean</td>
<td></td>
<td>22 March 2021</td>
</tr>
<tr>
<td>Grad. Committee</td>
<td>Nancy D. Middlebrook, University Secretary</td>
<td></td>
<td>8/24/21</td>
</tr>
</tbody>
</table>

Updated: 9/02/2016
March 21, 2021

Dr. Charles B. Fleddermann  
Associate Dean for Academic Affairs and Community Engagement  
School of Engineering  

Dear Dean Fleddermann,

I am writing to offer support for the request, attached herewith, to grant a posthumous degree of Bachelor of Science in Computer Science, to our late student Michael A. Sanchez. Michael was not only on the path to receive his BS degree, but he had been admitted to the shared credit program and had started his first MS-level class. He was a strong student. He had already completed a minor, in psychology, which is one of our requirements. He had strong grades in computer science courses. For example, he took the accelerated 5-credit Java course CS259L and earned an A. He completed the most challenging programming course, CS351. Clearly, he was within a year of completing the BS degree requirements.

I had good reports on Michael’s interest in research and teaching, and I had placed him on the shortlist for students to invite to serve on the department’s advisory board.

In closing, while nothing can replace Michael’s presence, I ask for your support that the University may award Michael the posthumous degree and thus recognize the promise that he held.

Sincerely yours,

Darko Stefanovic  
Department Chair and Professor  
Department of Computer Science  
University of New Mexico  
Albuquerque, NM 87131  
United States of America  
darko@cs.unm.edu  
+1 505 2776561
March 22, 2021

Prof. Charles B. Fledderman  
Associate Dean for Academic Affairs and Community Engagement  
The University of New Mexico

Dear Dean Fledderman,

I am writing to lend my support for the posthumous degree of Bachelor of Science in Computer Science to Michael Sanchez. He was well respected student in our department, both by faculty and his peers. He was always willing to help another student out with their coding project or homework. I recommended him to the McNair program, and I’ve included an excerpt from that recommendation letter here:

“I met Michael in the Fall of 2018 when he took my CS 259 Data Structures with Java Course. This was a five credit course only offered for top incoming students who could manage the material from two introductory core classes within a semester timeframe.

Our projects in CS 259 were complex, and Michael was a student who really dove in and tried to identify solutions on his own. Both the TA and I were often shocked about how he would find solutions without much guidance, often specialized functions that directly solved the problem. This meant he had to read through code documentation in order to find these functions and apply them. Honestly, this wasn’t the best solution, and we told him. But, it was very tenacious, a characteristic not often seen in a first year student! Michael took the criticism well, and we worked with him to learn when to spend time re-implementing vs. looking up a solution.

I encouraged Michael to apply to McNair, given the productivity and persistence I had seen in the classroom. I also began him on a research project so he could determine if the fifth year MS degree (shared credit) or just pursuing a Ph.D. would be a better choice for him.”

Michael was the student we, as faculty, join academia to reach. He was a student who had been adopted out of foster care, served in the military, and who had come to our program to achieve a dream of being a computer scientist. While I would have rather have attended his graduation and thanked his adoptive parents and wife for lending him to us, I feel this degree is the least we can do to recognize his efforts in our program.

Thank you,

Prof. Lydia Tapia
August 26, 2021

TO: Student Success, Teaching and Research Committee

FROM: Rick Holmes, Office of the University Secretary

SUBJECT: Approval of naming requests from the Comprehensive Cancer Center

Upon recommendation of the Comprehensive Cancer Center, the University Naming Committee approved the naming of the items listed below:

- Request approval to create an endowed professorship the, ‘Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology’ (3.2.6. Endowed Faculty Positions; 2.2 Private Financial Support)

- Request approval to appoint Dr. Sara G.M. Piccirillo, PHD to the ‘Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology’ (3.2.6 Endowed Faculty Positions)

Please place these items on the next Student Success, Teaching and Research Committee meeting agenda for consideration.

Thank you.

Attachments
MEMO

To:       Cinnamon Blair
           Chair, UNM Naming Committee

From:    Dr. Alan E Tomkinson Ph.D
          The Victor and Ruby Hansen Surface Endowed Chair in Cancer Research
          Interim Director and CEO, UNM Comprehensive Cancer Center
          Professor and Vice Chief, Division of Molecular Medicine
          Department of Internal Medicine

          Dr. Cheryl Willman, MD
          UNM Distinguished Emeritus Professor of Pathology

          Dr. Nancy Kanagy
          Chair, Department of Cell Biology & Physiology

Date:     August 10, 2021

Re:       Creation and Appointment of the Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology

Dear Ms. Blair and members of the naming committee,

On behalf of the UNM Comprehensive Cancer Center and the UNM School of Medicine’s Department of Neurosurgery and Department of Cell Biology and Physiology, I would like to request approval to create the Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology. This naming request is respectfully submitted in accordance with UNM Administrative Policy 1020: Naming Facilities, Spaces, Endowments, and Programs, under Section 2.1. The Endowment Fund was established in memory of Robert M. Faxon Jr. to support UNM faculty to contribute to significant research and clinical discoveries for neurologic cancers. Several donors came together to make this Fund possible.

Additionally, as prescribed by Faculty Handbook Policy C170 “Endowed Chairs and Named Professorships” and in consultation with faculty within the department, we seek approval to appoint Dr. Sara G.M. Piccirillo, PHD.

Dr. Piccirillo is an Assistant Professor of Cell Biology and Physiology at the University of New Mexico School of Medicine with a secondary appointment in the Department of Neurosurgery.
Dr. Piccirillo graduated at the University of Milan (Italy) in Medical Biotechnology in 2003 and gained a Ph.D. in Translational and Molecular Medicine in 2008 at the University of Milan-Bicocca.

For her post-doctoral training, Dr. Piccirillo was awarded a Marie Curie Intra-European Fellowship in 2010 and worked as a Research Associate in the Department of Clinical Neurosciences of Cambridge University (UK). In February 2011, she was elected as a Research Fellow of Hughes Hall, one of the 31 colleges in Cambridge. In 2013, Dr. Piccirillo started a collaboration with the University of Texas Southwestern Medical Center in Dallas (US) and visited the institution between 2014-2016 as Visiting Senior Scientist.

In 2016, Dr. Piccirillo was recruited to UT Southwestern Medical Center as Faculty Member of Internal Medicine and in 2018 she was promoted to Assistant Professor at the same institution. Dr. Piccirillo has numerous additional awards and achievements having received in 2017 the DocStar Award, The Cary Council from Southwestern Medical Foundation. In 2019, Dr. Piccirillo joined the University of New Mexico Health Sciences Center as a Tenure-Track Assistant Professor in the Department of Cell Biology and Physiology and Full Member of the UNM Comprehensive Cancer Center. That same year, she was also the recipient of the Gianni Bonadonna Prize for New Drug Development in Oncology. Her current areas of research include the impact of Tumor-Treating Fields on residual disease in glioblastoma and targeting inflammatory cells in glioblastoma residual disease.

For your consideration, I have included Dr. Sara G.M. Piccirillo CV and letters of support for your review. Thank you for your time and consideration of this request.
July 12, 2021

To: Ms. Cinnamon Blair
Chair of the UNM Naming Committee

Re: Appointment of Dr. Sara G.M. Piccirillo as The Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology

Dear Ms. Blair,

It is my privilege to support Dr. Sara G.M. Piccirillo as the recipient of The Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology. Dr. Piccirillo joined the University of New Mexico Health Sciences Center (UNMHSC) in 2019. Currently, she is a Tenure-Track Assistant Professor in the Department of Cell Biology and Physiology and a Full Member of the UNM Comprehensive Cancer Center.

Dr. Piccirillo has extensive academic and research training. She received her M.S. degree in Medical Biotechnology and Ph.D. degree in Translational and Molecular Medicine from the University of Milan, Italy in 2003 and 2008 respectively. During her graduate studies and also for one year as a post-graduate, Dr. Piccirillo served as a key researcher with Professor Angelo Vescovi of the Department of Biotechnology and Biosciences at the University of Milan. Here, she isolated, characterized, and identified key mechanisms of action of tumor-initiating cells in human brain tumors. Her research is detailed in a series of important scholarly articles published in premier international journals including Nature, Oncogene, and Stem Cells. She also publically presented her research at such conferences as the Annual Meeting of the American Association for Cancer Research, and the International Society for Stem Cell Research. Dr. Piccirillo was also invited as speaker at the International Brain Tumor Research and Therapy Meeting in Napa Valley and the 23rd Radiation Biology International Symposium in Kyoto, Japan.

In 2010, Dr. Piccirillo was recruited by Professors Colin Watts and Simon Tavaré of the John van Geest Centre for Brain Repair at the University of Cambridge. During her years there, Dr. Piccirillo continued her groundbreaking research of tumor-initiating cells in human brain cancer. This research was funded by a competitive Marie-Curie Intra-European Fellowship that she received. She was fully committed to the project from the design of the experiments to the interpretation and presentation of the results. Most notably, she discovered that in the same glioblastoma, spatially distinct tumor cell populations exhibited differential patterns of drug response, the details of which are set forth in important papers published in the British Journal of Cancer, PNAS, Cancer Research and Stem Cell Reports. She also orally presented these findings at several international meetings, such as the Annual Meeting of the British Neuro-Oncology Society, the American Association for Cancer Research Annual Meeting, and the European Association of Neuro-Oncology Annual Meeting.
It was no surprise that after completing her postdoctoral studies and serving as a Visiting Senior Scientist at UT Southwestern, she was offered a faculty member position at UT Southwestern and more recently was recruited as a Tenure-Track Assistant Professor in the Department of Cell Biology and Physiology here at UNMHSC.

Last year, Dr. Piccirillo applied to the Pilot Project Program of the Autophagy, Inflammation, and Metabolism (AIM) Center of Biomedical Research Excellence (CoBRE) that I direct. This program is used to identify and develop future mentored Principal Investigators for the Phase 2 of the AIM CoBRE. Her proposal was very well received by the Pilot Award Steering Committee and the External Advisory Committee and based upon its favorable reviews and consistency with the goals of the AIM program, we were pleased to fund her project in the amount of $40,000.

In her current role, Dr. Piccirillo continues to conduct the most advanced brain cancer research, has continued to publish her original research in the premier publishing forums, and present her research at prominent international conferences. Recently, she was extremely successful in obtaining two large dollars translational grants from The American Association for Cancer Research ($250,000) and The Ivy Foundation ($600,000), both with a start date of July 1st, 2021. Dr. Piccirillo is truly set apart from other researchers in the field and is certainly deserving of The Robert M. Faxon Jr. Endowed Professorship in Neurologic Oncology.

Please do not hesitate to contact me if you require any additional information.

Sincerely,

Vojo Deretic, Ph.D.
Distinguished Professor
Department Chair, MGM
Director, AIM Center
University of New Mexico School of Medicine
vderetic@salud.unm.edu
SARA G.M. PICCIRILLO
Curriculum Vitae

Researcher Unique Identifier: [Redacted]
Nationality: [Redacted]
E-mail: SPiccirillo@salud.unm.edu
Work Address: 915 Camino de Salud NE, 87131 Albuquerque (NM)
Telephone: +1-505-272-8520

Education

2008  PhD in Translational and Molecular Medicine
      University of Milan-Bicocca, Italy.
      Dissertation: “Regulatory mechanisms in cancer stem cells from human glioblastomas”.
      Graduation score: Excellent.

2003  MSC in Medical Biotechnology
      University of Milan, Italy.
      Dissertation: “DNA-microarray analysis of anti-tumour factors expressed by neural stem cells
during differentiation”.
      Graduation score: 110/110 with honors.

Research Experience

2019 – present  Assistant Professor (Tenure-Track)
                 Department of Cell Biology and Physiology, University of New Mexico Health Sciences Center,
                 Albuquerque (NM) USA (Secondary appointment: Department of Neurosurgery).

2018 – 2019  Assistant Professor (Research-Track)
               Division of Hematology and Oncology, Department of Internal Medicine, UT Southwestern
               Medical Center, Dallas (TX) USA.

2017 – 2018  Instructor
               Division of Hematology and Oncology, Department of Internal Medicine, UT Southwestern
               Medical Center, Dallas (TX) USA.

2014 – 2016  Visiting Senior Researcher
               Department of Neurology  & Neurotherapeutics, UT Southwestern Medical Center, Dallas (TX)
               USA.

2010 – 2016  Research Associate (Colin Watts Lab)
               John van Geest Centre for Brain Repair, Department of Clinical Neurosciences, University of
               Cambridge, Cambridge, UK.

2008 – 2009  Senior Researcher (Stemgen s.p.a.)
               Department of Biotechnology and Biosciences, University of Milan-Bicocca, Milan, Italy.

2005 – 2008  PhD Student (Angelo Vescovi Lab)
               Department of Biotechnology and Biosciences, University of Milan-Bicocca, Milan, Italy.

2003 – 2005  Graduate Fellow (Angelo Vescovi Lab)
               Department of Biotechnology and Biosciences, University of Milan-Bicocca, Milan, Italy.
### Major Grants and Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Grant Description</th>
<th>Funding Source</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>Translational Adult Glioma Award 2021, The Ben and Catherine Ivy Foundation ($600,000)</td>
<td>Principal Investigator (PI)</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>AACR-Novocure Tumor Treating Fields Independent Investigator Research Grant</td>
<td>American Association for Cancer Research and Novocure ($250,000)</td>
<td>PI</td>
</tr>
<tr>
<td>2019</td>
<td>Gianni Bonadonna Prize for New Drug Development in Oncology</td>
<td>Gianni Bonadonna Foundation and Prada Group (€20,000)</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>DocStars Award, The Cary Council - Southwestern Medical Foundation ($50,000)</td>
<td>Role: PI</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>New Investigator Research Award</td>
<td>Cancer Research UK to support the collaborative project with UT Southwestern Medical Center (€606,079)</td>
<td>PI</td>
</tr>
<tr>
<td>2015</td>
<td>Master of Arts (Honorary)</td>
<td>University of Cambridge UK</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Marie Curie Intra-European Fellowship For Career Development</td>
<td>European Commission (€200,549.60)</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Young Investigator Award, British Neuro-Oncology Society (BNOS) and Brain Tumour UK</td>
<td>Role: PI</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Best Young Italian Researcher 2007 (Premio Sapio Award)</td>
<td>SAPIO (€6,000)</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Translational Research Excellence Award</td>
<td>Brain Tumour UK (shared with Prof. A. Vescovi and Dr. F. Dimeco)</td>
<td></td>
</tr>
</tbody>
</table>

### Supervision and Teaching Activities

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 – present</td>
<td>1 Undergraduate and 1 PhD student, University of New Mexico Health Sciences Center</td>
<td></td>
</tr>
<tr>
<td>2017 – 2019</td>
<td>1 Medical student, UT Southwestern Medical Center</td>
<td></td>
</tr>
<tr>
<td>2014 – present</td>
<td>Qualification recognized by the Italian Ministry of Education and Research to teach Human Anatomy at University level</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Lecturer, Cellular Neuroscience course for first year PhD students, University of Cambridge</td>
<td></td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>2 Medical students, University of Cambridge (one shared with Dr. Huang, Department of Engineering)</td>
<td></td>
</tr>
<tr>
<td>2010 – 2014</td>
<td>1 Post-doc and 3 PhD students, University of Cambridge</td>
<td></td>
</tr>
<tr>
<td>2006 – 2008</td>
<td>Teaching assistant, Cell Biology course for undergraduate students, University of Milan-Bicocca</td>
<td></td>
</tr>
</tbody>
</table>

### Peer-Reviewed Publications

#### Senior-Author


#### First-Author


Co-Author


Reviews and Editorials


Book Chapters


Symposium Article


Non-peer Reviewed Publications


1. **Tp53 in glioblastoma: what was old is new again**  
Invited speaker at the Neuro-Oncology Symposium: Clinical Challenges Driving Discovery, co-sponsored by the Simmons Comprehensive Cancer Center and the Peter J. O’Donnell Brain Institute, UT Southwestern Medical Center, Dallas, January 20, 2018.

2. **Phenotype switching and not hierarchy contributes to therapy resistance in human glioblastoma**  
Invited speaker at the Neuro-Oncology Symposium: Harnessing scientific innovation to accelerate progress toward glioma cure, UT Southwestern Medical Center, Dallas, June 17, 2016.

3. **Genetic and functional diversity of propagating cells in glioblastoma**  

4. **Genetic diversity and intra-tumour heterogeneity in human glioblastoma**  
Selected abstract for oral presentation at the European Association of Neurooncology (EANO) Annual Meeting 2014, Turin, Italy, October 9-12, 2014.

5. **Transcriptional profiling of distinct compartments in human glioblastoma reveals key dysregulated pathways**  

6. **The human subependymal zone harbors glioblastoma precursors and represents a distinct therapeutic target**  

7. **Tumour-initiating cells in human glioblastoma are heterogeneous populations which reside in distinct environmental niches**  

8. **Fluorescence-guided resection identifies distinct compartments of tumour-initiating cells in human glioblastoma**  

9. **Stem cells and brain tumours**  
Young Investigator Award Talk at the Brain Tumor UK 10th Annual Patient & Career Conference, Blackpool, UK, July 7-8, 2010.

10. **Stem cells and brain cancers: understanding the roots of oncogenesis**  

---

**Selected Invited Talks at Academic Seminars**

1. **Dissecting cellular heterogeneity of residual disease in human glioblastoma**  
Invited speaker at the Cancer Center Speaker Series, University of New Mexico Comprehensive Cancer Center, Albuquerque, February 23, 2021.

2. **Intra-tumor heterogeneity in glioblastoma: implications for therapeutic strategies**  
Invited speaker at the Department of Neurosciences Seminar Series, University of New Mexico Health Sciences Center, Albuquerque, December 5, 2019 and at the Cellular & Molecular Oncology Data Talks, University of New Mexico Health Sciences Center, Albuquerque, May 28, 2020.

3. **Tp53 in glioblastoma: what was old is new again**  
Invited speaker at the Brain Tumor Research Group Meeting, UT Southwestern Medical Center, Dallas, November 10, 2017 and at the Hamon Center for Therapeutic Oncology Research & Simmons Cancer Center Experimental Therapeutics Program, UT Southwestern Medical Center, Dallas, November 29, 2018.

4. **Tackling brain tumor cell migration**  
Selected speaker at the First Research Day, Center for Translational Medicine, UT Southwestern Medical Center, Dallas, February 16, 2017.

5. **Dissecting the role of glioma relevant mutations on migration through confined spaces**
Invited speaker at the Stem Cells-work in progress Seminar, UT Southwestern Medical Center, Dallas, September 4, 2014.

6. **Critical analysis of the cancer stem cell hypothesis**
   Invited speaker at the Stem Cells-work in progress Seminar, UT Southwestern Medical Center, Dallas, April 29, 2014.

7. **Intra-tumour heterogeneity in human glioblastoma**

8. **Intra-tumour heterogeneity in human glioblastoma**
   Invited speaker at the Brain Repair Centre (BRC) Seminars, John van Geest Centre for Brain Repair, Cambridge, June 17, 2013.

9. **Stem cells and human glioblastoma: understanding the roots of oncogenesis**
   Invited speaker at the Stem Cells in Developmental Biology and Cancer Workshop, São Paulo, Brazil, August 27-31, 2012.

10. **Brain cancer stem cells**
    Invited speaker at the Stem Cells in Developmental Biology and Cancer Workshop, São Paulo, Brazil, August 27-31, 2012.

11. **Novel insights into the heterogeneity of glioblastoma**

12. **Regulatory mechanisms in cancer stem cells from human glioblastomas**
    Invited speaker at the 23rd Radiation Biology Center International Symposium: Stem Cells and their Chromosomes, Kyoto, Japan, March 16-17, 2007.

13. **Bone morphogenetic proteins inhibit the cancer-initiating ability of transformed stem-like brain cells**
    Invited speaker at the International Brain Tumor Research & Therapy Meeting, Napa Valley, April 26-30, 2006.

---

**Peer-Review Experience**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>European Research Council (ERC) Remote Referee of one application submitted to the ‘ERC Starting Grant call 2021’</td>
</tr>
<tr>
<td>2019</td>
<td><em>Ad hoc</em> reviewer of one application submitted to the ‘Vienna Research Groups for Young Investigators call 2019’</td>
</tr>
<tr>
<td>2016 – 2018</td>
<td>Lead Guest Editor of a Special Issue on ‘Basic and Translational Advances in Glioblastoma’, BioMed Research International</td>
</tr>
<tr>
<td>2014 – present</td>
<td>Editorial Board Member of ‘Neuroimmunology and Neuroinflammation’</td>
</tr>
<tr>
<td>2013 – 2016</td>
<td><em>Ad hoc</em> reviewer of two research grant applications submitted to the Medical Research Council, UK</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td><em>Ad hoc</em> reviewer of two applications submitted to Cancer Research UK (Training &amp; Career Development Board - Clinical Scientist Fellowships),</td>
</tr>
<tr>
<td>2011</td>
<td>Reviewer for ‘Bioinformatics’</td>
</tr>
<tr>
<td>2009</td>
<td>Reviewer for ‘Expert opinion on therapeutic targets’</td>
</tr>
</tbody>
</table>

---

**Travel Awards and Scholarships**

‘Company of Biologists Limited’ (£2,500)
Fearnside Fund’ of the University of Cambridge (3 awards of £4,280.48 in total)
‘Guarantors of Brain’ (£2,200 in total from 3 awards)
EANO (European Association of Neuro-oncology, €1,000)
ESTOOLS (European Consortium on Human Stem Cells, €300)

**2016**
Visit to collaborators, UT Southwestern Medical Center, Dallas, USA
2015  Frontiers in Cancer Science 2015 Conference, Singapore
2013-2014  Visit to collaborators, UT Southwestern Medical Center, Dallas, USA
2013  American Association for Cancer Research (AACR)-Japanese Cancer Conference, Maui, USA
2012  EANO Conference, Marseille, France
2011  Keystone Symposium, Keystone, USA and AACR Annual Meeting, Orlando, USA
2010  International Symposium ‘Stem Cells in Biology & Disease’ Lisbon, Portugal
1998-2003  Academic Scholarships, University of Milan, Italy

Professional Memberships

2017-present  Society for Neuro-Oncology (SNO)
2013-present  Marie Curie Alumni Association (MCAA)
2013-2016  British Neuro-Oncology Society (BNOS)
2013-2016  American Society of Clinical Oncology (ASCO)
2010-present  American Association for Cancer Research (AACR)
2007-2009  International Society for Stem Cell Research (ISSCR)

Institutional Responsibilities

2021-present  Member, Admission Committee of the Biomedical Sciences Graduate Program, University of New Mexico Health Sciences Center
2021-present  Member, Qualifying Exam Committee of the Biomedical Sciences Graduate Program, University of New Mexico Health Sciences Center
2020-present  Member, Committee on Studies of one student of the Biomedical Sciences Graduate Program, University of New Mexico Health Sciences Center
2020-present  Departmental Representative, Cellular and Molecular Basis of Disease Seminar Series Committee, University of New Mexico Health Sciences Center
2020-present  Co-organizer, Neuro-Oncology Collaborative Meeting Series, University of New Mexico Health Sciences Center
2019-present  Member, Faculty Search Committee, Department of Cell Biology and Physiology, University of New Mexico Health Sciences Center
2019-present  Full Member, University of New Mexico Comprehensive Cancer Center
2017  Interviewer, Medical School Admissions, UT Southwestern Medical Center
2013-2014  Organizer, Post-doc discussion series, University of Cambridge
2012-2014  Post-doc Representative, Department of Clinical Neurosciences, University of Cambridge
2012-2014  Member, Fellowship & President Search Committee, Hughes Hall College, University of Cambridge

Other Academic Activities

2018-2019  Member of The Cary Council - Southwestern Medical Foundation
2015-2016  Junior Representative Member, BNOS Council
2014-2015  Honorary Fellow Steward in Hughes Hall College, Cambridge
2013-2016  Scientific Advisory Board Member, BNOS Research Committee
July 10th, 2021
Cinnamon Blair
Chair of the UNM Naming Committee

Re: Appointment of Dr. Sara G.M. Piccirillo as The Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology

Dear Ms. Blair,

I write to strongly support Dr. Sara G.M. Piccirillo as the recipient of The Robert M. Faxon Jr. Endowed Professorship in Neurologic Oncology. Dr. Piccirillo is a Tenure-Track Assistant Professor in the Department of Cell Biology and Physiology at the University of New Mexico (UNM) Health Sciences Center and is a Full Member of the UNM Comprehensive Cancer Center.

To briefly introduce myself, I am the Vice-Chair of Research of Neurosurgery at Brigham and Women’s Hospital and an Associate Professor at Harvard Medical School. I also direct the Center for Stem Cell Therapeutics and Imaging and am a Principal Faculty at Harvard Stem Cell Institute. My research is focused on developing and testing novel stem cell-based therapies for cancer and I have published a number of studies in very high-impact journals validating the use of therapeutic stem cells alone and in combination with clinically approved drugs for brain tumor therapy. I am on the editorial board of scientific journal Stem Cells, Molecular Therapy and Cytotherapy and also hold memberships in the International Society for Cellular Therapy, and the American Association of Cancer Research (AACR), Society for Neuro-oncology (SNO) and American Society for Cell and Gene Therapy (ASCGT). I have been invited to review manuscripts for several journals and have been the invited speaker for over 25 major meetings and conferences in the last three years alone. These accomplishments place me in an ideal position to provide a candid evaluation of Dr. Piccirillo’s abilities and can present some of the highlights of her work for your consideration.

I became familiar with Dr. Piccirillo’s work through my review of her paper entitled, “Bone morphogenetic proteins inhibit the tumorigenic potential of human brain tumor-initiating cells”, published in the premier international journal, Nature in 2006. This work represented a major breakthrough in brain tumor research. Specifically, she uncovered that a key regulatory mechanism driving differentiation in neural stem cells also operates in brain tumor-initiating cells and demonstrated that promotion of cell differentiation inhibits brain tumor growth. This discovery was well beyond that of a Ph.D. student and was an early indicator of Dr. Piccirillo’s outstanding research ability as a scientist. In 2008, I was invited by Dr. Piccirillo’s Ph.D. supervisor, Professor A.L. Vescovi of the University of Milan to co-author a review article to summarize the key findings and state of art in brain tumor research. Dr. Piccirillo was a key contributor to the review article, which was published in the Journal of Molecular Medicine. From this experience, I can confirm that Dr. Piccirillo has extensive knowledge of her research field and is capable of critical analysis and discussion of scientific literature.
Throughout the years, I have been following Dr. Piccirillo’s research and her scientific and academic accomplishments. She has superb academic training and research experience in brain tumor research acquired as a graduate/post-graduate at the University of Milan, as a post-graduate at the University of Cambridge, and as a visiting researcher/faculty member at UT Southwestern Medical Center. She has made great contributions to our understanding of tumor-initiating cells in human brain tumors. Her research has been detailed in high-impact factor journal articles and at conference presentations. The impact of her findings is further evidenced by a high number of citations to her published research.

Despite her young age, Dr. Piccirillo is also an active reviewer for several international peer-reviewed journals, including Nature Genetics and Cancer Research among others. She serves on the Editorial Board of Neuroimmunology and Neuroinflammation and has been a Lead Guest Editor of a Special Issue on brain tumors that will be published in Biomed Research International. Overall, Dr. Piccirillo has demonstrated a fine grasp of the technical skills needed to carry out her experiments, along with the creativity and innovation as an independent Principal Investigator required for defining new ground in this scientific field. She is undoubtedly an outstanding scientist in brain tumor research. It is not by coincidence that since 2007 she is the recipient of numerous international awards and prestigious fellowships, such as the Marie Curie Intra-European Fellowship for Career Development of the European Commission, the first Young Investigator Award granted by the British Neuro-Oncology Society and Brain Tumor Research UK, the Gianni Bonadonna Prize for New Drug Development in Oncology and more recently a 2-year Independent Investigator Research Grant by the AACR and the Translational Adult Glioma Award granted by The Ben and Catherine Ivy Foundation.

I hereby offer my highest recommendation for this well-deserved Endowed Professorship to Dr. Piccirillo. UNM is very fortunate to have her among its faculty. I strongly believe that she is precisely the type of scientist who will continue to make great contributions to our understanding of the biology of human brain tumors and to the development of more effective therapies.

My very best regards to you.

Sincerely,

Khalid Shah, MS, PhD
Harvard Medical School
Brigham and Women’s Hospital
August 10, 2021

Ms. Cinnamon Blair
Chair of the University of New Mexico Naming Committee

Re: Appointment of Dr. Sara G.M. Piccirillo as the Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology

Dear Ms. Blair:

I write this letter to enthusiastically support Dr. Sara G.M. Piccirillo as the recipient of the Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology.

I received my M.D. degree from Tianjin Medical University, China and Ph.D. degree at the University of Navarra. I then conducted post-doctoral research with Professor Charles Eberhart at Johns Hopkins University. I am currently an Associate Professor of Neurosurgery and Cell and Developmental Biology at the University of Michigan. The focus of my research is the development of novel therapies for the treatment of the most common malignant brain tumors in children and adults, i.e. medulloblastoma (MB) and glioblastoma (GBM), and I have demonstrated that blocking a critical regulatory signaling pathway operating in these tumors inhibits the engraftment of MB and GBM cells in vivo. My current projects include exploring the translational therapeutic application of these findings and identifying the mechanisms by which this and other signaling pathways regulate MB and GBM cells. I have followed Dr. Piccirillo’s work since 2005 while she was a doctoral student with Professor Vescovi at the University of Milan, Italy. At that time, I closely collaborated with Dr. Piccirillo and the Vescovi laboratory on an important brain cancer stem cell project. Together we authored two publications showing that inhibition of critical pathways regulating self-renewal in stem cells leads to the depletion of brain tumor-initiating cells. These papers were published in Stem Cells in 2007 and 2010. Since then, I have sought out Dr. Piccirillo for her expertise in brain tumor cell biology, and have learned many complex concepts and techniques from her.

Dr. Piccirillo has made pioneering discoveries about brain tumors that are directly impacting therapeutic measures. Certainly, her publication and presentation record evidence the importance of her work. I have had the opportunity to attend several of her presentations at such conferences as the Annual Meeting of the Society of Neuro-Oncology in 2018 and 2015, the American Association for Cancer Research (AACR) Annual Meeting in 2011, 2013, and 2015, the AACR-JCA Joint Conference: Breakthroughs in Basic and Translational Cancer Research in 2013, and the International Society for Stem Cell Research Annual Meeting in 2007. Her presentations were timely and extremely well received by large scientific audiences.

I would also like to emphasize that Dr. Piccirillo stands well ahead of her fellow faculty. This is particularly evident in the receipt of very competitive grants, her ability to establish and financially support her laboratory at the University of New Mexico and mentor undergraduate and graduate students. As an example of her outstanding ability, I would like to emphasize that Dr. Piccirillo has received several international competitive awards since 2007 when she was a doctoral student. To name a few, she received the Marie Curie Intra-European Fellowship for Career Development in the amount of 200,000€ and a Research Fellowship at Hughes Hall College, Cambridge both of which funded her post-doctoral research on brain tumors...
at the University of Cambridge. More recently, she has been the recipient of the highly competitive New Investigator Cancer Research UK Award for young investigators embarking on an independent career, the Independent Investigator Research Grant by the AACR and the 2021 Translational Adult Glioma Award by The Ben and Catherine Ivy Foundation.

I am certain that if she is appointed as The Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology, Dr. Piccirillo will continue to make great strides in the treatment of brain tumors.

Please feel free to contact me if you have any additional questions.

With best regards,

Xing Fan, M.D., Ph.D.
Associate Professor of Neurosurgery
Associate Professor of Cell and Developmental Biology
University of Michigan Medical School
Department of Neurosurgery
109 Zina Pitcher Place, 5009 BSRB
Ann Arbor, MI 48109-2200
Phone: 734-615-7266
Pager: 734-936-6266: 30024
Fax: 734-763-7322
Email: xingf@umich.edu
Lab Website: https://www.med.umich.edu/thefanlab/
August 4, 2021

TO: Student Success, Teaching and Research Committee

FROM: Rick Holmes, Office of the University Secretary

SUBJECT: Approval of naming requests for the School of Medicine and the Comprehensive Cancer Center

Upon recommendation of the School of Medicine, Interim Dean Martha McGrew, the University Naming Committee approved the naming of the items listed below:

- Request approval of appointment of Dr. Anne Greene as the holder of the Dr. Irene Uhrik Boone Endowed Chair in Pediatrics. (3.2.6. Endowed Faculty Positions)

- Request approval of appointment of Zoneddy Ruis Dayao MD as the holder of the 'Maralyn S. Budke Endowed Professorship in Cancer Care Delivery' (3.2.6. Endowed Faculty Positions)

- Request approval to create an endowed professorship the, 'Dana C. Wood Professorship in Cancer Immunotherapy' (3.2.6. Endowed Faculty Positions; 2.2 Private Financial Support)

- Request approval to appoint Eric C. Bartee MD to the 'Dana C. Wood Professorship in Cancer Immunotherapy' (3.2.6 Endowed Faculty Positions)

- Request approval to create an endowed professorship the, 'Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities' (3.2.6. Endowed Faculty Positions; 2.2 Private Financial Support)

- Request approval to appoint Shiraz Mishra, MBBS, PHO to the 'Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities' (3.2.6 Endowed Faculty Positions)

- Request approval to create an endowed professorship the, 'Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement' (3.2.6. Endowed Faculty Positions; 2.2 Private Financial Support)
Request approval to appoint Dr. Andrew Sussman PhD to the 'Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement' (3.2.6 Endowed Faculty Positions)

Please place these items on the next Academic, Student Success, Teaching and Research Committee meeting agenda for consideration.

Thank you.

Attachments
MEMO

To: Cinnamon Blair  
Chief of Staff, UNM President

From: Martha Cole McGrew, MD  
Interim Dean, UNM School of Medicine

Date: July 6, 2021

Re: Naming Appointment of the Dr. Irene Uhrik Boone Endowed Chair in Pediatrics

Dear Ms. Blair and members of the naming committee,

On behalf of the UNM School of Medicine’s Department of Pediatrics, I would like to request approval to install the inaugural holder of the Dr. Irene Uhrik Boone Endowed Chair in Pediatrics. This naming request is respectfully submitted in accordance with UNM Administrative Policy 1020: Naming Facilities, Spaces, Endowments, and Programs, under Section 2.1.

Dr. Irene Uhrik Boone was a Pediatrician in Los Alamos, and served as a volunteer faculty here at UNM, working with residents and medical students in our outpatient Pediatric clinic. She was connected with the Department of Pediatrics in her passion for educating our medical learners in New Mexico.

Additionally, as prescribed by Faculty Handbook Policy C170 “Endowed Chairs and Named Professorships” and in consultation with faculty within the department, we seek approval to appoint Dr. Anne Greene.

Dr. Greene joined the faculty of the University of New Mexico in 2015. Shortly after in 2016 she was named Vice for Education and started the Pediatric Educator’s Academy to support academic endeavors by the faculty in education. In 2019 she was named Vice Chair and is responsible for faculty development. In all roles, Dr. Greene is a staunch advocate for our learners in practice, curriculum, mentoring and in helping our faculty in their education excellence and professional career advancement.

It is our belief that Dr. Greene will carry on Dr. Uhrik Boone’s legacy and embody the passion and professionalism that Dr. Uhrik Boone provided to New Mexican’s both in her practice and as a volunteer faculty member of UNM. For your consideration, you will find Dr. Greene’s Curriculum Vitae and letters of recommendation attached.

Thank you for your time and consideration of this request.
Dear UNM Foundation Members,

I am writing to provide my full support for Dr. Elizabeth Anne Greene to be named as the Irene Uhrik Boone Endowed Chair. Though different women in different subspecialties, they both demonstrated an unwavering commitment to their patients and a passion for going beyond the office walls to educate providers at the University of New Mexico and across the state of New Mexico. They did all of this in a steadfast, compassionate, wise manner and it was no doubt that the two are and were adored by their patients and learners.

I have known Dr. Greene for 6 years. Upon meeting her, I instantly knew she would be a mentor for me when I was the Pediatric Residency Program Director. She had experience as a program director herself, she and I shared prior mentors at Johns Hopkins Children’s Hospital and she embodied wisdom and grace that I admired. She has been my sound board when navigating leadership challenges, she sought opportunities for my professional development and scholarship, and she advised me on projects I pursued. Dr. Greene not only served as my mentor but the mentor for several other junior faculty with strong interests in education, rural medicine and global health.

When she served as Vice Chair of Education, she established the Pediatric Educator’s Academy. This was a group of faculty with strong interests in education and education scholarship. She hoped to unite faculty’s passions to further their ideas, projects and initiatives. This was a fruitful endeavor as many projects have been developed and
presented, however, most importantly faculty were supported and encouraged in their pursuits.

In my education leadership roles, I am privy to the thoughts the residents and students hold regarding our faculty members. Dr. Greene is a shining gem in their eyes. She carves out time from of her demanding schedule to provide Morning Reports, additional EKG training, Resident School seminars, board preparation advisement and provide an outstanding experience on their Cardiology Rotation. It is no doubt that she has been the recipient of so many learner awards and kudos.

Additionally, Dr. Greene has a strong commitment to the Native American patients and IHS providers here in New Mexico. She has provided cardiology education seminars for both Gallup and Zuni IHS providers. She travels to Gallup IHS and hosts a Cardiology Outreach Clinic to help patients where travel to UNMH would be considered an obstacle to care. She previously has experience working for IHS in Tuba City, Arizona and here she was quite aware of these obstacles and she draws upon this background to best advocate for her patients’ needs here at UNMH and when at IHS outreach clinics.

Dr. Greene is also revere by her patients and their families. She works hard on their behalf and comes in at any hour when her patients are admitted to the hospital. I have cared for many of her patients as a Hospitalist and I can recall their stories about how she was a source of comfort, trust, compassion and peace as she cared for their children through some of the most scary and challenging moments of their life. Knowing how much the Hospitalists trust and rely upon her, I understand these families’ sentiments and value of the care she has provided them.

I am honored that I get to work alongside Dr. Greene. I believe that Dr. Uhrik Boone would have seen her as a kindred spirit and friend given their similar backgrounds, passions and service history; I can only imagine the stories they would be able to share. I wholeheartedly endorse Dr. Elizabeth Anne Green as the Irene Uhrik Boone Endowed Chair. Please contact me if you have any further questions.

Sincerely,

Lanier Lopez, MD
Vice Chair of Education, Department of Pediatrics
Assistant Dean of Graduate Medical Education
Associate Professor of Pediatrics
TO: UNM Foundation

FROM: John Brandt, M.D., M.P.H.
       Professor, Department of Pediatrics

DATE: June 11, 2021

RE: Irene Uhrik Boone Endowed Chair recommendation: Dr. Anne Greene

I am writing in support of Dr. Anne Greene who has been recommended as the Irene Uhrik Boone Endowed Chair in Pediatrics. This endowed chair recognizes a clinician with an extraordinary commitment to medical education and mentorship. I have known Dr. Greene for over 14 years. In this time her passion for medical education has been a constant theme in Dr. Greene’s career. While at UNM she has been deeply involved in student and resident education as a member of our resident curricular and program evaluation committees, as Vice Chair of Education for Pediatrics and as a member of the UNMSOM BA/MD admission committee. Prior to coming to UNM she served in multiple similar roles at Children’s National Medical Center, Montefiore Medical Center (NYU) and John’s Hopkins Hospital. Her success as an educator is exemplified in the multiple teaching awards she has received at every one of these organizations.

I have had many discussions with Dr. Greene over the years about medical education, but those that stand out most vividly are her stories as a visiting professor at Malawi Medical School (2013 - 2017). Her desire to teach clinicians at this school half way around the world exemplifies her love of teaching and commitment to bringing medical education to those who can improve pediatric care anywhere and everywhere that it is needed.

Dr. Greene is an outstanding clinician and educator. Her appointment the Irene Uhrik Boone Endowed Chair will provide a passion for education which truly honors the legacy of Dr. Boone.

Sincerely,

John R Brandt, MD MPH
July 5, 2021

To: UNM Foundation

From: Dr. Gilbert Alvarez
   Chief of Pediatrics
   Gallup Indian Medical Center

RE: Irene Uhrik Boone Endowed Chair Recommendation: Dr. Anne Greene

It is my pleasure to write this letter supporting the nomination of Dr. Anne Greene for Dr. Uhrik Boone Endowed Chair. There is no doubt that Dr. Greene has the academic and intellectual preparation and the experience to be an excellent nominee for this honorable distinction. But I would like to highlight the other qualities of Dr. Greene, qualities that she shares with Dr. Uhrik Boone. Qualities such as passion, compassion, empathy and commitment to patient care.

Over the years I have known Dr. Greene, I have known her to be an extremely sensitive, warm and well-liked person. Due to these qualities; colleagues, residents and students naturally gravitate towards her for advice and guidance. Many may be educators but only a few are mentors and Dr. Greene is one of them.

I had the honor of working with Dr. Greene for the past 6 years. She is one of our health care consultants in the pediatric cardiology area. During this period I developed an enormous respect for her dedication to our pediatrics patients. She is the kind of provider who goes out of her way to ensure that our patients receive the best possible health care. In addition she helped to re-establish the collaboration agreement between UNM Pediatric Residency Program and GIMC, allowing the residents to do their rural rotations in our institution.

I can attest to her commitment to work for this community and how she has been an advocate for rural community patient care in New Mexico and Arizona, from the beginning of her career in Tuba City until today. Not all the time one has the opportunity and the blessing of meeting people like Anne. Someone with passion and purpose, a dreamer and a doer and an agent of change who has impacted lives for over 35 years.

This is why it is an honor to enthusiastically endorse her nomination for the Dr. Uhrik Boone Endowed Chair;

Cordially,

[Signature]

Dr. Gilberto Alvarez
GIMC Chief of Pediatrics
TO: UNM Foundation

FROM: Christal P. Chow, M.D.
Assistant Professor of Pediatrics, Department of Pediatrics

DATE: June 18, 2021

RE: Irene Uhrik Boone Endowed Chair recommendation: Dr. Anne Greene

Dr. Greene is a phenomenal provider, community advocate, education leader, and mentor. Dr. Greene is committed to providing excellent care to all children in New Mexico. She works tirelessly to ensure each of her patients are appropriately cared for, spending hours reviewing their medical needs and ensuring open lines of communication between herself and multiple providers. To support her patients in rural areas, Dr. Greene even travels to Gallup each month to see her patients in outreach clinic.

Not only does Dr. Greene represent the epitome physician excellence, but she is also a leader and mentor in education. Teaching and lecturing at multiple levels, Dr. Greene has won numerous outstanding teaching awards from both medical students and residents. She also mentors multiple faculty, both junior and senior, encouraging and guiding the next generation of educators. Dr. Greene has done so much to galvanize the importance of education.

Dr. Greene’s mentorship is invaluable. While her knowledge base, experiences, and expertise are extensive, it is really her ability to connect with the individual, understand their needs, and subtly and gently encourage growth that makes her stand out. I highly recommend Dr. Anne Green to be the Irene Uhrik Boone Endowed Chair.

Sincerely,

Christal P. Chow, MD FAAP
Pediatric Hospitalist
Assistant Professor of Pediatrics
University of New Mexico
To: Cinnamon Blair  
Chair, UNM Naming Committee

From: Loretta Cordova de Ortega, MD  
Chair, Department of Pediatrics

Date: July 1, 2021

Re: Appointment of the Dr. Irene Uhrik Boone Endowed Chair

Dear Ms. Blair and members of the Naming Committee,

I am writing in enthusiastic support for the selection of Elizabeth Anne Greene, MD, Vice Chair, Department of Pediatrics, to be the recipient of the Dr. Irene Uhrik Boone Endowed Chair. Dr. Greene is superbly qualified for this honor as reflected by her dedication to the University of New Mexico and her vast accomplishments.

Dr. Greene received her MD from the University of Wisconsin. She completed her Pediatric Internship and Residency at SUNYY Upstate Medical Center in Syracuse, New York. After completing her training, Dr. Greene came to the west where she worked in Tuba City HIS. She then went on to training in Pediatric and Adult Emergency Medicine in Washington, DC, and completed a pediatric Emergency medicine fellowship at Children’s National in DC. She began her teaching career at Johns Hopkins in the Adult and Pediatric Emergency medicine, winning a house staff teaching award.

Dr. Greene realized early on that teaching was the part of medicine that excited and sustained her. She then taught and practiced Emergency Medicine in Virginia, and helped found a fellowship in Pediatric Emergency Medicine for Emergency Medicine residents at Fairfax hospital. Her family moved to New York and she taught and practiced Community Pediatrics and Advocacy at Montefiore Hospital and then taught General Pediatrics at Mt. Sinai, winning a house staff teaching award. Dr. Greene chose a new career path and went on to fellowship training in Pediatric Cardiology at Children’s National in DC and Pediatric Electrophysiology at Stanford. She took a position at NYU teaching Cardiology Fellows and Residents.

Dr. Greene had an affinity for New Mexico, especially her experience in the IHS system and in 2007 she came to UNM for 2 years, where she was in charge of Pediatric Cardiology education, winning the house staff teaching award. Her family returned to DC in 2009 and she returned to Children’s National becoming the Cardiology Fellowship Director. She was honored with an educational mentorship award. During that time she traveled to the Malawi School of Medicine and developed a Cardiology curriculum with the pediatric registrars and their faculty. She used a faculty teaching award from Children’s National to help with educational supplies. She has made repeat trips to Malawi, and continues to conduct long distance case conferences.

In 2015, Dr. Greene returned to UNM and was drawn to her love of caring for patients in the Navajo nation and IHS. She continued her passion with education as she took on more educational responsibility. She resumed Cardiology education for Residents, serves as the Director of Pediatric Electrophysiology and Cardiac Exercise Testing, and is the education director for Pediatric Cardiology. She was honored with 2 house staff teaching awards since her return to UNM. She also started the Global and Rural Health program and is now the senior advisor to that track.
In 2016, Dr. Greene was named Vice Chair of Education and started the Pediatric Educator’s Academy to support academic endeavors by the faculty in education. In 2019 she was named Vice Chair of the Department where she is responsible for faculty development.

In all roles, Dr. Greene is a staunch advocate for our learners in practice, curriculum, mentoring and in helping our faculty in their education excellence and professional career advancement. She teaches our residents and medical students in Pediatrics as well fellows in Cardiology, Emergency Medicine, and neonatology. She provides education to our community providers throughout the state and she travels to outreach clinics in Shiprock, Farmington, Gallup and other areas. She provides outstanding and compassionate care to her patients and cares deeply about the patients she serves.

Dr. Irene Uhrik Boone was a Pediatrician in Los Alamos, and served as a volunteer faculty here at UNM, working with residents and medical students in our outpatient Pediatric clinic. She was connected with our department in her passion for educating our medical learners in New Mexico. In 1967, Dr. Boone opened her Pediatric and Adolescent Medicine Practice in Los Alamos Medical Center. Fulfilling her love for teaching medical student and residents, Dr. Boone served on the faculty here at UNM. She was a quiet and soft spoken woman and had a great passion for education.

Dr. Boone died in January of 2009, at the age of 86. Her husband, “Slim” Boone, began estate planning to honor the passion and wishes of his late wife, working with the foundation and our department to establish this Endowed Chair fund, which integrated with our academic mission. This endowed Chair fund was established, a few years after Slim Boone’s passing, as a quasi-endowment. Dr. Boone’s estate contributed a large sum of money and through the years we have had the opportunity to build and internally match the funds in order to create a full endowed chair, that lives in perpetuity. This is a wonderful opportunity to honor a community provider who not only impacted the education of our medical students and residents in training, but also her impact lives in perpetuity with this generous gift. It has been an honor in the Department of Pediatrics that we have been able to complete this endowment.

Dr. Greene is a Professor, Pediatric Cardiologist and Vice Chair of the Department of Pediatrics. With her passion for medical education, mentorship and leadership, she has received multiple awards and accolades in education and leadership excellence. Dr. Greene has over 30 years of experience as a clinician and educator, with numerous medical director and education leadership roles at various academic medical centers and programs, throughout her career.

This honor carries an esteemed title, but mostly it aligns so perfectly with Dr. Greene’s kindred spirit to Dr. Boone, in her devotion and love for teaching our learners and her commitment to New Mexico, especially rural New Mexico. I strongly support Dr. Anne Greene being named as the Dr. Irene Uhrik Boone Endowed Chair in the Department of Pediatrics.

Sincerely,

Loretta Cordova de Ortega, M.D., FAAP
John D. Johnson Endowed Chair
Professor and Chair
Department of Pediatrics
Curriculum Vitae

E. Anne Greene, MD FAAP
Vice Chair of Pediatrics
Professor of Pediatrics, University of New Mexico
Division of Pediatric Cardiology
Email: egreene@salud.unm.edu

Education

Fellowships
9/01-2/02, Pediatric UCSF/Stanford
7/02-12/02 Electrophysiology
1999-2002 Ped Cardiology Children’s National, DC
1985-86 Ped Emergency Children’s National, DC

Residencies
1985-87 Emergency Med Georgetown, and George Washington
1982-84 Pediatrics SUNY/Upstate Med Ctr

Internship
1981-82 Pediatrics SUNY/Upstate Med Ctr

Medical School
1981 M.D Medicine U of Wisconsin

College
1976 B.S. Developmental Biology UW-Green Bay

High school
1970 HS Bronx HS of Science, New York

Employment History

Academic Appointments
2019 Vice Chair of Pediatrics University of New Mexico
2016 Vice Chair of Pediatrics for Education University of New Mexico
2015 Professor of Pediatrics (Clinician Ed) University of New Mexico
2009-2015 Associate Professor of Pediatrics GW University
2007-2009 Associate Professor of Pediatrics University of New Mexico
2004-2007 Assistant (Clinical) Professor of Pediatrics New York University
2003–2004 Assistant Clinical Professor of Pediatrics Columbia University
1997- 1999 Assistant Professor of Pediatrics Mount Sinai School of Medicine
1994- 1997 Assistant Professor of Pediatrics    Albert Einstein College of Medicine
1993- 1994 Clinical Assistant Professor Pediatrics and Emergency Medicine Georgetown University

**Hospital Appointments**

2015  Director, Pediatric Electrophysiology and Exercise Testing, UNM
2012-2015  Director, Cardiac Exercise Laboratory, Children’s National Medical Center
2009-2012 Medical Director, Heart and Kidney Unit, Children’s National Medical Center
2007-2009 Director, Pediatric Arrhythmias and Electrophysiology, University of New Mexico Hospital
2004-2007 Director, Pediatric Arrhythmias and Electrophysiology NYU Hospitals
2003- 2004 Attending, Pediatric Cardiology, St Vincent’s Catholic Medical Center, NY
1997-1999 Attending, General Pediatrics Mount Sinai Hospital
1996- 1997 Medical Director, Williamsbridge Site, Montefiore Medical Group
1995-1996 Associate Director, Division of Community Pediatrics Montefiore Medical Center Bronx, New York
1994- 1996 Medical Director New York Children’s Health Project Montefiore Medical Center Bronx, New York
1993- 1994 Associate Medical Director Emergency Department, ANOVA, Fairfax, VA
1992- 1993 Co-Director Pediatric Emergency Medicine Fellowship, ANOVA, Fairfax, VA
1991- 1992 Attending Physician, Emergency Department Kaiser Permanente, Redwood City, California
1989- 1990 Director, Pediatric Emergency Department, JHH, Baltimore, Md
1988- 1989 Assistant Director, Pediatric Emergency Department, JHH, Baltimore, Md
1987- 1988 Attending Physician, Emergency and Pediatric Emergency Department, Johns Hopkins Hospital, Baltimore, Md

**Hospital Committees, SOM medicine committees**

2017-2019  Chair, Pediatric Educator’s Academy, UNM Pediatrics
2017-2019  Global Education Committee, University of New Mexico  
2017-2018  Chair, Program Evaluation Committee Neonatology Fellowship  
2016-2018  BAMD Admission committee  
2015-2018  Program Evaluation Committee, Pediatric Residency  
2015-2016  Curriculum Committee UNM SOM  
2011-2014  Graduate Medical Committee, CNMC  
2010-2012  Pharmacy and Therapeutics Committee, Children’s National  
2009-2013  Care Delivery Committee, Children’s National  
2009-2013  Quality and Effectiveness Committee, Children’s National  
2009-2013  Medical Executive Committee, Children’s National  
2004-2007  Pediatric Cardiology Education Committee, NYU SOM  
1995-1996  Children’s Medical Center, Community Planning sub-committee, Montefiore Medical Center  
1991-1992  Pediatric Critical Care Committee, Kaiser Redwood City  
1989-1990  Pediatric Pain Management Committee  
1988-1990  Disaster Committee, Johns Hopkins Hospital  
1988-1989  Trauma Committee, Johns Hopkins Hospital  
1987-1988  Quality Assurance Committee, Johns Hopkins Hospital  
          Physician Advisor, Emergency Medicine  

Other Professional Positions  
1984-1985  Staff Pediatrician, Captain Commissioned Corps  
          U.S. Public Health Service, Tuba City Indian Hospital  
          Navajo Reservation, Arizona  

Certification and Licensure  
2009    Reinstatement of DC and MD licenses  
2007    New Mexico MD 2007-59  
2002    Board Certified: Pediatric Cardiology  
1994    New York State Medical License  
1993    Board Certified: Pediatric Emergency Medicine  
1992    Virginia License  
1990    California Medical License  
1987    Maryland License  
1988    Board Certified: Emergency Medicine  
1986    Board Certified: Pediatrics  
1986    DC Medical License  

Awards and Honors/ Non-teaching  

13
2018  Faculty Service Award, Sub-Specialist, UNM Pediatrics
2017  Faculty Service Award, Sub-Specialist, UNM Pediatrics
1984  Isolated Hardship Service Award: U.S. Public Health Service
1981  Waisman Award for Pediatrics: University of Wisconsin School of Medicine
1980  Clinical Honors: University of Wisconsin School of Medicine

Teaching and Education Awards Received
2020  Outstanding Lecturer/Didactic Teacher award UNM Dept of Pediatrics
2016-  Outstanding Lecturer/Didactic Teacher award UNM Dept of Pediatrics
2014-  Elda Arce Teaching Scholarship Award for Excellence in Education, Children's National Medical Center
2013-  Appointed to the Editorial Board of the PREP-Self Assessment of AAP
2013-  Selected for APPD LEAD program, graduated with certificate
2012-  Master Mentorship Award at CNMC for Educational Mentorship
2011-  Service Award from CAPE, CNMC
2010-  Founding Member of CAPE (Children’s Academy of Pediatric Educators). CNMC
2008,  Pediatric Faculty Teaching award at University of New Mexico
2003  Pediatric Faculty Teaching award at St Vincent’s Hospital, New York
1997  Horace Hodes Pediatric Teaching Faculty of the Year Award: Mount Sinai School of Medicine New York
1990  Schaffer Pediatric Annual Teaching Award: Johns Hopkins School of Medicine
1989  Commendation from the Dean for Teaching Excellence in Emergency Medicine, Johns Hopkins School of Medicine

Memberships in Professional Societies, past and present
2011  Member, American College of Cardiology
2006  Member, American Heart Association
2005  Member, Heart Rhythm Society
2003  Member, Pediatric Electrophysiology Society
1989 Member and Fellow, American Academy of Pediatrics

**Invited Lectures:**

2018 Resident School Pediatrics UNM: Ventricular Arrhythmias
2018 Shiprock Indian Health Service Pediatrics: 2 lectures: Infant SVT and Sudden Death in Athletes
2017 Visiting Professor, Malawi School of Medicine, 2 weeks, October 2107 multiple lectures on Pediatric cardiology, bedside teaching rounds
2017 6 Monthly Pediatric Emergency Medicine Series: Arrhythmia and ECG lectures
2017 Resident School Pediatrics UNM lectures, Cardiac Emergencies, Basic ECGs
2016 Neonatology Fellows lecture: inotropic support in Newborns.
2016 Zuni health center, 2 lectures, Heart murmurs and Kawasaki Disease
2016 6 Monthly Pediatric Emergency Medicine Series: Arrhythmia and ECG lectures
2016 Resident School Pediatrics UNM lectures, Cardiac Emergencies, Basic ECGs
2015 Neonatology Fellows lecture: ECG, Arrhythmia and Electrophysiology
2015 Rehobeth McKinley Medical Center “Sudden Death Risk in Athletes”
2015 Gallup Indian Medical Center: “Basic ECG Interpretation”
2015 Zuni Health Center “Sudden Death Risk in Athletes”
2015 Pediatric Emergency Medicine Fellowship UNM: ECGs, Arrhythmias, 3 sessions
2015 Neurology Grand Rounds UNM “Syncope” When to Worry”
2015 Pediatric Grand Rounds: UNM Syncope: When to Worry in Children and Adolescents
2014 Monthly Pediatric Emergency Medicine ECG and Arrhythmia Sessions: Case Based Scenarios: CNMC
2014 Adolescent Medicine: Risk factors for Sudden Death CNMC.
2013 Medical Management of Atrial Arrhythmias in Adults with Congenital Heart Disease: Combined CNMC/WHC Electrophysiology Conference 11/13
2013 Grand Rounds: Anne Arundel Medical Center 11/13 Management of Arrhythmias
2013 Monthly Pediatric Emergency Medicine ECG and Arrhythmia Sessions: Case Based Scenarios: CNMC
2013 Biweekly ECG and Arrhythmia conference with Pediatric Residents: CNMC
2013 Pediatric ECG: Case Studies, Pediatric Emergency Medicine CME course, Children’s National Medical Center
2013 Invited Faculty at University of Malawi Medical School for 3rd year medical students (Lilongwe Hospital and Senior and Junior Registrars at Blantyre Main Campus, Malawi
2013  Presentation at annual meeting of Heart Rhythm Society May 2013 “Optimization of Cardiac Resynchronization Therapy in Pediatric and Congenital Heart Disease patients” Denver, CO.
2013  Sports and Sudden Death: CME conference St Mary’s Hospital, Leonardtown, MD
2012  Monthly Pediatric Emergency Medicine ECG and Arrhythmia Sessions: Basic Principles, CNMC
2012  Biweekly ECG and Arrhythmia conference with Pediatric Residents: CNMC
2012  Pediatric Grand Rounds Holy Cross Hospital “Syncope and Sudden Death”
2012  Pediatric Society of Mont and Prince George’s Co “Sudden Death Risk Assessment
2012  Neonatal Arrhythmia Diagnosis and Management, NEOPREP 2012
2012  Neonatal ECG Review, NEOPREP 2012 New Orleans, LA
2012  Biweekly ECG and Arrhythmia conference with Pediatric Residents: CNMC
2011  International Heart Rhythm Society Meeting: San Francisco “Atrial Arrhythmias in Pediatric and Adult patients with congenital heart disease, Medical Management and Pharmacology” May 2011, San Francisco CA This was a “core curriculum” talk aimed at the general attendees and especially at the junior faculty and trainees.
2011  CNMC CME: Syncope and Sudden Death: Implications for Pediatric Practice May 2011
2008  UNM Pediatric Grand Rounds “SVT Then and Now” October 2, 2008
2007  Pediatric Conference Zuni Indian Health Hospital “Syncope and Sudden Death
2005  Pediatric Grand Rounds “Pediatric Arrhythmias and Catheter Ablation” ST Vincent’s Hospital, New York
2004  Perinatal Conference: “Neonatal SVT” Kings County Hospital
2004  Pediatric Grand Rounds “Syncope and Sudden Death” Kings county Hospital
2004  NYU Pediatric Grand Rounds: Pediatric Arrhythmias: Diagnosis and Treatment
2003  St Vincent’s Hospital Pediatric Grand Rounds: “Syncope and Sudden Death”

Community Service:

2013-2014  Board member: Big Heart Foundation, Fairfax VA
2008  AHA Desert Mountain Council for Community Emergency Cardiac Care

16
1993-1994  Instructor, BTLS, Maryland State Police and Secret Service Training Institute
1992  Medical Director for Advanced Cardiac Life Support Course for the Hospital Consortium of San Mateo, California
1989  Anne Arundel Community College EMT training program, Lecturer
1989  University of Maryland Paramedic Training Program, Lecturer
1989  Pediatric Advanced Life Support Instructor, Maryland Institute for Emergency Medical Services Systems
1989  Pediatric Advanced Life Support Instructor, Johns Hopkins Hospital

Invited Internal Program Review
2011  Cardiology Curriculum review for Pediatric Residency
      USHS Bethesda, Maryland

Scholarly Achievement

Original research


Dean PN, Gillespie CW, Greene EA, Pearson GD, Robb AS, Berul CI, Kaltman JR. Sports participation and quality of life in adolescents and young adults with congenital


Weiler T, Chelliah A, Bradley-Tiernan L, Greene EA "Novel finding of coronary ectasia in a case of acute rheumatic fever," Case Reports in Pediatrics 2013/674174 PMID 23936712


Greene, EA, Berul CI, Donofrio, MT “Prenatal Diagnosis of Long QT Syndrome: Implications for Delivery Room and Neonatal Management” Cardiology in the Young, May 2 2012 pp. 1-5, PMID: 22717013


Baird JS, **Greene A**, Schlein CL Massive Pulmonary Embolus without Hypoxemia Pediatric Critical Care Medicine Volume 6: No.4 July 2005


**Review articles or chapters in edited volumes**

**Greene EA**, Punnoose A
Sports-related sudden Cardiac Injury or Death Adolescent Med State Art Review 2015 Dec; 26 (3) 507027


Pike JI, Greene EA: “Fetal and Neonatal SVT” Neoreviews October 1, 2012 Volume 13 Issue 10, pp. 605-614


Litovitz, T., Greene, A. Health Implications of Petroleum Distillate Ingestion
Occupational Medicine 1988; 3: 555-567

Abstracts presented:
Ann Behrman, MD, Ali Dhansay, MD, Rajesh Dudani, MD, Anne Greene, MD, Mirzada Kurbasic, MD MSCR, Mohamed Mohamed, MD MS MPH, Rachel Umorer, MD MS, Yvonne Vaucher, MD MPH, Stephen Warrick, MD, Donna M. Staton, MD MPH
US Pediatric Professional Organizations Can Provide Unique Partnership Opportunities to clinicians in Low-Income Countries
CHOP Global Health Symposium October 2016


Hammond, B Greene EA “Long QT syndrome unmasked by overdose of synthetic cannabis” WSPR January 2016

Newberry L, Kennedy N, Greene EA Development and Implementation of a Long Distance Hybrid Subspecialty Cardiology Curriculum for Pediatric Registrars in Malawi, APPD Global Pediatric Education Group March 2015


Peter N. Dean, M.D. a, Catherine W. Gillespie, M.P.H., Ph.D. b, E. Anne Greene, M.D. a, GailD. Pearson, M.D., Sc.D. a, Adelaide S. Robb, M.D. c, Charles I. Berul, M.D. a, and Jonathan R. Kaltman, M.D. a Sports Participation & Quality of Life in Adolescents and Young Adults with Congenital Heart Disease (SQUAD Study) ACC 2014

Silva JA, Erickson C, Carter CD, Greene EA, Kantoch M, Collins D, Miyake D, Van Hare, GF
“Management of Tachyarrhythmias in Children on Mechanical Circulatory Support”
Presented at Heart Rhythm Society Meeting May 2012

**Greene, EA**, Shah K, Ottolini M “Can a case based Teaching Module increase Pediatric Residents’ overall Skill and Confidence in ECG Interpretation?”
Presented at PAS April 2012

Whitefield JS, **Greene EA**, Schrader MA, Tennison MS. “Can Standard Criteria Predict Abnormal ECGs in Pediatric Patients in Emergency Department Settings”
Presented at PAS April 2012

Patel S, **Greene EA**, Saidinejad M” Analysis and Outcomes of Abnormal ECGs in a Cohort of Patients Seen at an Urban Academic Pediatric Emergency Department”
Presented at PAS April 2012

Presented at the ACMG meeting, March 2012

Schiller, O, **Greene, EA**, Moak JP, Gierdalski, M, Berul CI” The Poor Performance of the Electrocardiogram in Detection of Secundum ASD in Children Presented at American College of Cardiology March 2012

Early Postoperative IOC Defibrillation Threshold Testing and Cardiac Monitoring in Children and Young Adults. Presented at NASPE/Heart Rhythm Society May 2004

Dubin AM, Van Hare G, Bernstein D, Collins K, **Greene A**, Rosenthal, D
Right Ventricular Resynchronization Therapy: The Congenital Heart Disease Equivalent of Biventricular Pacing? Presented at NASPE May 2002

**Greene A**, Casimiro M, Pfeifer K, Ebert S, Knollman BC
Gene-targeted knock-in of a LQTS-linked missense mutation (A341E) in the KCNQ1 gene causes a long QT phenotype in mice. Presented at NASPE May 2001

Knollman BC, **Greene A** Franz MR, Potter JD, Morad M
Abnormal Cardiac Electrophysiology in Transgenic Mice Expressing an FHC-linked Troponin T (I179) Mutation. Presented to the Biophysics Society Feb 2001

**Invited presentation at professional meetings**

2019 “Stress of Congenital Heart Disease in New Immigrant to US”, American Heart Association, November 2019, Philadelphia
2013  “Optimization of Cardiac Resynchronization Therapy in Pediatric and Congenital Heart Disease patients” Denver, CO. Heart Rhythm Society May 2013

2012  Neonatal Arrhythmia Diagnosis and Management, NEOPREP 2012
2012  Neonatal ECG Review, NEOPREP 2012 New Orleans, LA

2011  “Atrial Arrhythmias in Pediatric and Adult patients with congenital heart disease, Medical Management and Pharmacology” San Francisco CA International Heart Rhythm Society Meeting, May 2011, This was a “core curriculum” talk aimed at the general attendees and especially at the junior faculty and trainees.

**Medical Student teaching**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>UNM Cardiovascular Block lecturer: Acquired Heart Disease and Pediatric ECGs</td>
</tr>
<tr>
<td>2008-2009</td>
<td>UNM Foundations of Clinical Practice, Weekly Small group session Preceptor for 20 weeks</td>
</tr>
<tr>
<td>2007</td>
<td>UNM Cardiovascular Block lecturer: Pediatric ECGs</td>
</tr>
<tr>
<td>2004</td>
<td>NYU Embryology Course: NYU SOM Lecturer</td>
</tr>
<tr>
<td>1989</td>
<td>Lecturer Medical School Emergency Medicine Course: 3 hours Lecturer: Core curriculum for Emergency Medicine House staff Preceptor: Pediatric Clinical Skills Course</td>
</tr>
<tr>
<td>1988-89</td>
<td>Small Group Faculty for Introduction to Physical Diagnosis, Weekly sessions for 6 months</td>
</tr>
</tbody>
</table>

**Resident and Fellow Teaching**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-19</td>
<td>Resident Education Director, Pediatric Cardiology, University of New Mexico , multiple lectures per month, supervision of residents on rotation</td>
</tr>
<tr>
<td>2015-19</td>
<td>UNM Pediatric Emergency Medicine Cardiology lectures (6 per year )</td>
</tr>
<tr>
<td>2015-17</td>
<td>UNM Pediatric Residency Cardiology lectures Resident School (6)</td>
</tr>
<tr>
<td>2011-2015</td>
<td>Director of Pediatric Cardiology Fellowship CNMC, Faculty advisor for Electrophysiology Curriculum, Lecturer to Pediatric Residents, Faculty</td>
</tr>
</tbody>
</table>
advisor and mentor, Pediatric Emergency Medicine Fellowship, Cardiology Curriculum. Multiple Didactic Electrophysiology teaching sessions for Cardiology Fellows

2009-2011  Associate Director of Pediatric Cardiology Fellowship CNMC
Cardiology Fellowship Electrophysiology Curriculum Development
Multiple lectures to Pediatric Residents and Cardiology Fellows on Arrhythmias, ECG interpretation, Electrophysiology topics

2008, 2015-19 UNM Neonatal Fellowship Curriculum Lecturer, multiple lectures

2007-2009  UNM: Pediatric Residency coordinator for Cardiology, responsible for overall curriculum and teaching of cardiology with the pediatric residents. Precept residents in clinical activities, presentations and preparation for rotation in the CVICU at Stanford. Individual teaching sessions on ECGs, Arrhythmias including postoperative.

2004-2006  Attending Cardiologist at NYU/Bellevue: Cardiology Inpatient Attending 4 months, average teaching rounds 20 hours per month including didactic sessions.
Courses and Talks:
Cardiology Noon Conferences for Pediatric House staff: 2 hours
Pediatric Cardiology Fellow Core Lecture Series: 3 hours
Best Practice Seminars: Preceptor, 3 hours
Pediatric Electrophysiology Conferences: One hour per week

2003-2004- Attending Cardiologist, St Vincent’s Catholic Medical Center: supervised and taught in Pediatric Cardiology Clinic, supervisor for morning report: supervise inpatient consults, outpatient evaluations by resident on elective
Talks: Multiple talks including Cardiology and Emergency Medicine topics

1997-1999- Attending in Pediatric Outpatient Department and Inpatient Service at Mount Sinai, supervision of residents, conferences on outpatient assessment.
Courses and Talks: Multiple topics including General Pediatrics, Cardiology and Resuscitation
1994-1997  NY Children’s Health Project, Attending: Supervision of “Community Pediatrics” Fellows and Pediatric Residents during clinical work on Mobile Units

1992-1994  co-Director of Pediatric Emergency Medicine Fellowship at Fairfax, ANOVA Hospital, development of fellowship and curriculum development, applicant selection, supervision of fellows.

1988-1990  JHH Pediatric Emergency Dept. - Attending responsible for teaching and supervision of Pediatric Residents, Talks: Conferences for Pediatric Residents, weekly conferences on resuscitation, approximately 40 per year (2 years), noon conferences on pediatric emergency management topics

1987-  JHH Adult ED responsible for teaching and supervision of emergency, medical and surgical residents.

CME Lectures given
2017  Gallup Indian Medical Center “ Acquired Heart Disease”
2017  Shiprock HIS, “Supraventricular Tachycardia “
2015  Rehobeth McKinley Medical Center “ Sudden Death Risk in Athletes”
2015  Gallup Indian Medical Center: “Basic ECG Interpretation”
2015  Zuni Health Center “Sudden Death Risk in Athletes”
2011  CNMC CME: Syncope and Sudden Death: Implications for Pediatric Practice May 2011

Educational Administrative Positions and Curriculum Development
2019  Chair, Pediatric Promotion and Tenure Committee
2019  Director, Faculty Development for Pediatric Department
2019  Global and Rural Health Program Senior Advisor
2017  Member OMED Advisory committee, University of New Mexico, School of Medicine
2017  Global and Rural Health Track Leader, Dept of Pediatric UNM
2016  Admissions Committee and Circuit Rider, BA/MD program University of New Mexico School of Medicine
2016  Vice Chair of Pediatrics for Education, Pediatric Dept, UNM
2015  Pediatric Cardiology Resident Education Director University of New Mexico
2015  Member, Curriculum Committee, University of New Mexico School of Medicine
2015  Member, Pediatric Education Committee and Promotions committee, Pediatric Residency, University of New Mexico
2015  Member, Pediatric Education Committee, Neonatology Fellowship UNM
2012-2015 Developed and tested Cardiology Curriculum for the Pediatric Registrars at the Malawi School of Medicine. Initial 10 modules developed and tested with field visits and long distance learning. Second series of cardiology cases utilized in year 3 with additional onsite teaching. Results submitted for publication.
2011-2015 Director of Fellowship Training in Cardiology, Children’s National Medical Center, responsible for overall curriculum and development, program assessment, ACGME review
2012-2013 Co-developed an 18 month Cardiology curriculum for Pediatric Emergency Medicine fellowship. Tested and published. The modules are on line and being utilized by other programs.
2009- 2011 Associate Director of Fellowship Training in Cardiology, Children’s National, development of Electrophysiology Curriculum
2007-2009 Pediatric Cardiology Resident Education Director, and Member, Pediatric Education Committee, University of New Mexico
1992-1994 Co-Director of Pediatric Emergency Medicine Fellowship at Fairfax, ANOVA Hospital, development of fellowship and curriculum development, applicant selection, supervision of fellows.

Present patient care activities
2015  Director Pediatric Electrophysiology and Exercise testing, UNM
Direct care for all pediatric pacemaker and defibrillator patients
Perform all pediatric cardiac exercise stress tests
Inpatient and outpatient consults for pediatric patients with arrhythmias
Inpatient and outpatient consults for pediatric patients with risk for or diagnosed with inheritable arrhythmia syndromes including genetic testing
Inpatient and outpatient general cardiology, consultation in PICU, NICU, and inpatient floors.
Outreach cardiology clinic to Gallup NM and Farmington NM

Past patient care activities
Clinical and Hospital Service Responsibilities
2012-2015  Director, Cardiac Exercise Laboratory, CNMC
2009-2013  Medical Unit Director, Heart and Kidney Unit CNMC,
Attending Electrophysiologist CNMC
2007-2009  Attending Pediatric Cardiology University of New Mexico,
Attending Pediatric Electrophysiologist
2004-2007- Attending Pediatric Cardiology NYU Hospitals
            Director, Pediatric Arrhythmias and Electrophysiology
2003-2004- Attending Pediatric Cardiology New York Foundling Hospital
2003-2004- Attending Pediatric Cardiology St Vincent’s. NY

1997-1999- Attending Ambulatory and Inpatient Pediatrics, Mt Sinai Hospital, NY
1994-1997  Medical Director New York Children’s Health Project, then Associate
            Director, Division of Community Pediatrics, Montefiore Medical Center:
            responsible for program development, coordination of clinical services,
            also inpatient attending at Montefiore (one month)
1993-1994  Associate Director of Emergency Medicine at Fairfax, ANOVA Hospital,
1988-1990  Assistant, then Director of Pediatric Emergency Medicine Johns Hopkins.
1987-1989  Attending: Adult and Pediatric Emergency Departments, Johns
            Hopkins

**University SOM HSC committees**
2015         SOM Curriculum committee
2015         SOM Student mistreatment committee
2015         Pediatric Residency committee for Promotion and Remediation
2015         Neonatology Fellowship Education committee.

**Local state regional committees.**
2008         AHA Desert Mountain Council for Community Emergency Cardiac Care
1991-1992    Emergency Medical Services for Children Committee, San Mateo County,
            CA
1988-1990    Pediatric Emergency Medical Services Advisory Committee, State of
            Maryland
MEMO

To: Cinnamon Blair  
Chair, UNM Naming Committee

From: Cheryl Willman, MD  
Maurice and Marguerite Liberman Distinguished Chair in Cancer Research  
Director & CEO, UNM Comprehensive Cancer Center

Mark Unruh, MD  
Professor and Chair – UNM Department of Internal Medicine

Date: June 30, 2021

Re: Appointment of Zoneddy Ruiz Dayao MD to the Maralyn S. Budke Endowed Professor in Cancer Care Delivery

Dear Ms. Blair and members of the naming committee,

On behalf of the UNM Comprehensive Cancer Center (UNMCCC) and UNM School of Medicine  
Department of Internal Medicine, and, as prescribed by Faculty Handbook Policy C170 “Endowed Chairs and Name Professorships” and in consultation with faculty within the Department  
and UNMCCC, we seek approval to appoint Zoneddy Ruiz Dayao MD., as the Maralyn S. Budke Endowed Professor in Cancer Care Delivery. We are requesting a change of the holder of this professorship which was previously held by Dr. Richard Lauer.

In 2020, Dr. Dayao appointed Chief Medical Officer of the UNMCCC. She is responsible for the oversight of all system level activities, clinical operations, creation of service lines and implementation of performance improvement processes across the Cancer Center. She is also a Professor of Medicine and current Interim Chief of the Division of Hematology/Oncology. Dr. Dayao focuses her clinical practice on breast cancer. As a clinician, her area of research includes breast cancer symptom control and survivorship. She is the site Principe Investigator (PI) for the ALLIANCE, an NCI cooperative group where the UNMCCC consistently ranks as the top minority accruing site in the country. She is also a member of the ALLIANCE Breast Committee and Symptom Control. Since 2015, she has been a member of the NCI Steering Committee for Symptom Control and Quality of Life and one of the 2 designated reviewers for minority/underserved perspective for all trials under review. Dr. Dayao also has current and past funding for survivorship from NIH and the NM Department of Health. She is also an invited member of the American Society of Clinical Oncology (ASCO) Practice Guideline Committee and have been the official reviewer of several guidelines on breast cancer. Dr. Dayao has been professionally recognized with several honors and awards. In 2019, she received an Outstanding
Faculty Award with the UNM CCC and was the first recipient of the William Harrington Award for Outstanding Fellow with the University of Miami among many others. For your consideration, I have included Dr. Zoneddy Ruiz Dayao's CV and letters of support for your review.

Thank you for your time and consideration of this request.
July 7, 2021

Ms. Cinnamon Blair
Chair of the UNM Naming Committee

Dear Ms. Blair,

It is my pleasure and privilege to write the strongest letter of support for Dr. Zoneddy Dayao as the recipient of the Maralyn S. Budke Endowed Professor in Cancer Care Delivery. Dr. Dayao is currently the Chief Medical Officer of the University of New Mexico Comprehensive Cancer Center and an absolutely outstanding Medical Oncologist with special expertise in Breast Cancer care.

Dr. Dayao did her early medical training at the prestigious University of Philippines College of Medicine and subsequently came to the United States for Internship and residency at Cook County Hospital, Chicago, IL. She did her Hematology/ Oncology Fellowship training at the University of Miami- Jackson Memorial Hospital after which she came to the University of New Mexico as an Assistant Professor in 2003. She has been an exceptional leader within the UNM Cancer Center and has been absolutely instrumental in building a world class Breast Cancer Program, which offers state of the art breast cancer care and clinical trials to all women in New Mexico. During this time she built and served as Medical Director of the Hereditary Cancer and Assessment Program beginning in 2010, which is now a premier cancer genetics assessment program that serves all of New Mexico. Dr. Dayao also served as Medical Director, Inpatient Medical Oncology Unit from 2014 – 2017 and then transitioned to Medical Director, Outpatient Cancer Clinic. Her main goals in this role is to establish the highest quality care for all procedures within a comprehensive cancer center and she has done this on an utterly outstanding level. She serves as the Chair of the Cancer Committee making certain that we remain in good standing with the Commission of Cancer and she continues to build an exceptional team to process Press Ganey data and optimize excellence in all service lines within the center. If you have an opportunity to visit the outpatient center you will see the impact of her impeccable leadership during every step of the cancer patients encounters. Dr. Dayao also is an effective leader within the community and builds community engagement to make certain quality cancer care is accessible to all New Mexicans.

Delivering quality and timely care to all populations in need is one of the most critical aspect of cancer care.

I have had the privilege to work with Dr. Dayao throughout my 17 years here at UNM since she matriculated here in 2003 and it has been an absolute pleasure to see her grow into the strong leader that she is.
I know her commitment and passion to providing the most optimal cancer care is palpable and she surely is a moral leader and highly deserving of the prestigious Endowment that is specifically directed to cancer care delivery.

I give Dr. Dayao my highest recommendation and should you need any further information please do not hesitate to contact me.

Sincerely,

Carolyn Muller, MD
Professor, Division Chief Gynecology Oncology
Associate Director Clinical Research
The Judy Putman Dirks Endowed Professor in Gynecologic Cancer Care
University of New Mexico Comprehensive Cancer Center
MSC 07 4025
Email: cmuller@salud.unm.edu
To: Ms. Cinnamon Blair  
Chair of UNM Naming Committee  
Chief Marketing and Communications Officer

Re: Appointment of Dr. Zoneddy Dayao as the Maralyn S. Budke Endowed Professor in Cancer Care Delivery

Date: July 7, 2021

Dear Ms. Blair,

It is a privilege to write in support of Dr. Zoneddy Dayao as the recipient of the Maralyn S. Budke Endowed Professor in Cancer Care Delivery. Dr. Dayao is the Deputy Director for Clinical Affairs and Chief Medical Officer and is in charge of the University of New Mexico (UNM) Comprehensive Cancer Center’s cancer care delivery mission.

I have had the opportunity to work with Dr. Dayao as part of a cancer survivorship project supported by our Comprehensive Cancer Program. Since its launch two years ago, Dr. Dayao has served as the UNM Principal Investigator on the “Development and Delivery of Cancer Survivorship Care Plans, Provision of Patient Navigation, and Education for Healthcare Providers Project.” Her vision and direction have guided an expansion of cancer survivorship services available to those receiving care at the UNM Comprehensive Cancer Center (UNM CCC).

At its inception, the project aimed to create and deliver survivorship care plans in alignment with then-current Commission on Cancer standards. Dr. Dayao pulled together a large and multidisciplinary team to work on the project, and within a few years the project has expanded well beyond the original goal.

Under Dr. Dayao’s direction, the UNM CCC team collaborated with Information Technology and Patient Services staff to align MOSAIQ, the center’s electronic medical record, to allow development and delivery of survivorship care plans to providers. Because survivorship care plans can only make a difference if they are used, the team has worked to disseminate completed plans to both patients and their primary care providers. Most recently, Dr. Dayao’s team collaborated with Project ECHO to produce professional cancer survivorship education, with the first session on “The intersection of palliative care and survivorship care” presented in June 2021. Notably, Dr. Dayao’s vision and commitment led to the creation of a Survivorship Program and the hiring of a coordinator for the Program.

Through all of these efforts, it is clear that Dr. Dayao is laser focused on providing the highest quality of care for cancer patients, from the start of their cancer journey and well beyond their active treatment. She is tireless and passionate about her work and the people cared for by UNM CCC, and her efforts are making a difference for individuals throughout the state, which will continue into the future.
Dr. Dayao is a leader with vision, compassion, and energy, and the UNM CCC is fortunate to have such a dedicated researcher and clinician working to improve services for those facing cancer throughout New Mexico. I am honored to recommend Dr. Dayao for this well-deserved endowed position.

Sincerely,

Beth Pinkerton, Head
Cancer Prevention and Control Section
New Mexico Department of Health
July 13, 2021

Ms. Cinnamon Blair  
Chair, UNM Naming Committee  
Re: Nomination of Dr. Zoneddy R. Dayao as the recipient of *The Maralyn S. Budke Endowed Professor in Cancer Care Delivery*

Dear Ms. Blair,

It is my great pleasure and privilege to support the nomination of Zoneddy R. Dayao, MD, as the recipient of *The Maralyn S. Budke Endowed Professor in Cancer Care Delivery.*

After receiving her M.D. in 1995 from the prestigious University of the Philippines College of Medicine Intarmed Program, Dr. Dayao completed residency training in Internal Medicine at Cook County Hospital and fellowship training in Hematology/Oncology at the University of Miami. During her fellowship, Dr. Dayao was selected as the Chief Fellow and received the William Harrington Outstanding Fellow Award; she also received a highly prestigious Young Investigator Award from the American Society of Clinical Oncology (ASCO). In 2008, Dr. Dayao was recruited to the Division of Hematology/Oncology in the UNM Department of Internal Medicine and the UNM Comprehensive Cancer Center (UNMCCC). During her tenure at UNM, Dr. Dayao has served in an exemplary fashion in several clinical leadership roles including Inpatient Medical Director for Oncology, UNMCCC Chief Quality Officer, and UNMCCC Outpatient Medical Director where she has overseen clinical operations and quality and accreditation/certification programs. In her clinical and academic roles, Dr. Dayao is an expert in the treatment of breast cancer and her research, supported by the National Cancer Institute (NCI) at the National Institutes of Health (NIH) and the New Mexico Department of Health, focuses on breast cancer symptom control, quality of life, and cancer survivorship.

In July 2020, Dr. Dayao assumed the roles of Chief Medical Officer of the UNMCCC and Interim Chief of the Division of Hematology/Oncology in the Department of Internal Medicine in the UNM School of Medicine. She gracefully eased into these new intensive roles and immediately began to lead the Cancer Center’s efforts to assure outstanding care during the unprecedented challenges of the COVID-19 pandemic. She was the Cancer Center’s representative on the Emergency Operations Command (EOC), which directed all UNM Health Science Center clinical operations during COVID-19, and which coordinated all health systems statewide. Before Dr. Dayao officially assumed her new role, she worked very closely with and was mentored by her predecessor, Richard Lauer, MD, FACP, FRSM, and the UNM Comprehensive Cancer Center clinic team. Dr. Dayao implemented internal processes, secured personal protective equipment, and ensured that safety measures were put in place to protect Cancer Center and UNM Health Sciences Center staff, faculty and patients, particularly those with suppressed immune systems and those at higher risk for contracting COVID-19. We are thrilled that Dr. Dayao has assumed these new leadership roles and we will fully support her continued success and the growth of the Division and the Cancer Center.
As noted, Dr. Dayao is an expert in the treatment of breast cancer. As an academic oncology physician, she takes her roles as teacher and mentor seriously. Breast cancer management is so complex and lengthy that hematology/oncology fellows often do not see the full spectrum of this disease during their training. Dr. Dayao pioneered an innovative interactive breast cancer curriculum to supplement fellows’ training, and they love the case-based and board-oriented approach. She has also been active in teaching at the UNM School of Medicine and has delivered many lectures to providers in local and regional symposia on breast cancer and clinical trials.

Dr. Dayao is a strong advocate for cancer patient care, developing the UNM Comprehensive Cancer Center’s Survivorship Clinic to help cancer survivors seamlessly transition from treatment to survivorship. To implement this clinic, Dr. Dayao is working not only with clinical staff and faculty but also with community primary care providers to create opportunities to educate these physicians about cancer and survivorship. This proactive approach enables these providers to give the best care possible as their patients transition back to community care.

In closing, Dr. Dayao is an exceptional exemplary physician and leader, who also maintains research and education and training emphases. She is committed, kind, and exceptional. In my opinion, she exemplifies all the qualities that we need in our faculty and in our clinic leadership at the UNM Comprehensive Cancer Center. I give her my highest recommendation for this prestigious honor.

Sincerely,

Cheryl L. Willman, M.D.
The Maurice and Marguerite Liberman Distinguished Chair in Cancer Research
UNM Distinguished Professor of Pathology and Medicine
Director & CEO, University of New Mexico Comprehensive Cancer Center
CURRICULUM VITAE

Date:       June 2021

Name:       Zoneddy Ruiz Dayao, M.D.

Address:    1 University of New Mexico
            UNM Cancer Center
            MSC07 4025
            Albuquerque, NM 87131-0001

Telephone:  505-925-0405

Email:       zdayao@salud.unm.edu

LICENSURE
2003- current State of New Mexico, Licensed Physician

CERTIFICATION
2003    Medical Oncology, American Board of Internal Medicine
         Recertified in 2014, MOC participant

EDUCATION
07/2000-06/2003 Hematology/ Oncology Fellowship (chief fellow)
                 University of Miami- Jackson Memorial Hospital

07/1997-06/2000 Internal Medicine Internship & Residency
                 Cook County Hospital, Chicago, IL

10/1995-12/1995 Internal Medicine Pre-residency Training
                 University of the Philippines- Philippine General Hospital, Manila

07/1988-06/1995 Doctor of Medicine and Bachelor of Basic Medical Sciences
                 (Accelerated Program)
                 University of the Philippines College of Medicine

ACADEMIC AND ADMINISTRATIVE TRAINING
04/ 2019    Leadership Strategies for Evolving Health Care Executives
             Harvard T.H. Chan, School of Public Health

01/2019-06/2019 American Society of Clinical Oncology Quality Training Program
                 (6 Month Course)

2018    Auditor Training, Clinical Trials Monitoring Branch
          ALLIANCE for Oncology- National Cancer Institute Cooperative Group
Mission Excellence: Leading to Excellence
Dyad Training
University of New Mexico

City of Hope Intensive Clinical Course in Cancer Risk Assessment
City of Hope Division of Cancer Genetics

Chief Fellow, Hematology/Oncology
University of Miami- Jackson Memorial Hospital

Post-doctoral Research Elective
University of Miami School of Medicine, Miami, FL

Clinical Elective in Hematology and Oncology
University of Chicago, Chicago, IL

CURRENT POSITIONS:
7/2020-current  Professor, University of New Mexico
                Department of Medicine
                Division of Hematology/Oncology, Brest Oncology

7/2020-current  Chief Medical Officer
                University of New Mexico Comprehensive Cancer Center

7/2020-current  Interim Division Chief - Division of Hematology/ Oncology
                University of New Mexico Comprehensive Cancer Center

4/2017-current  Chair, Cancer Committee
                University of New Mexico

PRIOR POSITIONS:
4/2017-6/2020  Medical Director, Outpatient Clinic
                University of New Mexico Comprehensive Cancer Center

06/2014-3/2017  Medical Director, Inpatient Medical Oncology Unit
                University of New Mexico Hospital

9/2010-2017    Medical Director, Hereditary Cancer and Assessment Program
                University of New Mexico Comprehensive Cancer Center

7/2015-12/2016  Preceptor, University of New Mexico School of Medicine (Doctoring 1)

08/2014-6/2020  Associate Professor
                Department of Medicine- Division of Hematology/ Oncology
                University of New Mexico Comprehensive Cancer Center
08/2007-04/2008  Associate, Medical Oncology/ Hematology
Lemmen Holten Cancer Center
Cancer and Hematology Centers of Western Michigan
Grand Rapids, MI 49546

07/2003-03/2007  Associate, Medical Oncology/ Hematology
South Eastern New Mexico Hematology/Oncology
Roswell, NM 88201

PROFESSIONAL RECOGNITION AND HONORS

CLINICAL AND RESEARCH AWARDS

2019  Outstanding Faculty Award
Division of Hematology/Oncology
University of New Mexico Comprehensive Cancer Center

2017  Recipient, Certificate of Appreciation for Clinical Trial Accrual
National Cancer Institute (NCI)
Community Oncology Research Program NCORP

2002  Recipient, American Society of Clinical Oncology (ASCO) Young Investigator Award

2002  First Recipient of the William Harrington Award
Most Outstanding Fellow
Division of Hematology- Oncology
University of Miami

2002  AMGEN Fellow Award

1998  One of the Most Outstanding Residents/ Humanitarian Award
Department of Internal Medicine, Cook County Hospital, Chicago, IL

1994-1995  One of the Most Outstanding Interns
University of the Philippines- Philippine General Hospital

1988-1990  College Scholar
University of the Philippines, College of Medicine
Direct Entry to the University of the Philippines - College of Medicine
This is a 7 year accelerated medical course offered to the top 40 high school students who take the nationwide State University exam. Approximately 20,000 students take the test annually.

LEADERSHIP/ ACADEMIC/ ADMINISTRATIVE APPOINTMENTS

04/2017-current  Medical Director, Outpatient Hematology/ Oncology Clinics
University of New Mexico Comprehensive Cancer Center

04/2017- current Chair, Cancer Committee
University of New Mexico

06/2014- 03/2017 Medical Director, Inpatient Medical Oncology Units
University of New Mexico Hospital

09/2010- 04/2017 Medical Director, Hereditary Cancer and Assessment Program
University of New Mexico Comprehensive Cancer Center

07/2015- 2016 Preceptor, Doctoring 1
University of New Mexico School of Medicine

2018- current Preceptor, Specialty Exploration Experience (SEE)
University of New Mexico School of Medicine

NATIONAL / EXTRAMURAL COMMITTEE APPOINTMENTS

June 2019 - current Member, National Cancer Institute (NCI) Biden- Moonshot Initiative Translation and Validation of Patient Reported Outcome Measures: Addressing an Accrual Barrier to Underserved Participation in Symptom Clinical Trials

2018 - current Re-Invited Member, National Cancer Institute (NCI) Steering Committee For Symptom Control/ Quality of Life, Reviewer/Minority Perspective

08/2018 - current Invited Reviewer, American Society of Clinical Oncology (ASCO) Clinical Practice Guideline Committee

2016 Reviewer, American Board of Internal Medicine (ABIM) Standard Setting Process Committee for the ABIM Medical Oncology Maintenance of Certification (MOC) Exam

2015 - 2018 Member, National Cancer Institute (NCI) Steering Committee for Symptom Control and Quality of Life

12/2015 Reviewer, External Advisory Committee- Clinical Trials Office University of Hawaii, Honolulu, HI

2011 - Current Member/ Board of Directors ALLIANCE (NCI Cooperative Group) Site Principal Investigator, Symptom Control/ Audit / Breast Committee
2011 - 2012  Scientific Reviewer, Department of Defense
             U.S. Army Medical Congress Directed Medical Research Programs
             Breast Cancer Research Program Clinical and Experimental Therapeutics

2011        Member, NCI Clinical Trials Planning
             Next Generation Phase III Studies for HER2-Positive Breast Cancer

03/2010     Member, NCI- CCOP Strategic Planning Committee
             Underserved Populations Committee

09/2009-09/2011  Local Principal Investigator
                 North Central Cancer Treatment Group (NCCTG)
                 National Cancer Institute Cooperative Group

10/2009- 09/2011    Member, NCCTG Breast Steering Committee member

2003-2005  Relevance Reviewer, American Board of Internal Medicine
             Medical Oncology Board Questions

2003- 2005  Relevance Reviewer, American Board of Internal Medicine
             Hematology Board Questions

UNM/ INSTITUTE COMMITTEE APPOINTMENTS

2018- current  Chair, Data Safety Monitoring 2 Committee

2018 - current  Member, UNMH Quality and Safety Committee

2018- current  Member, UNMCCC Quality in Oncology Practice Initiative (QOPI)

2017- current  Member/ Physician Representative
               Quality Assurance Committee, UNMCCC Clinical Trials Office

2017- current  UNMCCC Patient Safety Officer

2011- current  Member, UNMCCC Data Safety Monitoring Committee

06/2010- 2014    Member, UNM IRB

CLINICAL RESEARCH FUNDING
Open, enrolling

NCI Rural Supplement :Women in Survivorship Healthcare (WISH) Creation of a Rural Cancer
Survivorship Program using Project Echo (Sussman)
Role: Co investigator
Budget: $200,000
Role: Co investigator
Budget: $416,625

Department of Health, State of New Mexico: Delivery of Survivorship Care Plan (Dayao)
Role: Principal investigator
Budget: $28,000

UNM Dept of OB-Gyn Seligman Grant: Developing a Survivorship Transition Model for Rural and Underserved Low Risk Breast and Gynecologic Cancer Patients (Gomez)
Role: Co Investigator
Budget: $10,000

UNM Comprehensive Cancer Center Pilot Grant: Southwest Harvest for Health: A Mentored Vegetable Gardening Intervention for Cancer Survivors in New Mexico (Blair)
Role: Co-investigator
Budget: $100,000

Completed/closed to accrual

NIH/NCI 5U10CA086780: NM Minority Based Community Clinical Oncology Program
Total budget: $785,606
Role: Co Principal Investigator
Dates 6/1/11 to 2014

ALLIANCE NCI Sponsored Cooperative Group): A Pilot Randomized, Placebo- Controlled, Double Blind Study of Omega-3 Fatty Acids to Prevent Paclitaxel Associated Acute Pain Syndrome
Total budget: $100,000
Role: Principal Investigator: Dates 8/2012-

A Randomized Phase III Study of Vitamins B6 and B12 to Prevent Chemotherapy-Induced Neuropathy in Cancer Patients
Role: Principal Investigator
Funding: NM Cancer Care Alliance

N0937 Phase II Trial of Brostallicin and Cisplatin in Patients with Metastatic Triple Negative Breast Cancer
Role: UNM Site Principal Investigator
Funding: North Central Cancer Treatment Group (NCCTG)
N10C2: A Double-Blind, Placebo-Controlled Study of Magnesium Supplements to Reduce Menopausal Hot Flashes
Role: UNM Site PI
Funding NCCTG

N0733: Randomized Phase II Trial of Capecitabine and Lapatinib with or without IMC-A12 in Patients with HER2 Positive Breast Cancer Previously Treated with Trastuzumab and an Anthracycline and/or a Taxane
Role: UNM Site PI
Funding NCCTG

N1031 Randomized Phase II Study on Two Doses of Pixantrone in Patients with Metastatic Breast Cancer
Role: UNM Site PI
Funding: NCCTG

N08C3 Phase III Double-Blind, Placebo-Controlled Study of Gabapentin for the Prevention of Chemotherapy Induced Nausea and Vomiting in Patient Receiving Highly Emetogenic Chemotherapy
Role: UNM Site PI
Funding: NCCTG

N07C2: The Use of Wisconsin Ginseng (panax quinquefolius) to Improve Cancer-Related Fatigue: A Randomized, Double-Blind, Placebo-Controlled Phase III Study
Role: UNM Site PI
Funding: NCCTG

INST 0818: High-Speed MR Spectroscopic Imaging of Choline and Lipids in Breast Cancer
Role: Co-Principal Investigator
Funding: ARRA

ACOSOG Z1041: A Randomized Phase III Trial Comparing a Neoadjuvant Regimen of FEC-75 Followed By Paclitaxel Plus Trastuzumab with a Neoadjuvant Regimen of Paclitaxel Plus Trastuzumab Followed by FEC-75 Plus Trastuzumab in Patients with HER-2 Positive Operable Breast Cancer
Role: UNM Site PI
Funding: American College of Surgeons Oncology Group (ACOSOG)

ACOSOG Z1031: A Randomized Phase III Trial Comparing 16 to 18 Weeks of Neoadjuvant Exemestane (25 mg daily), Letrozole (2.5 mg), or Anastrozole (1 mg) in Postmenopausal Women with Clinical Stage II and III Estrogen Receptor Positive Breast Cancer
Role: UNM Site PI
Funding: ACOSOG

ECOG 2108: A Randomized Phase III Trial of the Value of Early Local Therapy for the Intact Primary Tumor in Patients with Metastatic Breast Cancer
Role: UNM Site PI
Funding: ECOG

SCUSF 0806 (Suncoast) - “Phase II placebo-controlled trial of lisinopril and Coreg to reduce cardiotoxicity in patients with breast cancer receiving chemotherapy with trastuzumab
Role: UNM Site PI
Funding: SunCoast CCOP Research Base

MEDI-573 Plus Standard Endocrine Therapy for Women With Hormone-sensitive Metastatic Breast Cancer
Role: UNM Site PI
Funding: MedImmune LLC

The BEACON Study (Breast Cancer Outcomes with NKTR-102): A Phase 3 Open-Label, Randomized, Multicenter Study of NKTR-102 versus Treatment of Physician’s Choice (TPC) in Patients with Locally Recurrent or Metastatic Breast Cancer Previously Treated with an Anthracycline, a Taxane, and Capecitabine
Role: UNM Site PI
Funding: NEKTAR Therapeutics

The Role of CD4+CD25+ Regulatory T cells in the Development of Graft Versus Host Disease Following Allogeneic Bone Marrow Transplantation
Funding: ASCO Young Investigator Award
University of Miami/ Sylvester Cancer Center Clinical and Translational Research

PUBLICATIONS


ABSTRACTS/POSTERS/ ORAL PRESENTATIONS


REVIEWER for American Society of Clinical Oncology Clinical Practice Guidelines
Published or pending publication in the Journal of Clinical Oncology (JCO)

a. Initial Diagnostic Work-up of Acute Leukemia: ASCO Clinical Practice Guideline Endorsement of the College of American Pathologist and American Society of Hematology Guideline
b. ASCO Endorsement of the ASPS Guideline on Autologous Breast Reconstruction with Abdominal Flaps
c. Update of the ASCO Guideline on Use of Biomarkers to Guide Decisions on Adjuvant Systemic Therapy for Women with Early Stage Invasive Breast Cancer: Integration of Results from Tailor X
d. Role of Patient and Disease Factors in Adjuvant Systemic Therapy Decision-Making for Early-Stage, Operable Breast Cancer: Update of the ASCO Endorsement of CCO Guideline Recommendations
e. Use of Endocrine Therapy for Breast Cancer Risk Reduction: ASCO Clinical Practice Guideline Update
TEACHING/ EDUCATION

I. UNM School of Medicine (Medical Students)
   a. Preceptor Specialty Exploration Experience (SEE), University of New Mexico School of Medicine (6 month clinical rotation, total of 10 clinics)
      2018: Maria P. Ramirez (3rd year medical student)
      2019: Ryan Sun (3rd year medical student)
   b. Preceptor, Doctoring 1 Course, University of New Mexico School of Medicine, (6 month weekly sessions, 3 hours each session)
      July - December 2015
      July - December 2016
   c. Preceptor, UNM Medical School, Genetics and Neoplasia Block, 2014

II. RESIDENTS/ FELLOWS
   a. Breast Cancer Program 101 for Hematology/ Oncology Fellows
      An innovative pilot, case based course I have designed to prepare fellows for the clinical management of breast cancer and to enhance performance in the in-service and board exam. Pre and post test assessments included.
      2013  4 weekly sessions
      2015  4 weekly sessions
      2017  6 weekly sessions
      2019  mentored UNM chief fellow/ incoming attending Jacklyn Nemunitis, MD to update, improve and enhance relevance of program (beginning 10/2019)
   b. Lecturer, Internal Medicine Residency Thursday School- Breast Cancer Board Review
   c. Lecturer, Hematology/ Oncology Core Curriculum, UNM Cancer Center 2008- current
   d. Attending physician supervision- Inpatient Teaching Rounds
   e. Speaker, New Mexico ACP conference November 2019

III. STAFF/ADVANCED PRACTITIONERS
   a. 2018-current: Advanced Practitioners Core Curriculum
      Organized year-long monthly educational sessions for the UNMCCC advanced practitioners to cover basic concepts in hematology/ oncology, side effects of chemotherapy and immunotherapy, oncologic emergencies
   c. Guest Speaker, Breast Symposium for Primary Care Providers, UNM Sponsored
Program, Embassy Suites, Albuquerque, NM April 2016

d. Guest Speaker, Lovelace Hospital, Roswell, NM Update on Breast Cancer Clinical Trials 2015

e. Guest Speaker, Breast Symposium for Primary Care Providers, UNM Sponsored Program, Embassy Suites, Albuquerque, NM April 2018

f. Speaker/ Stakeholder Comadre y Comadre VOZ Breast Cancer Group

V. HIGH SCHOOL STUDENT
2018: Ruslan Bayliyev, (matriculated in University of Southern California)

VI. OTHERS
2019: Speaker, Oncology Panel for Health Disparities
Students from UNM Department of Epidemiology

COMMUNITY SERVICE

1. Organized Hematology/ Oncology Lecture Series for ENMMC Family Practice Residents (6-week course) 2006

2. Invited Speaker: for Grand Rounds at Butterworth Hospital and St. Mary’s Health System, Grand Rapids, MI. Topic: Myeloproliferative Diseases 2007


4. Invited Speaker at St. Mary’s Hospital, Grand Rapids, MI
Topic: MDS and the JAK2 V617F mutation

5. Comadre y Comadre Speaker 2011: Breast Cancer Treatments


7. Guest Speaker, NM Cancer Retreat: Emerging Treatments in Cancer 2011

8. Women's Wellness Seminar, May 2014 Hotel Albuquerque, NM

9. Comadre y Comadre VOZ adviser 2018

10. American Society of Clinical Oncology (ASCO) Summit for Advocacy, Washington DC, September 24-26, 2019
MEMO

To: Cinnamon Blair  
Chair, UNM Naming Committee

From: Dr. Cheryl Willman, MD  
Maurice and Marguerite Liberman Distinguished Chair in Cancer Research  
Director & CEO, UNM Comprehensive Cancer Center  
Mark Unruh, MD  
Professor and Chair - Department of Internal Medicine

Date: June 30, 2021

Re: Creation and Appointment of the Dana C. Wood Professor in Cancer Immunotherapy

Dear Ms. Blair and members of the naming committee,

On behalf of the UNM Comprehensive Cancer Center and UNM School of Medicine’s Department of Internal Medicine, I would like to request approval to create the Dana C. Wood Professor in Cancer Immunotherapy.

This naming request is respectfully submitted in accordance with UNM Administrative Policy 1020: Naming Facilities, Spaces, Endowments, and Programs, under Section 2.1.

Dana C. Wood grew up in Gallup, New Mexico. He had a lifelong interest in motor sports and airplanes having worked at the Gallup Airport during his summers in high school. In the 1990’s, he learned to fly and became an instrument rated pilot for propeller and jet planes. He also showed an early interest in computers and won a CS compute challenge while enrolled at UNM as a Civil Engineering student. He graduated with a BSCE in 1977 and later with a MSCE. Throughout his career, computers became a bigger part of Dana’s career having developed software called PowerMerge which would sync a user’s files on different computers before the internet and cloud services were available. In the 1990’s, Dana and his associates started a company called Leadertech which had offices in Los Angeles and Albuquerque. Software he wrote provided registration service for a company’s products using the first dial-up systems and then the internet. Dana’s hero during the computer age was Steve Jobs. As fate would have it, Dana received a cancer diagnosis. Using his computer skills, he searched for cures all over the world and in the end found the best care at the UNM Comprehensive Cancer Center. He survived the disease for longer than he ever predicted. Due to his care at the UNM...
Comprehensive Cancer Center, Dana wanted to provide a gift to start Chairs and Professorships that would hopefully find a cure to the cancer that took his life in 2013.

Additionally, as prescribed by Faculty Handbook Policy C170 “Endowed Chairs and Named Professorships” and in consultation with faculty within the department, we seek approval to appoint Dr. Eric C. Bartee.

Dr. Bartee is an Associate Professor, Cancer Center- Cancer Therapeutics. His interests as a scientist involve the study of virus-host interactions with particular interest paid to how these interactions can be used to improve therapy for cancer patients, a field known as oncolytic virotherapy. Oncolytics combines two powerful strategies into a single treatment. Dr Bartee’s research could potentially effectively treat a wide variety of cancers including: skin cancer, pancreatic cancer, brain cancer, head and neck cancers, and various cancers of the blood. His lab is currently working on three major projects designed to improve the oncolytic potential of the myxoma virus. Dr. Bartee has multiple academic honors and awards Developing Scholar Award in 2017 with Medical University of South Carolina and is a frequent invited speaker to such notable Universities including Dartmouth, and Mayo Clinic. Currently, he has multiple funding awards from NIH, ASC and UNM Comprehensive Cancer Center Pilot Grant program. He also holds several patents. For your consideration, I have included Dr. Eric C. Bartee CV and letters of support for your review.

Thank you for your time and consideration of this request.
July 6th, 2021

Ms. Cinnamon Blair  
Chair of the UNM Naming Committee

Dear Ms. Cinnamon Blair,

I am writing this recommendation letter in strongest support of Dr. Eric Bartee for the Dana C. Wood Professorship in Cancer Immunotherapy at the University of New Mexico. Eric represents everything you want in a leader in the field of cancer immunotherapy. He is a productive faculty member with high impact findings in the field of oncolytic virotherapy. Eric is also an exceptionally collaborative and caring colleague interested in building research programs that empower broader goals of the ImmunoOncology field. Given his productivity, vision, and creativity, I know Eric is the ideal person for this important Endowed Chair position. He is undoubtedly a seminal leader in the field of oncolytic virotherapy and tumor immunotherapy.

For nearly 9 years, Eric and I were faculty members and close collaborators when we were both in the Department of Microbiology and Immunology at the Medical University of South Carolina. We started our labs from scratch as junior faculty. Eric has been a very supportive and collaborative colleague during this exciting and intimidating time. He remains an exceptional collaborator even though he relocated to UNM, and I moved to Emory last year. Eric has given me excellent advice on recruiting graduate students into my lab as well as wonderful critiques on my research and my grants over the years. Most recently, he helped our team uncover why B cells can help imprint adoptive transferred CD8 T cells with long-lasting immunity to tumors (this paper is accepted with revisions to the Journal of Immunotherapy of Cancer: JITC). He is a co-author of this work and some of the key experiments that excited the reviewers of this manuscript were conducted because Eric conceived the experiment. Because of his advice and strong collaborative spirit, I have been awarded several major grants from the NCI. As Eric is a close colleague, I think I am well qualified to outline the numerous reasons why Eric is the ideal person for this prestigious endowed professorship.

First, Eric is one of the most creative and collaborative individuals I have ever met. He has provided my lab with wonderful ideas and helped build novel oncolytic virotherapies based on our findings with adoptive T cell transfer therapy for cancer. Eric also actively collaborates with many other faculty members around the world and nearly all those collaborations have yielded interesting and important results. Also, over the years, Eric and I have worked closely together on building a program project grant in T cell metabolism and cancer with Dr. Jessica Thaxton. We plan to continue building this program and to submit a P01 on tumor immunometabolism in the next year or so. Thus, if Eric were to attain this position, I have no doubt that he would be a strong leader that united faculty together to build major research grant programs (PO1, SPORES, U01) in immunotherapy.

Second, as outlined in Eric’s CV and faculty website, his research focus on oncolytic virotherapy to augment tumor immunity is extremely timely, important, and interesting. In 2020 alone, he has published many high-profile
and clinically relevant immunotherapy papers. For example, Eric’s team very recently published a novel and cutting-edge manuscript in the Journal of Immunotherapy on his finding that blockade of polyamine biosynthesis using difluoromethylornithine acts as a potent immune modulator and displays synergy with PD-1 therapy to ablate solid tumors. This work was recently accepted in this important journal. In another paper in JITC, his team identified initial doses of oncolytic myxoma viruses that can program durable anti-tumor immunity independent of \textit{in vivo} viral replication. Clearly, as evidenced by his rich body of work and many patents, Eric’s findings establish a feasible path to translate these therapies against clinically relevant disease. He has been awarded several prestigious grants on this line of investigation over the years, including at the NIH, industrial partnerships, and the American Cancer Society.

Third, Eric is a very productive and \textbf{a very well-funded} investigator. Not surprisingly, Eric has excellent grantsmanship skills and sees the big picture of what the most important questions is to be asking in tumor immunology. As an endowed chair in cancer immunotherapy, he shall undoubted unite many of the melanoma oncologist, surgeons, and basic researchers to improve immunotherapy for future patients. Perhaps as important, Eric shares his expertise with junior faculty trying to get their own funding. He spends considerable time helping other people and many of those individuals have been awarded major grant from the NIH. Eric is not only a well-funded and productive scientist, but he is also a giving individual who wants to help others thrive in their career. \textbf{Eric is an awesome, productive and caring scientist!} I highly recommend him for this chair position.

In my opinion, Eric is one of the best (top 1 percent) researchers in oncolytic therapy in the US and internationally. He is a highly regarded scientist. In closing, I would like to reiterate my strongest recommendation of Eric for the distinction of The Dana C. Wood Professorship in Cancer Immunotherapy. He is a bright, talented and hard-working leader with a giving heart. I have no doubt that he is the ideal person for this position. I most highly recommend him. I view Eric as a true leader in his field. Should you require further information, please do not hesitate to contact me. \textbf{He is spectacular!}

Sincerely,

Chrystal Paulos Ph.D.
Director of Translational Research, Cutaneous Malignancies
Associate Professor of Surgery
Winship Cancer Center at Emory University
cpaulos@emory.edu
July 5, 2021

Ms. Cinnamon Blair  
Chair, UNM Naming Committee

Dear Ms. Blair and Committee Members,

This letter offers my enthusiastic support for Eric Bartee, Ph.D. in his nomination as The Dana C. Wood Professor in Cancer Immunotherapy. I have known Dr. Bartee since 2019 when I led the search committee that recruited Eric to UNM. It was clear that he was the most outstanding candidate in a pool of other impressive applicants, and we were very fortunate to recruit him. Eric has published 18 papers since he became independent, including manuscripts in Cancer Research and JITC, two of the more prestigious journals in the field of oncology. He has obtained five major extramural research grants (3 NIH, 1 ACS and 1 sizeable corporate research agreement) and he holds several patents that continue to draw royalties. In addition to his publications and research program, his work at his previous institution demonstrates that he is a savvy and sought-out instructor and mentor, assets that are already apparent at UNM. While Dr. Bartee was only recently recruited to UNM (arriving in Dec 2019), I can say with all confidence that he has certainly made critical contributions to UNM and the UNM Comprehensive Cancer Center since his arrival.

Eric’s research focuses on how host-pathogen interactions can be used to improve therapy for cancer patients, a field known as oncolytic virotherapy. Since his lab became independent, he has used systemic MYXV treatment to mechanistically understand anti-myeloma immune response, resistance of myeloma cells to MYXV therapy, and the role viral binding plays in delivery of MYXV to sites of residual disease (R01 CA194090, $1.7M in total funding). He has also investigated the roles of the poxviral envelope proteins by removing each viral envelope protein from the genome of MYXV, characterizing how removal of these envelope proteins impacts viral replication in vitro, and identifying how removal of each viral envelope protein impacts viral tropism and pathogenesis in vivo (R21 AI123803, $411K in total funding). He was awarded an American Cancer Society Grant ($792K in total funding) to investigate how secretion of a soluble PDL1 inhibitor enhances host natural anti-tumor defenses, whether additional stimulation of these defenses is required to maximize the efficacy of viral treatment and how other mechanisms that dampen a patient’s defenses impact the results of treatment. He was also awarded another R21 on a similar project involving blockade of TIM3 (R21 AI142387, $411K in total funding) and just received a highly fundable score on a new R21. Importantly, Eric’s research has also led to success outside of traditional academic research settings. He is the inventor of four patents that form the basis for his obtaining non-academic funding for his lab in the form of a corporate research agreements with Systems Oncology ($436K in total funding). This partnership has been highly productive as Eric and Systems Oncology are now in the early stages of preparing for a Phase I clinical trial based on his work. In today’s funding environment, receiving five awards all within the first five years of his independence is nothing short of extraordinary.

Dr. Bartee is a brilliant scholar and avid collaborator. He has published 38 articles in peer-reviewed journals, 17 of them as corresponding author. As evidence of the quality of his work,
his complete list of publications has been cited ~2100 times. Outside of Eric’s quantitative research accomplishments, I would note that many of his publications involve collaborations with both traditional academic researchers and people outside normal research settings. At MUSC he published several works with members of the local immunotherapy program. However, he had similarly productive collaborations with one of the veterinarians at MUSC as well as physician scientists. Since coming to UNM, he has initiated multiple new collaborations with basic, translational and clinical faculty. Overall, Eric has established a well-rounded and highly successful research program that will only expand and build in the future.

Dr. Bartee has become a valuable contributor to the teaching mission at UNM as a lecturer, course director and mentor. Perhaps one of his best assets as an educator is his passion and preparation. He receives high praise from the students he taught. He previously developed and implemented an entire curriculum and syllabus for a new graduate level course titled Hosts and Microbes: Partners and Pathogens. In his short time at UNM, he has successfully taken over leadership of the Cancer Biology course (BIOM515) for HSC graduate students and introduced many novel aspects to the course. Eric is also invested in the UNM’s overall educational goals, and he is not shy about giving valuable input whether during faculty or other committee meetings. That investment spreads far from the classroom into his laboratory, where he is mentoring the next generation of researchers.

Dr. Bartee’s administrative service shows that intramural and extramural citizenship is just as important to him as scholarship and research. At his previous university, he served at the departmental level on faculty search committees and both graduate and post-doctoral fellowship committees. Institutionally, he served for many years on the graduate admissions committee and the institutional biosafety committee as well as several smaller committees including the development committee for the college of graduate studies. He has also provided national extramural service as a study section reviewer for both the NIH and DOD as well as editorial service for PLoS Pathogens. Lastly, Eric is bringing together the immunology community at UNM with his creation of an Immunology Focus Group, with the goals of establishing improved scientific interactions, research collaborations and grant funding. This represents an essential goal within the UNM Cancer Center to foster advances in immuno-oncology.

In summary, Dr. Eric Bartee is a highly valuable asset to the University with a strong international extramural research program, a passion for academics and education and an astute sense of citizenship. It is without hesitation I recommend his recognition as The Dana C. Wood Professor in Cancer Immunotherapy.

Sincerely,

Eric R. Prossnitz, Ph.D.
Distinguished Professor of Internal Medicine
Chief, Division of Molecular Medicine
The Maralyn S. Budke Endowed Chair of Cancer Chemical Biology and Therapeutics
University of New Mexico Health Sciences Center
Albuquerque NM 87131
Eric C. Bartee

Education:

Doctor of Philosophy in Immunology: Oregon Health and Sciences University, Portland OR
Molecular Microbiology and Immunology: July 2007

Bachelor of Arts in Biology: Whitman College, Walla Walla, WA
Major in Biology, May 2000

Research Experience and Positions:

Associate Professor: Dec 2019 – Present
Department of Internal Medicine
Division of Molecular Medicine
University of New Mexico – Health Sciences Center
1 University
Albuquerque, NM 87131

Associate Professor: Jan 2019 – Nov 2019
Assistant Professor: Oct 2012 – Dec 2018
Department of Microbiology and Immunology
Medical University of South Carolina
173 Ashley Ave, MSC 509
Charleston, SC 29425

Postdoctoral Associate: September 2007 – September 2012
Department of Molecular Genetics and Microbiology
University of Florida
Academic Research Building
1600 SW Archer Rd, Gainesville, FL 32611
Advisor: Dr. Grant McFadden

Graduate Research Assistant: September 2000 – September 2007
Vaccine and Gene Therapy Institute
Oregon Health and Sciences University
505 NW 185th Ave, Beaverton, OR 97006
Advisor: Dr. Klaus Früh

Publications:
First/Last Author Publications:


Flores EB, Bartee E. Decreasing the Susceptibility of Malignant Cells to Infection Does Not Impact the Overall Efficacy of Myxoma Virus-Based Oncolytic Virotherapy. Mol Ther Oncolytics. 2020 Oct 27;19:323-331. PMID: 33335977


Wolfe AM, Dunlap KM, Smith AC, Bartee MY, Bartee E. Myxoma Virus M083 is a virulence factor which mediates systemic dissemination. J. Virol. Jan 17, 2017. PMID: 29343569


Bartee E, McFadden G. Human cancer cells have specifically lost the ability to induce the synergistic state caused by tumor necrosis factor plus interferon-β. Cytokine. 2009 Sep;47(3). PMID: 19640730


2007 School of Medicine Alliance Awards: Outstanding Journal Article of the Year


#1 Hidden Gem for Feb 2004, Faculty of 1000 website

Reviews and other Publications


**Grants, Fellowships, and Funding:**

**Active**
- 2021-2023: NIH R21 - CA268163 (anticipated – scored 6\textsuperscript{th} %) $416k
- 2021-2022: UNM Cancer Center Pilot Grant $46,000
- 2017-2023: ACS-Research Scholar Grant $792k
- 2015-2021: NIH R01- CA194090 $1.7M

**Completed**
- 2018-2020: Sponsored Research (Systems Oncology) $436k
- 2018-2020: Hollings Cancer Center Program Project Grant $300k
- 2016-2018: NIH R21- AI123803 $411k
- 2013-2017: Sponsored Research (ImmunogeniX, LLC) $25,000
- 2013-2014: ACS-Institutional Research Grant $29,500
- 2012-2013: SCRT: Discovery Pilot $30,000
- 2012-2014: NIH K22- AI095372 $261k
- 2010-2011: STOP! Children’s Cancer, Inc Research Grant $25,000
- 2006-2007: School of Medicine Alliance Award $1000
- 2004-2006: Ruth L Kirschstein National Research Service Award $45,000

**Patents and Intellectual Property:**

- 2020 RECOMBINANT MYXOMA VIRUSES AND USES THEREOF (patent #1)
- 2020 RECOMBINANT MYXOMA VIRUSES AND USES THEREOF (patent #2)
- 2020 RECOMBINANT MYXOMA VIRUSES AND USES THEREOF (patent #3)
- 2018 Recombinant myxoma expressing soluble PD1 and an Interleukin
- 2015 Recombinant myxoma expressing soluble PD1
- 2013 Methods for treating or preventing graft versus host disease

**Academic Honors and Awards:**

- 2018 Nominated: Best Teacher College of Graduate Studies, MUSC
- 2017 Developing Scholar Award - Medical University of South Carolina
- 2012 Best Presentation Award, Leukemia and Lymphoma Symposium, Uni. of Florida
- 2007 Outstanding Journal Article of the Year: OHSU School of Medicine
- 2005-2007 Ruth L Kirschstein NRSA Fellow
2004-2005  N.L. Tarter Research Fellow  
2004    Paper Awarded #1 Hidden Gem: Faculty of 1000 website.  
2002    Best Poster Award: Oregon Health and Sciences Student Research Forum  

Invited Speakerships and Presentations:  

University Invited Speakerships:  
2019    Dartmouth  
2019    Mayo Clinic  
2019    Ohio State University  
2017    Oregon Health and Sciences University  
2016    Hackensack Medical University  
2016    Ohio State University  
2012    Vaccine and Gene Therapy Institute  

Oral Presentations and Symposia:  
2019    IOVC. Rochester, MN.  
2018    International Conference on Poxviruses. Taipei, Taiwan  
-Session Chair, Oncolytic Poxviruses  
2017    SE Cancer Immunology, Immunotherapy, & Inflammation Retreat. Augusta, GA.  
2016    International Society for Gene Therapy: Regional meeting. Memphis, TN.  
2012    Leukemia & MDS Symposium. Gainesville, FL. Best Scientific Presentation  
2008    South Eastern Regional Virology Conference; Atlanta, GA.  
2003    Conference on: Oncolytic Viruses as Cancer Therapeutics; Las Vegas, NV.  
2003    Graduate Research Conference. Portland, OR. Best Poster  

Poster Presentations:  
2018    International Conference on Poxviruses. Taipei, Taiwan  
2016    IOVC. Vancouver, BC. #1  
2016    IOVC. Vancouver, BC. #2  
2011    Conference on: Oncolytic Viruses as Cancer Therapeutics; Las Vegas, NV.  
2010    Poxvirus Conference; Sedona, AZ.  
2005    Keystone Symposia: Ubiquitin and Signaling; Taos, NM.  
2003    Graduate Research Conference. Portland, OR. Best Poster  

Extramural Professional Appointments, Memberships, and Services:  

2016 – Present  Member Shulman Institutional Biosafety Committee  
2021 (June)  Ad Hoc Reviewer DOD Study Section (CDMRP-BCRP)  
2020 (Nov)  Ad Hoc Reviewer NIH Study Section (COVID)  
2020 (Oct)  Ad Hoc Reviewer DOD Study Section (CDMRP-PRCRP)  
2020 (July)  Ad Hoc Reviewer DOD Study Section (CDMRP-PRCRP)  
2020 (July)  Ad Hoc Reviewer Blood Cancer UK  
2020 (July)  Ad Hoc Reviewer World Wide Cancer Research Fund  

57
Intramural Teaching and Service:

UNM Service (Extended Term Services):
- 2020 – Present  Member, MUSC Graduate Admissions Committee

UNM Service (One Time Services):
- 2020    Reviewer IDIP T32 Graduate Fellowships

MUSC Service (Extended Term Services):
- 2018 – 2019  Member, MUSC CGS Development Committee
- 2018 – 2019  Member, MUSC Research Day Committee
- 2017 – 2019  Member, MUSC Distinguished Graduate Student Committee
- 2016 – 2019  Member, MUSC Institutional Biosafety Committee
- 2012 – 2019  Member, MUSC Graduate Admissions Committee
- 2017 – 2019  Reviewer Hollings Cancer Center Postdoctoral Fellowship Awards

MUSC Service (One Time Services):
- 2019    Reviewer Oral Health Sciences Pilots Awards
- 2019    Reviewer Hollings Cancer Center Pre-doctoral Fellowship Awards
- 2018    Faculty Search Committee (Department of Microbiology and Immunology)
- 2016    MUSC Commencement Marshall

UNM Teaching:
- BioM505: Cancer Biology
  **Course Director:** 2021
  Lectures:
  - Immunotherapy: 2020, 2021
  - Oncolytic Therapy: 2020, 2021
  - Tumor Microenvironment: 2021

MUSC Teaching:
- MBIM-735: Advanced Immunology
  Lectures:
  - Oncolytic Immunology: 2015, 2016, 2017

- CGS-784: Immunobiology
  Lectures:
  - Antigen Presentation: 2017, 2018, 2019
  - THINK Session: 2017, 2018, 2019
MBIM-738: Methods in Microbiology Course

**Co-Course Director**: 2015

Lectures
- Quantitative PCR Methods: 2015

CGS-774: Hosts and Microbes: Partners and Pathogens

**Co-Course Director**: 2017, 2018, 2019

Lectures:
- Cellular Response to Virus: 2017, 2018, 2019
- Determinants of Viral Tropism: 2017, 2018, 2019

**Graduate/Undergraduate Mentoring:**

Membership in Graduate Faculty
- 2017 – 2019  Full Member (MUSC)
- 2013 – 2017  Associate Member (MUSC)

Primary Graduate/Undergraduate Mentorships
- 2020 – Present  Miriam Valenzuela-Cardenas (PhD Candidate)
- 2018 – Present  Parker Dryja (PhD Candidate)
- 2017 – 2019  Chase Burton (Masters Candidate)
  - Graduated as MUSC Distinguished M.S. student
- 2016 – 2017  Danielle Chappell (PREP Scholar)
- 2016  Katie Ballie (SURP Student)

Membership on Thesis Committees
- 2020 – Present  Tonilynn M Baranowski (PhD Candidate: Steven Bradfute)
- 2018 – Present  Aubrey Butcher (PhD Candidate: Chrystal Paulos)
- 2018 – Present  Conor Templeton (PhD Candidate: Paula Traktman)
- 2017 – 2019  Tony Kwon (MD/PhD Candidate: Dr. Zihai Li)
- 2017 – 2020  Rayvn Thompson (PhD Candidate: Nathan Dolloff)
- 2016 – 2020  David Bastion (PhD Candidate: Dr. Xue-Zhong Yu)
- 2015 – 2016  John Matthew Bryant (Masters Candidate Dr. Azizul Haque)
- 2015 – 2016  Molly Bouchard (Masters Candidate Dr. Azizul Haque)
MEMO

To: Cinnamon Blair  
Chair, UNM Naming Committee

From: Dr. Cheryl Willman, MD  
Maurice and Marguerite Liberman Distinguished Chair in Cancer Research  
Director & CEO, UNM Comprehensive Cancer Center

Felisha Rohan-Minjares, MD  
Professor & Interim Chair, UNM Department of Family and Community Medicine

Loretta Cordova de Ortega MD  
John D. Johnson Endowed Chair, Department of Pediatrics, Professor, General Pediatrics  
Chair, UNM Department of Pediatrics

Date: June 30, 2021

Re: Creation and Appointment of the Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities

Dear Ms. Blair and members of the naming committee,

On behalf of the UNM Comprehensive Cancer Center and the UNM School of Medicine’s Department of Family and Community Medicine as well as Department of Pediatrics, I would like to request approval to create the Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities. This naming request is respectfully submitted in accordance with UNM Administrative Policy 1020: Naming Facilities, Spaces, Endowments, and Programs, under Section 2.1.

During his life, Mr. Victor Surface was very generous to the UNM Comprehensive Cancer Center, providing one of UNM’s largest gifts from an individual donor for the establishment of Endowed Professorships and Chairs and to advance cancer research. He intended for his gift to have a transformational impact on the Cancer Center and on cancer research and ultimately clinical care in New Mexico. The Surface Family Trust gift seeks to support the world-class, cutting-edge cancer research that so interested Mr. Surface, and will, to quote Mr. Surface, “go where it counts” and “where it will make a difference to everyone.” Of note, Mr. Surface’s daughter,
Carolyn Surface, has in addition established an Endowment Fund at the UNM Comprehensive Cancer Center which also provides funds to support Endowed Chairs and cancer research.

Additionally, as prescribed by Faculty Handbook Policy C170 “Endowed Chairs and Named Professorships” and in consultation with faculty within the department, we seek approval to appoint Dr. Shiraz Mishra, MBBS, PHD.

Dr. Mishra broad background in social ecology, with specific training in clinical medicine, health services research, and health psychology. As Principle Investigator (PI) or Co-I on several extra-/intra-mural funded grants, he have laid the groundwork for the cancer control and population sciences research by developing expertise in participatory research, developing/testing of cancer early detection and prevention interventions, and understanding challenges to recruiting minorities to interventional trials.

Currently, he is a Project Director (PD) for a trial that is testing the effectiveness of multicomponent evidence-based interventions to enhance colorectal cancer (CRC) screening among American Indians (AIs) in the Southern Plains and Southwest United States (NCI: 3P30CA118100-15S4, Willman PI) and led the development of the tri-state American Indian CRC Screening Consortium. He conducted several translational randomized trials that tested the efficacy of breast and cervical cancer educational/behavioral interventions for diverse groups of women.

He is also the PI (NCI: 1R01CA192967) on a grant that is testing the efficacy of serially implemented interventions of graded intensity to enhance CRC screening uptake among AIs in rural New Mexico. I am the lead on a Development Research Project (NIGMS #P20GM103451, Lucetti PI) and PI (UNMCCC #s: 1402, 1418) on grants that are documenting cancer control needs, and designing and testing interventions to enhance screening for screen-detectable cancers in an AI community. He is co-PD of a project (NCI: 3P30CA118100-15S3) that addresses cancer disparities through training, education, and research in the 7 states comprising NCI’s GMaP Region 3 and of a project (NCI: 3P30CA118100-15S2) that disseminates evidence-based CRC information to diverse communities.

Dr. Mishra directs the UNM HSC’s Masters of Science in Clinical Research degree program and teach a course on “Research Design”. He has a demonstrated record of research accomplishments and a productive research portfolio in the area of community-based, mechanistic translational of cancer early detection and prevention intervention research, all of which have provided him the foundational skills and preparation to serve as Leader for the Cancer Control and Population Sciences Research program at the UNM Comprehensive Cancer Center.

For your consideration, I have included Dr. Shiraz Mishra’s CV and letters of support for your review. Thank you for your time and consideration of this request.
To: Cinnamon Blair  
Chair of the UNM Naming Committee

Re: Appointment of Dr. Shiraz Mishra to The Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities

Date: July 06, 2021

Dear Ms. Blair:

I am writing to express enthusiastic support for the nomination of Dr. Shiraz Mishra to the Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities. I am Director of the New Mexico Tumor Registry, a founding member of the National Cancer Institute’s Surveillance, Epidemiology and End Results (SEER) Program. I am also Professor in the Division of Epidemiology, Biostatistics and Preventive Medicine within the Department of Medicine at the University of New Mexico School of Medicine. I first learned of Dr. Mishra’s remarkable career from his seminal work in documenting and addressing the burden of cancer among Pacific Islander populations. I have had the great honor of working with Dr. Mishra at the University of New Mexico (UNM) since 2010.

Dr. Mishra is a tenured Professor in the Departments of Pediatrics and Family and Community Medicine at UNM and is co-leader of the the Cancer Control and Population Science research program at the UNM Comprehensive Cancer Center (UNMCCC). As a health services researcher, Dr. Mishra has made significant contributions to the field in a number of areas, particularly focusing on enhancing access to and utilization of health care services, especially cancer screening, by minority, low income, and medically marginalized populations.

Since joining UNM, Dr. Mishra has expanded his research portfolio to address cancer health disparities in the Native American populations of New Mexico and beyond. From my work in cancer surveillance and epidemiology, I am well aware of the cancer disparities experienced by the Native American populations of the state and across the nation. Dr. Mishra’s research focus to enhance screening for screen-detectable cancers such as cancers of breast, cervix, and colon-rectum is very forward-thinking. Through guideline concordant screening programs, these cancers can either be prevented (i.e., colorectal and cervix) or detected early (breast) for an optimal prognosis. Dr. Mishra’s efforts to improve access to care and enhance screening rates can have long-lasting ramifications in reducing cancer disparities and, more importantly, cancer mortality among Native Americans.

Dr. Mishra is a highly respected investigator whose work has gained both national and international attention. He has amassed an impressive publication record with 106 peer-reviewed publications in high quality journals, two books, 16 book chapters and numerous additional web based and other publications. His excellent scholarship is under-scored by his ability to secure peer-reviewed funding as attested by over $75 million in intra- and extra-mural research support as Principal Investigator or Co-Investigator.
Dr. Mishra’s research success is largely attributable to proactively engaging communities in all aspects of the research process, without compromising scientific rigor, and ensuring the social impact of the research. Dr. Mishra’s work with sovereign Tribal Nations in New Mexico and beyond requires a deep understanding of traditions, treaty obligations, historical mistrust of researchers and research, and stigma. His ability to engage tribal communities to nurture and foster partnerships and collaborations that address the communities’ priorities (over a research agenda) is a hallmark of Dr. Mishra’s philosophy. He has built substantial partnerships with Tribal leaders, tribal healthcare facilities, and the Indian Health Services to conduct community-based and participatory research.

In addition to his outstanding research, Dr. Mishra has made strong contributions in the area of service. He has served on several grant review panels including as panel chair and provides peer-review for many scientific journals. He has served on 61 grant review panels which reflect his national standing as a health services researcher. His expertise is further exemplified by his leadership position on the Program Steering Committee for a research and education partnership between the University of Arizona Cancer Center and Northern Arizona University, membership on the Scientific Advisory Board for the University of Oklahoma Health Sciences research project titled, “Tribally Engaged Approaches to Lung Screening (TEALS)” study, and serving on the Steering Committee for the prestigious Beau Biden Cancer Moonshot ACCSIS Initiative.

Dr. Mishra is a passionate educator and mentor. He directs a NCI-funded research education program for undergraduate students focused on providing the students research experiences and skills development activities in cancer control and population sciences, with the goal for them to pursue careers in STEM-H fields. He directs the University of New Mexico Health Sciences Center’s Masters of Science in Clinical Research program. He has mentored more than 90 graduate and medical students, clinical residents and fellows, and junior faculty.

As a researcher, educator, mentor, and leader, Dr. Mishra is making indelible contributions to the health and well-being of the peoples of New Mexico and beyond. I recommend him very highly for this well-deserved endowed professorship.

Sincerely,

Charles Wiggins, Ph.D.
Director and Principal Investigator, New Mexico Tumor Registry
Professor, Department of Internal Medicine
Member, UNM Comprehensive Cancer Center
North American Representative, International Association of Cancer Registries
To: Cinnamon Blair
Chair of the UNM Naming Committee

Re: Appointment of Dr. Shiraz Mishra to The Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities

Date: July 5, 2021

Dear Ms. Blair:

It is a great pleasure to write this letter in support of Dr. Shiraz Mishra who is being nominated for The Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities.

As a health services researcher, I am very familiar with Dr. Mishra’s work, and believe it to be of the highest quality. He has made substantive and significant contributions to the field in a number of areas, with a special focus on the health care needs of low income, ethnic minority, and other disadvantaged populations. In particular, his collaborative research with Tribal Nations is important, unique and highly impactful.

Dr. Mishra’s stature as a senior and prolific researcher is clearly demonstrated in his curriculum vitae. He lists 106 peer-reviewed publications in high quality journals, has authored two books, 16 book chapters and numerous additional web based and other publications. Another indication of the high quality of Dr. Mishra’s scholarship is his success at securing peer-reviewed funding from prestigious sources such as the National Institutes of Health. His funding record is hefty and highly impressive and includes over $75 million in research support as Principal Investigator or Co-Investigator.

For example, Dr. Mishra leads a prestigious competitive supplement award to the University of New Mexico Comprehensive Cancer Center’s (UNMCCC’s) Support Grant. This award is funded by the National Cancer Institute (NCI) through the prestigious Beau Biden Moonshot Initiative, “Accelerating Colorectal Cancer Screening and Follow-up through Implementation Science (ACCSIS)”. The project is testing innovative strategies to implement evidence-based interventions to enhance colorectal cancer screening in Tribal Nations in New Mexico. As part of this effort, Dr. Mishra has provided leadership for the development of an American Indian Colorectal Cancer Screening Consortium with cancer centers in Arizona and Oklahoma, besides UNMCCC. The goal of this project is to address the increasing colorectal cancer incidence and mortality rates observed among Native Americans by enhancing guideline concordant screening. NCI funding is highly competitive with very low pay lines, and therefore Dr. Mishra’s success in obtaining this funding is a strong independent validation of the quality and creativity of his research.
The reason for Dr. Mishra’s success is that his work is theoretically based, methodologically sound, and addresses important health problems that are exacerbated by social problems in our society. He takes a socio-ecological perspective and believes in the community based participatory approach to research. These concepts are mentioned a lot, but are not easy to consistently implement and sustain. For example, Dr. Mishra is currently collaborating with 12 sovereign Tribal Nations in New Mexico on multiple research projects. These collaborations would not be possible without investment in developing deep partnerships with the Tribal Nations based on trust and respect to mitigate historical trauma, mistrust of research and researchers, and distorted interpretive narratives created by researchers. Dr. Mishra has been able to establish effective and long-term working relationships with the Tribal Nations and other disadvantaged groups and produce scientifically rigorous findings by investing the time it takes to follow principles of participatory research and involve the community in all aspects of the research process.

In addition to his outstanding research, Dr. Mishra has made strong contributions in the areas of service and teaching. He is highly sought after for speaking engagements, has served on several national grant review panels including as panel chair, serves on many committees and boards, and provides service as a reviewer to many journals. Since 2003 alone, he has served on 61 grant review panels which reflect his national standing as a health services researcher. He Chairs the Program Steering Committee for a research and education partnership between the University of Arizona Cancer Center and Northern Arizona University, is on the Scientific Advisory Board for the University of Oklahoma Health Sciences research project titled, “Tribally Engaged Approaches to Lung Screening (TEALS)” study, and is on the Steering Committee for the prestigious Beau Biden Cancer Moonshot ACCSIS Initiative. For the past nine years he has directed the University of New Mexico Health Sciences Center’s Masters of Science in Clinical Research program. He has mentored more than 90 graduate and medical students, clinical residents and fellows, and junior faculty. He also directs a NCI-funded research education program for undergraduate students focused on providing the students research experiences and skills development activities in cancer control and population sciences.

The UNMCCC has in Dr. Mishra an outstanding researcher, educator, mentor, and national leader who is making unique contributions to the health and well-being of the peoples of New Mexico and beyond. I recommend him very highly and with no reservations for this well-deserved endowed professorship.

Sincerely,

Roshan Bastani, Ph.D.
To: Cinnamon Blair  
Chair, UNM Naming Committee  
Re: Appointment of Dr. Shiraz Mishra to The Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities  
Date: July 2, 2021  

Dear Ms. Blair,

It is with great pleasure that I write a letter of support for Dr. Shiraz Mishra for the Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities. Dr. Mishra is co-leader of the Cancer Control and Population Sciences at the University of New Mexico Comprehensive Cancer Center (UNMCCC) and Professor in the Department of Pediatric and Family and Community Medicine. As the Associate Director for Population Science at the UNMCCC, I am very familiar with his work as a population scientist and cancer health disparities researcher.

Since joining the University of New Mexico in 2010, Dr. Mishra has focused his research efforts to address cancer health disparities in tribal communities in New Mexico, with a special emphasis on screen-detectable cancers such as breast, cervix and colorectal cancer. Guidelines concordant screening can detect these early and thus improve prognosis and survival or prevent them by treating pre-cancerous lesions. In one study, Dr. Mishra is testing interventions of graded intensity to enhance colorectal screening in eight tribal communities in New Mexico. In another study, he is testing the implementation of evidence-based interventions and strategies to enhance colorectal cancer screening in four tribal communities. In yet a third study, he is developing and testing interventions to enhance screening for cancers of the breast, cervix and colon-rectum. For all these projects, he actively engages the tribal community leadership to understand their priorities, strategies that they would like to incorporate in the research process, and include them as members of the research team. Dr. Mishra’s research success, as reflected in over 100 peer-reviewed publications and uninterrupted federal support for his research is largely due to the scientific rigor and health implications of his research.
Dr. Mishra is also passionate about research education. He directs a program for undergraduate students in New Mexico and beyond to provide them with mentored research education and training aimed at equipping them with the skills and knowledge to succeed in professional schools and STEM-H careers.

Dr. Mishra is extremely active in memberships in national and professional partnerships and networks. He chairs the Program Steering Committee for a partnership project between the University of Arizona Cancer Center and Northern Arizona University, is on the Scientific Advisory Board for the University of Oklahoma Health Sciences research project “Tribally Engaged Approaches to Lung Screening (TEALS)”, and is on the Steering Committee for the prestigious Beau Biden Cancer Moonshot Initiative “Accelerating Colorectal Cancer Screening and Follow-up through Implementation Science (ACCSIS)” Consortium.

The UNMCCC is very fortunate to have such an outstanding leader and committed researcher, whose unique expertise benefits the state of New Mexico and the nation. I wholeheartedly recommend Dr. Shiraz Mishra for this well-deserved endowed professorship.

With best wishes,

Marianne Berwick, PhD, MPH
Distinguished Professor
Associate Director for Population Sciences

Marianne Berwick

Dr. Shiraz Mishra
Date: June 30, 2021

To: Cinnamon Blair  
Chair of the UNM Naming Committee

Re: Appointment of Dr. Shiraz Mishra to The Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities

Dear Ms. Blair,

I am writing this letter in highest praise and recommendation of Dr. Shiraz Mishra for The Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities. As a public health practitioner in cancer prevention and control and as Dr. Mishra’s collaborator, I am quite familiar with his work as a population scientist and cancer health disparities researcher.

I have worked with Dr. Mishra since 2014, when we began our research collaboration to address the substantial colorectal cancer disparities experienced by American Indians in New Mexico. Dr. Mishra’s research spans 12 sovereign Tribal Nations in New Mexico and are aimed at addressing the substantial cancer health disparities observed among Native American populations. Dr. Mishra was instrumental in developing and providing leadership to a tri-state (Oklahoma, Arizona, New Mexico) American Indian Colorectal Cancer Screening Consortium. Dr. Mishra is nationally recognized for his health services expertise reflected in leadership roles on national steering committees and prestigious grant review panels.

Dr. Mishra’s success in working with tribal communities can be attributed to his commitment to engaging communities in the research process and ensuring the research can directly and positively impact the health and well-being of the communities. This engagement is necessary, especially when working with tribal communities, to foster and nurture partnerships based on respect and trust. Dr. Mishra’s experience and expertise as a population scientist has helped him build partnerships and collaborations with tribal leaders, tribal healthcare facilities, and tribal regulatory bodies.

The University of New Mexico Comprehensive Cancer Center is fortunate to have such an outstanding leader and researcher, with unique expertise that benefits the state of New Mexico and beyond.
I recommend Dr. Mishra very highly for this well-deserved endowed professorship.

Sincerely,

Kevin English, DrPH, Director
Albuquerque Area Southwest Tribal Epidemiology Center
Albuquerque Area Indian Health Board, Inc.
To: Cinnamon Blair  
Chair of the UNM Naming Committee  

Re: Appointment of Dr. Shiraz Mishra to the Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities  

Date: July 3, 2021  

Dear Ms. Blair:  

It is my honor to support Dr. Shiraz Mishra for The Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities. I am the Associate Director for Community Outreach and Engagement at the Stephenson Cancer Center, and a tenured professor with over two decades experience working with communities as a researcher, educator, and clinician to reduce health inequities. As a researcher in the field of cancer prevention and control and as a current research collaborator with Dr. Mishra, I am quite familiar with his work as a population scientist and cancer health disparities researcher. In particular, his ability to engage in productive partnerships tribal communities serves as a model for many of us at the Stephenson Cancer Center.  

Over the past three years, Dr. Mishra and I have collaborated on a large-scale project to reduce the substantial colorectal cancer disparities experienced by American Indian adults in the Southern Plains and Southwest United States. Dr. Mishra led the development of this study, termed the American Indian Colorectal Cancer Screening Consortium, which is engaging the National Cancer Institute (NCI)-Designated Cancer Centers in Oklahoma, Arizona, and New Mexico. This Consortium is funded by the NCI through the prestigious Beau Biden Cancer Moonshot initiative, Accelerating Colorectal Cancer Screening and Follow-up through Implementation Science (ACCSIS). I am the Project Director for the Stephenson Cancer Center at the University of Oklahoma component of this project. Our Oklahoma component is indebted to Dr. Mishra’s technical assistance in helping develop and sustain this project. Moreover, his cheerful and steady presence has made this complex multistate study run smoothly.  

In New Mexico, Dr. Mishra is working with four sovereign Tribal Nations to implement evidence-based colorectal cancer screening interventions. His research is documenting strategies that are most efficient, sustainable, and cost-effective in promoting colorectal cancer screening. Working with sovereign Tribal Nations requires a deep understanding of traditions, treaty obligations, historical mistrust of researchers and research, and stigma. Further, it requires substantial partnerships with Tribal leaders, tribal healthcare facilities, and the Indian Health Services that are built over time. Lastly, there are multiple regulatory entities that needs to review and approve research protocols, including those operated by Tribes and Nations, Tribal Health Boards, Indian Health Service, and academic institutions. Dr. Mishra’s nearly 30 years of experience and expertise as a population scientist has helped him build seamless and sustainable partnerships with Tribal Nations and leaders, healthcare facilities, regulatory bodies, academic institutions, and the funding agency (NCI). Dr. Mishra, as a member of the ACCSIS Steering Committee, provides leadership to the larger initiative.
Dr. Mishra is also an external Scientific Advisor to our Stephenson Cancer Center / University of Oklahoma Health Sciences Center R01 project titled, “Tribally Engaged Approaches to Lung Screening (TEALS)” that is implementing lung cancer screening services across the Choctaw Nation of Oklahoma healthcare system. He has provided invaluable assistance in helping us conduct this much-needed implementation science study.

Dr. Mishra has been remarkably productive at publishing his research (over 100 peer-reviewed publications) and obtaining research grants. Dr. Mishra’s success reflects the fact that his studies are theoretically based and methodologically rigorous. They always address major health issues. Impressively, Dr. Mishra has built this body of research by consistently engaging with community partners. He actively engages communities in research, builds and sustains these partnerships based on trust and respect, and ensures that his research addresses health priorities identified by the communities with which he works. In other words, he is exactly the type of researcher that any university that is serious about reducing health inequities should treasure. The University of New Mexico (UNM) has a longstanding reputation as being a leader in community-based education and research. Dr. Mishra’s presence at your university strengthens this visibility.

The University of New Mexico Comprehensive Cancer Center is extremely fortunate to have such an outstanding leader and researcher, with unique expertise that benefits the state of New Mexico and beyond. Researchers that combine a high degree of methodological expertise with a deep understanding of community engagement are rare. He is an incredible asset to your university. I enthusiastically recommend Dr. Mishra for the Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities. I truly hope he receives this award.

Do not hesitate to contact me if you have questions.

Sincerely,

Mark Doescher, MD, MPSH
Associate Director, Community Outreach and Engagement
Stephenson Cancer Center
Professor, Family and Preventive Medicine
mark-doescher@ouhsc.edu
405.271.4808
To: Cinnamon Blair  
Chair of the UNM Naming Committee

Re: Appointment of Dr. Shiraz Mishra to **The Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities**

Date: July 6, 2021

Dear Ms. Blair:

It is my great pleasure to support Dr. Shiraz Mishra for The Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities. Dr. Mishra is Professor (with tenure) in the Departments of Pediatrics and Family and Community Medicine. Dr. Mishra is also the co-Leader of the Cancer Control and Population Science research program at the University of New Mexico Comprehensive Cancer Center (UNMCCC). Until recently, I co-led this research program with him and spent many hours with him as we led the research program through a very successful renewal. Thus, I feel qualified to comment on his background and expertise, and the many reasons why he is so deserving of this Professorship.

Dr. Mishra received his PhD in Social Ecology, with an emphasis in health services research, from the University of California, Irvine. He also has a medical degree from Bombay University, India. Dr. Mishra’s training in social ecology provides him a unique lens to view social and health disparities and their solutions from a multidisciplinary perspective, which he has applied brilliantly to real world issues that affect the lives of the people of New Mexico.

Since joining the University of New Mexico in 2010, Dr. Mishra has built a research portfolio that addresses cancer health disparities in tribal communities. His focus area is colorectal cancer, one of the few cancers that can be prevented through screening. Based on the increasing colorectal cancer incidence and mortality rates for American Indians, and their low colorectal cancer screening, Dr. Mishra is conducting the first studies on a community level to enhance colorectal cancer screening in tribal communities in New Mexico. Expanding to tribal communities beyond New Mexico, Dr. Mishra provides critical leadership in the tri-state (Oklahoma, Arizona, New Mexico) American Indian Colorectal Cancer Screening Consortium, supported through the prestigious Beau Biden Moonshot Initiative, entitled, “Accelerating Colorectal Cancer Screening and Follow-up through Implementation Science (ACCSIS)”. His research is unique and remarkable in providing real world, community engaged, lasting solutions to improve colorectal cancer screening.
While I have highlighted his recent research, Dr. Mishra has been an active researcher in cancer health disparities his entire career, from his cancer screening research in the Samoan community to cancer needs and burden in rural communities. His commitment to cancer control research as well as health disparities research in general is demonstrated by: over $75 million in intra- and extra-mural research support as Principal Investigator or Co-Investigator; publishing two books as senior editor; and, over 100 peer-reviewed manuscripts.

Dr. Mishra is a consummate educator and mentor. For the past nine years he has directed the University of New Mexico Health Sciences Center’s Masters of Science in Clinical Research program. He has touched many lives through educational activities. He has mentored more than 90 graduate and medical students, clinical residents and fellows, and junior faculty. He also demonstrates innovation and leadership by championing a newly funded research education program for undergraduate students supported by the US National Cancer Institute. This intensive summer program provides targeted research experience and skills development in cancer control and population sciences, the first of its kind at the UNMCCC.

In addition to his outstanding research, and teaching and mentoring, Dr. Mishra has made strong contributions in service and leadership. His expertise is sought for numerous grant review panels and review of articles for peer-review publication. He serves on many committees, too numerous to mention, on the local, regional, and national level. Of particular note, he was specifically sought to Chair the Program Steering Committee for a research and education partnership between the University of Arizona Cancer Center and Northern Arizona University, to sit on the Scientific Advisory Board for the University of Oklahoma Health Sciences research project, “Tribally Engaged Approaches to Lung Screening (TEALS)” study, and to sit on the Steering Committee for the Cancer Moonshot ACCSIS Initiative. Such leadership invitations demonstrate the high esteem in which Dr. Mishra is held in his area of expertise.

Over his career, Dr. Mishra has demonstrated innovation, leadership, and a commitment to addressing cancer health disparities, and he continues to improve the health and well-being of the peoples of New Mexico and beyond. It is difficult to imagine that anyone else could be better qualified for this endowed professorship. I recommend him to you without reservation.

Sincerely,

Linda S. Cook, PhD
Associate Director, Population Sciences, University of Colorado Cancer Center
Professor, Department of Epidemiology, Colorado School of Public Health
David F. and Margaret Turley Grohne Endowed Chair for Cancer Prevention and Control
Curriculum Vitae
Shiraz I. Mishra, MBBS, PhD

June 27, 2021

Shiraz I. Mishra, MBBS, PhD
Professor (with Tenure)
Department of Pediatrics
University of New Mexico Health Sciences Center
1 University of New Mexico, MSC 10 5590
Albuquerque, NM 87131
Email: smishra@salud.unm.edu
Office Phone: 505-925-6085
Fax: 505-272-8826

Home Address: 

Foreign Languages: Hindi, Marathi, and Gujarati (working knowledge)
Medical Licensure: Maharashtra Medical Council, Maharashtra, India, 1982
Accreditation: Educational Commission for Foreign Medical Graduates (ECFMG), 1983

Educational History:
1992  PhD, Health Services Research (Social Ecology), University of California, Irvine, USA
Thesis: “Medical indigency and health care access: a theoretical framework and empirical validation” (Advisor: Dr. John Dombrink)

1988  MA, Health Psychology (Social Ecology), University of California, Irvine, USA
Thesis: “Psychosocial factors, illness, and immune functioning in the elderly” (Advisor: Dr. C. David Dooley)

1982  MBBS, Medical Degree, Bombay University, India

1975  BS, Biological Sciences, Bombay University, India

Employment History: (Abbreviated)
2018-present  co-Program Leader, Cancer Control and Population Sciences, UNM Comprehensive Cancer Center, University of New Mexico, Albuquerque, NM (concurrent assignment)

2017-2018  Interim Vice Chair for Research, Department of Pediatrics, University of New Mexico, Albuquerque, NM (concurrent assignment)

2017-present  Professor, College of Population Health (concurrent assignment)
<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2018</td>
<td>Course Director, College of Population Health, Introduction to Individual, Community and Organizational Theories for Population Health</td>
<td>University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Director, UNM Clinical and Translational Science Center’s Translational Workforce Development program</td>
<td>University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Interim Vice Chair for Research, Department of Pediatrics</td>
<td>University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2014-present</td>
<td>Full Member, UNM Comprehensive Cancer Center, Cancer Population Sciences program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-present</td>
<td>Director, Master of Science in Clinical Research (MSCR) and Certificate in Clinical and Translational Science (CCTS) programs, Biomedical Research Education Program</td>
<td>University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2012-2015</td>
<td>Senior Fellow, NM CARES Health Disparities Center</td>
<td>University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2012-2015</td>
<td>Co-Leader, UNM Clinical and Translational Science Center’s Community Engagement and Research Core</td>
<td>University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2012-present</td>
<td>Course Director/Domain Leader, Master of Science in Clinical Research, Research Design Course</td>
<td>University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Faculty Member, General Preventive Medicine and Public Health Residency Training Program</td>
<td>Department of Internal Medicine, University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2011-present</td>
<td>Professor (Tenured in 2012) in the Department of Family and Community Medicine</td>
<td>University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy</td>
<td>University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2010-present</td>
<td>Professor (Tenured in 2012) in the Department of Pediatrics</td>
<td>University of New Mexico, Albuquerque, NM</td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2010-2013</td>
<td>Associate Director, University of New Mexico Prevention Research Center, Albuquerque, NM</td>
<td></td>
<td>(concurrent assignment)</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Member (2007-2009)/Associate Director (2009-2010), UMB Program in Minority Health and Health Disparities Education and Research</td>
<td>University of Maryland, Baltimore, MD</td>
<td>(concurrent assignment)</td>
</tr>
</tbody>
</table>
2009-2010 Deputy Director, Maryland Area Health Education Center Program, Office of Policy and Planning, University of Maryland School of Medicine, Baltimore, MD (concurrent assignment)

2009-2010 Senior Team Leader, Office of Policy and Planning, University of Maryland School of Medicine, Baltimore, MD (concurrent assignment)

2007-2010 Associate Professor (2007-2010)/Professor (2010) in the Department of Family and Community Medicine, Secondary Appointment in the Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine, Baltimore, MD (concurrent assignment)

2007-2010 Associate Member, Graduate Faculty, The School of Graduate Studies, Morgan State University, Baltimore, MD (concurrent assignment)

2006-2010 Member, Program in Oncology, Marlene and Stewart Greenebaum Cancer Center, University of Maryland School of Medicine, Baltimore, MD (concurrent assignment)

2003-2008 Director, Community Outreach and Information Dissemination Core, Project EXPORT: University of Maryland Center for Health Disparities Research, Training, and Community Outreach, University of Maryland School of Medicine, Baltimore, MD

2003-2007 Member, Research Committee, Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine, Baltimore, MD (concurrent assignment)

2003-2007 Associate Professor in the Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine, Baltimore, MD (concurrent assignment)

2003-2009 Deputy Director for Evaluation and Outcome, Office of Policy and Planning, University of Maryland School of Medicine, Baltimore, MD (concurrent assignment)

2002-2003 Director, College Research Development & Curriculum, College of Osteopathic Medicine of the Pacific, Western University of Health Sciences, Pomona, CA

2000-2002 Director, Clinical, Medical Education and Research Services, South Pacific Region, Office of International Relations/Business Development, UC Irvine Medical Center, Irvine, CA (concurrent assignment)

2000-2002 Faculty Associate, Team Leader, Analysis Unit, Susan Samuell Center for Complementary and Alternative Medicine, UC Irvine College of Medicine, Irvine, CA (concurrent assignment)

1997-2002 Faculty Associate, Epidemiology Division, UC Irvine College of Medicine, Irvine, CA (concurrent assignment)
1995-2002  Faculty Associate, Chao Family Comprehensive Cancer Center, UC Irvine College of Medicine, Irvine, CA (concurrent assignment)

1992-2002  Faculty Associate, Center for Health Policy and Research, UC Irvine, Irvine, CA (concurrent assignment)

1992-2002  Adjunct Assistant Professor (1992-1999)/Adjunct Associate Professor (1999-2002) in the Department of Medicine, Division of General Internal Medicine and Primary Care, UC Irvine College of Medicine, Irvine, CA (concurrent assignment)

**Professional Recognition and Honors: (Abbreviated)**

2020- Chair, Program Steering Committee, University of Arizona-Northern Arizona University Native American Cancer Prevention (U54)

2019- Member, Scientific Advisory Board, “Tribally Engaged Approaches to Lung Screening (TEALS), University of Oklahoma Cancer Center

2017-2019 Member, Program Steering Committee, University of Arizona-Northern Arizona University Native American Cancer Prevention (U54)

2001  Who’s Who in America, 56th Edition

1995  Faculty Career Development Award, UC Irvine, Irvine, CA

1995  “Helping Hand” Award - United Way of Orange County, Irvine, CA

1994  “Exemplary Service” Award - United Way of Orange County Health Care Council, Irvine, CA

1991  Regents’ Dissertation Fellowship, UC Irvine, Irvine, CA

1990  Lauds and Laurels Award, Outstanding Graduate Student, UC Irvine, Irvine, CA

1986  Excellence in Teaching Award, Social Ecology Program, UC Irvine, Irvine, CA

1985-1990  Regents’ Graduate Tuition Fellowship, UC Irvine, Irvine, CA

1985  Regents’ Summer Research Fellowship, UC Irvine, Irvine, CA

1981  Ranked 3rd (out of about 450 students), MBBS examination (Part 3), Bombay University, Bombay, India

1977  Ranked 1st (out of about 600 students), MBBS examination (Part 1) - Bombay University, Bombay, India

1975-1981  Academic Excellence Scholarships, Bombay University, Bombay India
Memberships in Professional Societies:

2016-2017  
Society for Prevention Research  
2013-2014  
American Academy of Health Behavior  
2012-present  
Cochrane Collaboration  
2011-2014  
New Mexico Public Health Association  
2007-present  
American Association for Cancer Education  
2005-present  
American Society for Preventive Oncology  
2004-2014  
American College of Preventive Medicine  
2003-present  
American Evaluation Association  
2002-2009  
Academy Health  
2002-present  
American Association for Cancer Research  
2000-2003  
Society of General Internal Medicine  
1989-2015  
American Public Health Association  
1987-1995  
Physicians for a National Health Program  
1982  
Maharashtra Medical Council, Bombay, India

Other Extramural Professional Activities: (Abbreviated)

Journal editorship, associate editorship, editorial board membership

2006  
Guest Editor, Journal of the Association for Academic Minority Physicians  
2001-2003  
Editorial Review, Natural Medicines Comprehensive Database  
1996-1999  
Associate Editor, The Journal of Health and Social Behavior

Committee memberships in professional societies

2004-2010  
Member, Policy Committee, American College of Preventive Medicine  
2002  
Member, Health Research and Services Administration Scientific Abstract Selection Committee, Society of General Internal Medicine  
2001  
Member, Health Research and Services Administration Abstract Selection Committee, Society of General Internal Medicine
1995  Member, Health Services Research Abstract Selection Committee, Society of General Internal Medicine

1994-1999  Member, National Cancer Institute’s Native Hawaiian and American Samoan Cancer Research Network

1994-1999  Member, Steering Committee, Native American Leadership Initiative on Cancer and Health

1993  Member, Health Policy and Administration Small Groups Abstract Selection Committee, Society of General Internal Medicine

1992-1998  Member, Health Promotion Disease Prevention Task Force, Society of General Internal Medicine

**Ad hoc reviewer of manuscripts**

2020  Gastroenterology; British Medical Journal

2018  Integrative Cancer Therapies; Cancer Control; Systematic Reviews; International Journal of Yoga Therapy; Cochrane Collaboration; European Journal of Cancer Care

2017  British Journal of Cancer; Social Work in Mental Health; PLOS One; BMJ Open; Integrative Cancer Therapies

2016  Cochrane Library; Global Health Action; Clinical Medicine Insights: Women’s Health; Journal of Health Care for the Poor and Underserved

2015  PLOS One; European Journal of Cancer Care; Critical Reviews in Oncology/Hematology; Cochrane Urology; Cancer; Annals of Behavioral Medicine

2014  Quality of Life Research; Disability and Rehabilitation; Global Health Action; Women’s Health Issues; Journal of Pain and Symptom Management; Annals of Epidemiology; British Journal of Cancer; Psycho-oncology; Integrative Cancer Therapies; Oncologist; PLOS One; BMC Cancer

2013  Annals of Oncology; Supportive Care in Cancer; Journal of Women’s Health; Psycho-Oncology; International Journal of Physical Medicine and Rehabilitation; American Journal of Obstetrics and Gynecology; Cochrane Library; Disability and Rehabilitation; The Journal of the National Cancer Institute (JNCI); Exercise and Sport Science Review; American Journal of Physical Medicine and Rehabilitation

2012  Journal of Health Care for the Poor and Underserved; Journal of Primary Prevention; British Medical Journal (BMJ); Annals of Behavioral Medicine; BMC Complementary and Alternative Medicine; Cancer Causes and Control; Journal of Women’s Health; Annals of Oncology; Psycho-Oncology
2011  Journal of Women’s Health; Journal of Health Care for the Poor and Underserved; Cancer Causes and Control

2010  Progress in Community Health Partnerships: Research, Education, and Action; BMC Public Health

2009  Annals of Internal Medicine

2008  Progress in Community Health Partnerships: Research, Education, and Action; Clinical Trials; Health Expectations; Cochrane Library/Cochrane Database of Systematic Reviews; Cancer Epidemiology, Biomarkers and Prevention

2007  Cancer Control; Annals of Epidemiology; Journal of Health Care for the Poor and Underserved

2005  Journal of Aging and Health

2002  Preventive Medicine; Journal of General Internal Medicine

2001-2003  Natural Medicines Comprehensive Database

2001  Archives of Internal Medicine

2000  Annals of Epidemiology; Clinical Evidence; American Journal of Preventive Medicine; American Journal of Obstetrics and Gynecology

1998-1999  Cancer

1997  Health Education and Behavior

1994  Gender & Society

1993, 1995  International Journal of Health Services

1993, 1995-99  The Journal of Health and Social Behavior

1993, 1995  Western Journal of Medicine

1993, 2002-03  The Journal of the American Medical Association

1992  Journal of Aging and Health

1989  Medical Care

**Reviewer for national funding organizations**


2015 Member, Cancer Control and Prevention Research: Psychosocial and Behavioral Research (CPPB), American Cancer Society, January 28-29, 2015. Reviewed and provided critique on five (5) applications.

2014 Member, Special Emphasis Panel/Scientific Review Group 2014/10 NCI-F R Subcommittee F, "Institutional Training and Education Grants" (PAR-12-049; PAR-14-015), NIH/NCI, June 19, 2014. Reviewed and provided critique on five (5) applications.

2014 Reviewer, Committee on Cancer Control and Prevention: Health Policy and Health Services, American Cancer Society, June 11, 2014. Reviewed and provided critique on five (5) applications.

2014 Reviewer, Pilot Grant program, Mountain West Clinical and Translational Research Infrastructure Network (CTR-IN), June 9, 2014. Reviewed and provided critique on seven (7) applications.


2014 Member, Special Emphasis Panel/Scientific Review Group 2013/06 NCI- Subcommittee F, "Institutional Training and Education Grants" (PAR-10-165; PAR-12-049), NIH/NCI, October 28-29, 2013. Reviewed and provided critique on six (6) applications.

2013 Member, Special Emphasis Panel/Scientific Review Group "Health Disparities and Equity Promotion" Study Section 2014/01 Council HDEP, NIH, September 26-27, 2013. Reviewed and provided critique on eight (8) applications.

2013 Member, Special Emphasis Panel/Scientific Review Group 2013/05 NCI-FR, "Institutional Training and Education Grants" (PAR-10-165; PA-11-184; PAR-12-049), NIH/NCI, June 19, 2013. Reviewed and provided critique on four (4) applications.


2013 Member, Special Emphasis Panel/Scientific Review Group 2013/05 NCI-FR, "Institutional Training and Education Grants" (PAR-10-165; PA-11-184; PAR-12-049), NIH/NCI, February 25-26, 2013. Reviewed and provided critique on five (5) applications.

2012 Chair, Building Sustainable Community Based Research Infrastructure to Better Science (CRIBS) Program Review Committee, University of California, Office of the President, October 26, 2012. Reviewed and provided critique on 12
applications, facilitate discussion among the review committee on the applications, and provide input to the program staff on the review process.

2012  

2012  

2012  
Member, Special Emphasis Panel/Scientific Review Group 2012/05 ZCA1 SRLB-D(M1)R, “Research Answers to NCI’s Provocative Questions (R21)”, NIH/National Cancer Institute, March 28-29, 2012. Reviewed and provided critique on one (1) application.

2012  
Member, Special Emphasis Panel/Scientific Review Group 2012/05 ZCA1 SRLB-9(M1)R, “Research Answers to NCI’s Provocative Questions (R01)”, NIH/National Cancer Institute, March 26-27, 2012. Reviewed and provided critique on two (2) applications.

2011  
Member, Community Research Collaborative Research Review Committee, California Breast Cancer Research Program, University of California, Office of the President. Reviewed and provided critique on one research grant application, November 2, 2011.

2011  

2011  
Chair, Community Research Collaborative Research Review Committee, California Breast Cancer Research Program, University of California, Office of the President, May 7, 2011.

2011  
Chair, Community Impact/Sociocultural Research Review Committee, California Breast Cancer Research Program, University of California, Office of the President, May 7, 2011.

2011  
Chair, Special Emphasis Panel/Scientific Review Group 2011/05 ZCA1 SRLB-B (M2)B, “Small Grant for Behavioral Research in Cancer Control (RO3) PAR-09-003”, NIH/National Cancer Institute, March 31-April 1, 2011.

2011  

2010  Member, Special Emphasis Panel/Scientific Review Group 2010/08 ZMD1 PA(08)1, “Social Determinants of Health” (RFA-MD-10-005), NIH/National Center on Minority Health and Health Disparities.

2010  Member, Special Emphasis Panel/Scientific Review Group ZRG1 HDEP-D 1S, “Health Disparity and Equity Promotion (HDEP)”, NIH/Center for Scientific Review.

2010  Chair, Community Impact Review Committee, California Breast Cancer Research Program, University of California, Office of the President.


2010  Member, Special Emphasis Panel/Scientific Review Group 2010/05 ZRG1 HDM-D(58)R, “Building Sustainable Community-Linked Infrastructure to Enable Health Sciences Research (RFA-OD-09-010)”, NIH/Center for Scientific Review.

2009  Member, Special Emphasis Panel/Scientific Review Group 2010/01 (ZEB1 OSR-D (J1) R), "Development and Translation of Medical Technologies that Reduce Health Disparities", NIH/National Institute of Biomedical Imaging and Bioengineering.


2009  Member, Special Emphasis Panel (SEP), Centers for Disease Control and Prevention (CDC) for RFAs DP09-001 and DP09-002 “Cancer Prevention and Control Network”, and DP09-003 “Accuracy of Self-Reports of Mammography Screening and Pap Testing”. Invited to participate, but declined due to schedule conflict.


2009 Chair, Community Research Collaboration (CRC)/ Sociocultural/ Health Policy Review Committee, California Breast Cancer Research Program, University of California, Office of the President.

2009 Member, Scientific Review Group, Ulster Cancer Foundation, Belfast, Northern Ireland.

2009 Member, Special Emphasis Panel Scientific Review Group (ZRG1 HOP-J(02)), “Community Interventions or Nursing Sciences”, NIH/Center for Scientific Review.

2008 Member, Scientific Review Group (ZCA1 SRRB-K (01)), “Comprehensive Minority Institution/Cancer Center Partnership (U54) (RFA CA-08-005)”, NIH/Center for Scientific Review.

2008 Chair, Study Section Review Panel, California Breast Cancer Research Program, University of California, Office of the President.


2007 Member, Special Emphasis Panel (ZCD1 ZDQ06), “Health Promotion and Disease Prevention Research Centers: Special Interest Project Supplements (Panel 1-4)”, Centers for Disease Control and Prevention/Office of Public Health Research.


2007 Member, Internal Peer Review Committee, National Cancer Institute, Community Networks Program, University of Maryland School of Medicine’s Community Networks Program project.
2006  Member, Internal Peer Review Committee, National Cancer Institute, Community Networks Program, University of Maryland School of Medicine's Community Networks Program project.

2006  Member, Scientific Review Committee (ZRG1 HOP-U 91S), “Community Participation in Research (PAR-05-026)”, NIH/Center for Scientific Review

2006  Member, Special Emphasis Panel (ZRG1 HOP S 03), “Neurological, Aging and Musculoskeletal Epidemiology (NAME)”, NIH/Center for Scientific Review

2005  Member, Special Emphasis Panel (SEP), “Community Participation in Research (PAR-05-026)”, NIH/Center for Scientific Review

2005  Member, Special Emphasis Panel (ZRG1 HOP-S 50), Community Participation in Research, NIH/Center for Scientific Review.

2003-2008  Member, Study Section Review Panel, California Breast Cancer Research Program, University of California, Office of the President.

2002  Member, Study Section Review Panel, Universitywide AIDS Research Program, California AIDS Research Centers, University of California, Office of the President


1995  Member, Review Panel, Collaborative Research Grants Program, 4-H Center for Youth Development, Division of Human Development and Family Studies, Department of Applied Behavioral Studies, University of California, Davis.

**Invited lectures and speeches:**

1. **Mishra SI:** “Health Related Quality of Life During Cancer Treatment: Perspectives of Adolescent Cancer Survivors and Their Caregivers”. Invited State-of-the-Art presentation at the 2016 Western Regional Meeting of the Society for Pediatric Research, Carmel, CA, January 28-30, 2016.

2. **Mishra SI:** “Community-engaged Breast Cancer Prevention Research to Reduce Cancer Disparities Among Indigenous Populations: Results from a Randomized Controlled Trial”. Invited presentation, as part of the Plenary Session #1 on “Nutrition and Culture in Breast Cancer”, at the Ninth International Conference of the Society of Integrative Oncology “Honoring Diversity in Cancer Prevention and Control”, Albuquerque, NM, October 8-10, 2012.

3. **Mishra SI:** “Community Engagement and Research: Update on Progress”. Presented at the External Advisory Board meeting of the University of New Mexico Health Sciences Center Clinical and Translational Science Center, Albuquerque, New Mexico, February 24, 2012
4. **Mishra SI**: “Community-Engaged Breast Cancer Prevention Research to Reduce Cancer Disparities Among Indigenous Populations: Results from a Randomized Controlled Trial”. Invited presentation at the University of New Mexico Cancer Research and Treatment Center, Population Sciences Research Update, Albuquerque, New Mexico, November 29, 2011

5. **Mishra SI**: “Benefits of Engaging Communities in Research: Examples from Two Randomized Efficacy Trials”. Invited presentation at the University of New Mexico Health Science Center Department of Internal Medicine, Division of Epidemiology, Biostatistics, and Preventive Medicine, Albuquerque, NM, May 16, 2011

6. **Mishra SI**: “Engaging Communities Effectively”. Invited presentation at the University of New Mexico Health Science Center’s Clinical and Translational Investigator Program (CTIP) seminar, Albuquerque, NM, February 15, 2011

7. **Mishra SI**: “Community Based Prevention Research: Opportunities Through Transformative Partnerships”. Keynote address at the University of New Mexico Prevention Research Center’s Community Advisory Council Summit, “The Power of Partnerships”, Albuquerque, NM, October 29, 2010

8. **Mishra SI**: “Socio-Ecological and Participatory Approaches to Prevention and Translational Research: Implications for Health Equity.” Invited presentation at the University of New Mexico Health Sciences Center, Albuquerque, NM, April 2010.


11. **Mishra SI**: “University of Maryland Statewide Health Network Helping Marylanders Fight Cancer and Other Tobacco Related Diseases.” Presented as part of a panel on “Successes and Failures in U.S. Tobacco Control: Implications for Global Health” at the University of Maryland School of Law, Baltimore, MD, February, 2009.


19. Mishra SI: “Socio-Ecological Approaches to Health Disparities Research Among Minority Populations.” Invited presentation at the Department of Family and Community Medicine Grand Rounds at the University of Maryland School of Medicine, Baltimore, MD, October 4, 2006.


22. Mishra SI: “Socio-Ecological Approaches to Health Disparities Research Among Minority Populations.” Invited presentation at the Colloquium on Science program at the University of Maryland School of Medicine, Baltimore, MD, July 29, 2004.


37. **Mishra SI**: “Cancer in the Pacific.” Invited presentation to the faculty of the National Hospital, Republic of Tonga, August 12, 1998.

38. **Mishra SI**: “Cancer control needs of native American Samoans.” Invited presentation at the Department of Medicine Grand Rounds, University of California, Irvine Medical Center, June 11, 1998.


40. **Mishra SI**: “Cancer incidence and cancer control needs among native American Samoans.” Invited presentation at the research seminar of the Center for Health Policy and Research, UC Irvine, October 21, 1997.

41. **Mishra SI**: “Health issues for minorities and immigrants.” Invited presentation at the research seminar of the Center for Health Policy and Research, UC Irvine, June 21, 1997.


44. Magaña JR, **Mishra SI**: “HIV/AIDS in Latinos.” Invited presentation at the Department of Medicine Grand Rounds, University of California, Irvine, June 8, 1995.

45. **Mishra SI**: “Health care in Orange County.” Invited presentation at the Center for Health Policy and Research seminar, University of California, Irvine, March 21, 1995.


50. **Mishra SI:** “Impact on American Samoans of the National Health Care Act.” Invited presentation at the Conference on “Pacific Americans and the National Health Care Act: Where Do We Fit?” Conference organized by the Pacific American Foundation and The Queen’s Health System, Honolulu, Hawaii, April 5-6, 1994.


57. **Colby BN, Cesario TC, Yousefi S, Mishra SI, Milanesi LC, Kennedy S:** “Replacing the life events paradigm with an adaptive potential approach in psychoneuroimmunology.” Invited presentation at the fifth annual Research Symposium on Aging of the Academic Geriatric Resource Center, Irvine, May 12, 1990.

58. **Mishra SI:** “Socialized medicine and the national health care crises.” Invited presentation at the University of California, Riverside, May 1990.


Community service: (Abbreviated)

Membership in community organizations

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-present</td>
<td>Member, New Mexico Chronic Disease Prevention Council (CDPC) and the CDPC’s Communications Workgroup</td>
</tr>
<tr>
<td>1996-1998</td>
<td>Board of Directors, Joint Efforts, San Pedro, CA</td>
</tr>
<tr>
<td>1995-1998</td>
<td>Board of Directors, FHP Foundation “Health Reform Action Project”, Anaheim, CA</td>
</tr>
<tr>
<td>1991-2002</td>
<td>Orange County Health Care Council, Orange, CA</td>
</tr>
<tr>
<td>1989-2002</td>
<td>Orange County Task Force on Indigent Health Care, Orange, CA</td>
</tr>
<tr>
<td>1987-1995</td>
<td>Physicians for a National Health Program, Irvine, CA affiliate</td>
</tr>
</tbody>
</table>

Community service

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Grant writer for Sisters Network Baltimore Chapter, application submitted to the Susan B. Komen Foundation for Breast Cancer Research, Baltimore, MD</td>
</tr>
<tr>
<td>1992</td>
<td>Liaison, delegation of visiting Russian physicians and medical administrators, Irvine, CA</td>
</tr>
<tr>
<td>1987</td>
<td>Prepared audiovisual materials on problems of doctor-patient communication for the Council of Medical Specialty Societies (Chicago) for their program in Continuing Medical Education, Irvine, CA</td>
</tr>
<tr>
<td>1986</td>
<td>Organized a small group meeting to discuss issues of bioethics under the auspices of California Health Decisions, Orange, CA</td>
</tr>
<tr>
<td>1973-1982</td>
<td>Volunteered services at a School of the Mute and Deaf, a Home for the Blind and Destitute, and a remand home for juvenile delinquents, orphans and men-</td>
</tr>
</tbody>
</table>
tally challenged children under the auspices of the National Social Service organization in India, Bombay, India

**Consulting service**

- **2001-2005** Pacific Islander Council of Leaders, Carson, CA
- **2001-2002** Sun Integrative Health, Medical Content Panel of Advisors, Irvine, CA
- **1999-2002** American Samoa Medical Care Authority, US Territory of American Samoa
- **1995-1998** FHP Foundation’s “Health Reform Action Project”, Irvine, CA
- **1995** Kaiser Permanente Hospital of Southern California, Irvine, CA
- **1994-1998** Krames Communications, San Francisco, CA
- **1993-2005** National Office of Samoan Affairs, Carson, CA
- **1992-1996** United Way of Orange County Health Care Council, Irvine, CA

**Professional development and continuing education: (Abbreviated, only past 3 years of UNM and HSC required trainings)**

- **2020** Prevention of Harassment and Discrimination
- **2020** Bringing Back the Pack
- **2020** Emergency Management Preparedness
- **2020** UNMH/HSC Compliance Training
- **2020** HSC Code of Conduct and HSC Code of Ethics
- **2020** Basic Annual Safety Training—2020
- **2020** 2020 Information Privacy and Security Awareness Training
- **2020** Abuse, Neglect, and Exploitation: Identification and Mandatory Reporting
- **2020** HIPAA Security Training 2020
- **2020** HIPAA and HITECH Training 2020
- **2020** Active Shooter on Campus: Run, Hide, Fight—2020
- **2020** HSC Financial Conflicts of Interest Training
2020  NIH Good Clinical Practice for Social and Behavioral Research

2019  Harassment and Discrimination Prevention

2019  Patient Rights, Advance Directive, and Restraints for HSC

2019  UNMH/HSC Compliance Training

2019  UNM School of Medicine Competencies and Learning Objectives

2019  LEADing to Excellence

2019  UNM School of Medicine Teacher-Learner Compact

2019  HSC Emergency Management Preparedness

2019  HSC Code of Conduct and HSC Code of Ethics

2019  HIPAA Security Training

2019  HIPAA and HITECH Training

2019  Abuse, Neglect, and Exploitation: Identification and Mandatory Reporting

2019  Basic Annual Safety Training

2019  Active Shooter on Campus: Run, Hide, Fight

2018  UNM School of Medicine Teacher-Learner Compact

2018  UNMH/HSC Compliance Training 2018

2018  HSC Code of Conduct and HSC Code of Ethics

2018  HIPAA Security Training 2018

2018  HIPAA and HITECH Training 2018

2018  Abuse, Neglect, and Exploitation: Identification and Mandatory Reporting

2018  Basic Annual Safety Training 2018

2018  Intersections: Preventing Discrimination and harassment 2018

2018  Active Shooter on Campus: Run, Hide, Fight 2018
2008  “Accelerating the Dissemination and Translation of Clinical Research into Practice”. A one-day workshop organized by the National Center for Research Resources, National Institutes of Health and the Association for Prevention, Teaching, and Research, partnering with community health care providers to translate research into practice, May 9, 2008, Bethesda, MD.

2008  “Completing a Cochrane Systematic Review Workshop”. A three-day workshop on Cochrane systematic reviews organized and conducted by the Cochrane Eyes and Vision Group, March 14-16, 2008, Fort Lauderdale, FL.

2004  “Integrating Program Planning and Evaluation Using Logic Models.” A two-day workshop on program planning, evaluation, and logic models conducted by Thomas J. Chapel during the American Evaluation Association annual meeting, Atlanta, GA.

2001  “East-West Integrative Medicine as Practiced in China.” A 14-day tour to examine China’s successful model of integrating complementary and alternative medicine with western conventional medicine through a series of professional meetings, facility visits and visits to Chinese hospitals and clinics in Beijing, Xi’an, Chengdu and Shanghai.

2001  “Short Course in Meta-Analysis.” A two-day workshop focused on the theoretical and statistical aspects of meta-analysis, conducted by Drs. Olkin and Lau and organized by the Southern California Statistical Society, San Diego.

2000  “Evidence-based Health Care.” A five-day workshop focused on research, medical education, and practice of evidence-based medicine, organized and conducted by University of Colorado, Department of Health Sciences, Denver, CO.
Narrative Description of Research, Teaching and Service Interests

**Research Interests.** Dr. Shiraz Mishra’s research interests are in population health, specifically in the area of health services. The research is based on the socio-ecological and community-based participatory research perspectives, which provide multidisciplinary and participatory frameworks for disease prevention and control research. Dr. Mishra has led or participated in numerous investigator-initiated multi-site observational studies and interventional clinical trials. These trials are informed by multi-level (i.e., individual, social, community, and organizational) theories of behavior change and have efficacy-tested multi-component interventions. Since disease risk factors (i.e., lifestyle, environmental) may cumulatively impact health outcomes, his research spans the lifespan (i.e., adolescent, young adult, and adult populations). With a commitment to enhance health equity, his research is predominantly among indigenous (i.e., American Indian, native American Samoan, Chamorro) and racial/ethnic minority (i.e., Hispanic and Black) populations. Dr. Mishra’s main research achievements have been in characterizing individual, social, community, and organizational risk factors leading to inequities in health and in access to and utilization of health care for chronic diseases, and the transformative translation of evidence-based knowledge through scientifically rigorous and theoretically informed community-based interventions that promote health equity and enhance health and well-being.

Dr. Mishra’s research has deepened our understanding of the importance of examining and addressing health and health care disparities within a multi-factorial (biology, health behavior, environment, culture, and social policies) perspective, the importance of equitable community partnerships based on mutual respect and trust both for enhancing community participation in research and for the institutionalization of evidence-based knowledge in health programs and policies, and the need for disaggregating larger geopolitical compositions of groups for the fundamental understanding of health and health inequities. He has been awarded, as Principal Investigator or co-Investigator, over $76.5M in intra- and extra-mural support.

**Teaching Interests.** Dr. Mishra’s teaching philosophy is based on the belief that success is built on knowledge, critical thinking, inquisitiveness, empowerment, and a passion for life-long learning. The philosophy is influenced by the Brazilian educationalist Paulo Freire, whose innovative theoretical and practical insights and strategies have left an indelible imprint on both formal and informal education. The Freirian educational pedagogy is based on the problem posing approach to learning. The critical elements of the pedagogy include a partnership between the educator and student, respectful communication and dialogue to stimulate creativity and critical thinking for both the educator and student, informed action linked to values, realization about one’s ability to transform reality, and situational educational activities. Dr. Mishra’s general instructional goal is to facilitate the learning process such that students derive meaning from new knowledge in a way that is relevant for both the individual and collective good. To complement his research agenda, Dr. Mishra teaches courses on Research Design and Theories of Behavior Change, and actively mentors medical and post-graduate students, and junior faculty.

**Service Interests.** Dr. Mishra has made significant contributions in national service through his professional memberships, participation on grant review panels, and as reviewer for numerous prestigious journals. Dr. Mishra’s research and methodological expertise is highly sought by the NIH Center for Scientific Review on topics including breast cancer, community participation in research, and institutional training program grants. He has chaired study sections (2008-2009) on Sociocultural/Health Policy for the Office of President, University of California and the National Cancer Institute’s (NCI’s) Special Emphasis Panels (2010-2011) on Behavioral Research in Cancer Control. The NCI Director appointed him member of Subcommittee F “Institutional Training and Education of the NCI Initial Review Group” (2013-2016).
Books edited or co-edited:


Original research or scholarly articles in refereed journals:

* Author is Dr. Mishra’s mentee.


70. Seffinger M, Adams A, Najm W, Dickerson V, Mishra SI, Reinsch S, Murphy L: “Spinal palpatory diagnostic procedures utilized by practitioners of spinal manipulation: annotat-


94. Chavez LR, Hubbell FA, McMullin JM, Martinez RG, Mishra SI: “Breast and cervical cancer risk factors: a comparison of perceptions among Latinas, Anglo women, and...


Original research or scholarly articles in non-refereed web-based journals:


**Review articles and articles appearing as chapters in edited books:**

1. Welle D, Arviso V, **Mishra SI**: “Beginning to Think About All Things”: Intersections of School Nursing Practice and Traditional Dine (Navajo) Education. Accepted for publication, 2016.


16. Milanesi LC, Colby BN, Cesario TC, Mishra SI, Kennedy S, Yousefi S: “Sense of coherence, health, and Immunoglobulin M among older Anglo-American and Japanese-

Published invited or refereed abstracts and/or proceedings at professional meetings:


Refereed abstracts and/or oral presentations at professional meetings:


5. Mishra SI: “Enhancing Cancer Prevention and Control Pathways: Screening Saves Lives!” Presented at the scientific meetings of the New Mexico IDeA Networks of Biomedical Research Excellence (NM INBRE) program, July 30-August 1, 2019, Las Cruces, NM.


Recent Immigrants”. Presented at the UNM Biomedical Research Education Programs Undergraduate Pipeline Network poster session, Albuquerque, NM, July 28, 2011.


52. Mishra SI: “Cancer Survivorship Research”. Presented at the National Cancer Institute’s site visit to the University of Maryland’s Community Networks Program’s “Maryland Cancer Research Network” project, Office of Policy and Planning, University of Maryland School of Medicine, Baltimore, April 29, 2008.


Annual Meeting of the American Society of Preventive Oncology, Houston, TX March 2-4, 2007.


59. Redd R,* Mishra SI: “A Qualitative Study of African Americans’ Cultural Beliefs, Perceptions, and Attitudes Regarding Mental Health and Mental Illness.” Presented at the annual P60 EXPORT Center Health Disparities Summer Intern Program Conference at the University of Maryland School of Medicine, Baltimore, MD, August 4, 2006.


64. Baquet CR, Commiskey P, Mullins CD, DeShields M, Mishra SI: “Predictor of Clinical Trials Recruitment and Participation in Maryland. Accepted for presentation (but unable to present) at the annual meeting of the American College of Preventive Medicine, Washington, DC, February 16-20, 2005.


83. Misra SI: “Communities and science: Challenges and opportunities of collaborative research between academic institutions and community organizations.” Presented as part of a panel on “Communities and Science” at the annual meeting of the Breast Cancer Research Program, Los Angeles, CA, September 17-18, 1999.


100. **Mishra SI**: “Health Status and health care needs of the sheltered homeless.” Presented at the annual meeting of the American Public Health Association, San Diego, October 29 - November 2, 1995.


105. Hubbell FA, Chavez LR, Mishra SI: “Predictors of breast and cervical cancer screening among Latinas.” Presented at the annual College of Medicine Faculty Poster Sessions, University of California, Irvine, April 6, 1995.


113. Mishra SI, Conner RF, Lewis MA: “HIV/AIDS prevention with migrant workers: results from a quasi-experimental research reflecting behavior change.” Presented at the annu-


120. **Mishra SI**, Hubbell FA, Waitzkin HB, Dombrink JD: “Inequality of access to medical care among three income groups.” Presented at the annual regional meeting of the Society of General Internal Medicine, Los Angeles, April 17, 1991.


124. Magaña R, Conner RF, **Mishra SI**, Lewis MA: “An AIDS prevention program for Hispanic/Latino farm workers: results from a formative evaluation.” Presented at the annual


**Thesis:**


**Other writings and scholarly products:**

**Research monographs**


**Research reports**
1. **Mishra SI**, Cruz TH, FitzGerald C, Woelk C: “Bernalillo County Chronic Disease Prevention Policy Scan”, University of New Mexico Prevention Research Center, Albuquerque, NM, September 2012.


6. Baquet CR, Commiskey P, Mishra SI, Mullins CD, Meng F: “The University of Maryland Center for Health Policy/Health Services Research and University of Maryland Statewide Health Network Baseline Needs Assessment: Disparities in health Access, Health Status, Health Assessment, and Health Behaviors for Chronic Disease and Clinical Trials Knowledge, Attitudes and Barriers to Participation in Maryland.” University of Maryland School of Medicine, Office of Policy and Planning, University of Maryland Center for Health Policy/Health Services Research, Baltimore, Maryland, August 2004.


**Copyrights**

1. Copyright for: “Primary Care Provider Decision Aid for Lung Cancer Screening”. A decision aid with information for primary care providers to access in order to make an informed decision regarding screening guidelines for lung cancer screening with low dose computed tomography. 2017.

**Brief communications**


**Published newspaper articles**


3. The “Maryland Telehome Care Network” project reported on by The Republican (November 26, 2009).


7. Research on “Cancer Among Pacific Islanders” covered by South Pacific Radio (February 4, 2001), Samoa News (February 27, 2001), Samoa Observer (February 27, 2001), Samoan TV-KVZK (February 28, 2001), Guam Variety (March 20, 2001; March 21, 2001; March 23, 2001).


10. Research on “Health Care Needs in Orange County” covered by Orange County Register (October 15, 1994), Los Angeles Times (December 7, 1994).


12. Research on “Orange County Health” covered by Irvine World News (September 20, 1990), Los Angeles Times (September 20, 1990), Orange County Register (September 20, 1990).

13. Research on “Migrant Workers and HIV Prevention” covered by Orange County Register (April 30, 1990), UCI Journal (Fall, 1990), San Jose Mercury News (June 3, 2001).


Published videotapes

Published educational materials
1. Various brochures (in English, Samoan, Tongan, and Chamorro) on screening and early detection examinations for cancers of the cervix, breast, and prostate; tobacco use; cancer among Chamorros; nutrition, 2001-2002.

Opinions

Public lectures, presentations, or workshops:
2004, lecture on “Cardiovascular Disease Prevention” at the Lifestyle and Nutrition Task Force meeting, Cecil County, MD

2004, lecture on “Cancer and Health Disparities in the African American Community” at the “Take A Loved One To the Doctor Day” event in Kent County, MD

2001 workshops on, “Strategies for Program Development” and “Moderated Group Discussions: The How and Why,” to various organizations including the Sons and Daughters of Guam Club, San Diego, CA; Guam Department of Public Health and Social Services, US Territory of Guam

2000-2001, lectures on, “Cancer Among Pacific Islanders: The Pacific Islander Cancer Control Network,” to various organizations including the PICCN Steering Committee, UC Irvine; Chamorro (Guam) PICCN Advisory Board; Samoan (American Samoa) PICCN Advisory Board; Pacific Islander Community Council, Carson; Pacific Islander Council of Leaders, Los Angeles; Tongan (Salt Lake City) PICCN Advisory Board; Pacific Islander Advisory Council, Salt Lake City; Board of Directors, Sons and Daughters of Guam Club (San Diego); Board of Directors, Taulama for Tongans (San Mateo); Samoan (Carson) PICCN Advisory Board; Chamorro (San Diego) PICCN Advisory Board; South Pacific Radio (KALI FM 106.3); Samoan (American Sa-
moa) PICCN Advisory Board; Fanau A Oe Ma Au (Your Children and Mine), a television; Sa-
moa News; Falehufanga Tongan United Methodist Church; Guam PICCN Cancer Forum;
Guam Council of Mayors; KUAM TV (Guam); American Cancer Society (Guam Unit)

1998-2000, lectures on, ‘Cancer control needs among native American Samoans,’ to various
agencies and groups including the Governor of American Samoa, the Congressman from
American Samoa, the Health and Education Sub-Committees of American Samoan Senate and
House of Representatives, the mayors of all the American Samoan villages, public health and
health care providers in Los Angeles county, Hawaii and American Samoa

1995, lecture on, ‘Health care needs of older Orange County residents,’ St. Joseph Hospital,
Orange, CA

1995, lecture on, ‘An assessment of Orange County’s CalOPTIMA program,’ CalOPTIMA Quali-
ity Assurance Committee; CalOPTIMA Provider Advisory Committee, Orange, CA

1994, lecture on, ‘Health care needs in Orange County,’ United Way of Orange County, Irvine,
CA

1994, lectures on, ‘Health care inequities in Orange County, California: a growing nightmare for
the poor,’ United Way of Orange County Board of Directors; Homeless Issues Task Force;
United Way of Orange County Health Care Council; Orange County Grand Jury; and the Cal-
OPTIMA Board of Directors


1991, lecture on, ‘Progress towards a national health program for the United States,’ California
State Employees Association Retired Chapter, Los Angeles, CA

1991, lecture on, ‘National health program for the United States,’ United Electrical, Radio and
Machine Workers of America (UE), Los Angeles; Los Angeles Plastics Workers Organizing
Committee (UE PWOC), Los Angeles; and Western Association for Ecumenical Staff, Palos
Verdes

1990, lecture on, ‘Universal health care coverage,’ 69th Assembly District Committee, California
State Democratic Party
Works in progress:

Manuscripts submitted for publication in refereed journals

* Author is Dr. Mishra’s mentee.


Manuscripts in preparation for submission for publication in refereed journals

* Author is Dr. Mishra’s mentee.


Shiraz I. Mishra, MBBS, PhD
Current Grant and Contract Funding:

“Developing multilevel strategies to promote uptake of cervical cancer screening using self-sampling among sexual and gender minorities”
Mentor
UNMCCC/American Cancer Society Institutional Research Grant
June 1, 2020-May 31, 2021
Total Direct Costs: $30,000

“Engagement of American Indians of Southwestern Tribal Nations in Cancer Genome Sequencing”
Co-Investigator and Leader, Engagement Optimization Unit
NIH/National Cancer Institute (U2CCA252973)
September 1, 2020 – August 31, 2025
Total Direct Costs: $16,247,421
Total Indirect Costs: $4,170,454

“Cancer Research – Scholarship and Training Experiences in Population Sciences (C-STEPS)”
Principal Investigator
NIH/National Cancer Institute (R25CA247677)
September 1, 2020 – August 31, 2025
Total Direct Costs: $924,731
Total Indirect Costs: $20,060

“Dissemination of a Colorectal Cancer Screening Program Across American Indian Communities in the Southern Plains and Southwest United States”
Program Director
NIH/National Cancer Institute (3P30CA118100-15S6)
September 1, 2020 – August 31, 2023
Total UNM Direct Costs: $2,308,065
Total UNM Indirect Costs: $691,935

“Enhancing Prevention Pathways Towards Tribal Colorectal Health”
Principal Investigator
NIH/National Cancer Institute (1R01CA192967)
April 1, 2016 – June 30, 2023
Total Direct Costs: $2,233,753
Total Indirect Costs: $552,208

“Enhancing Cancer Prevention and Control Pathways – Native Health Initiative”
Principal Investigator
NIH/National Institute of General Medical Sciences (P20GM103451)
April 1, 2019 – March 31, 2024
Total Direct Costs: $500,000
Total Indirect Costs: $257,500

“Developing Research Capacity for Cancer Research in a Tribal Community in Rural New Mexico”
Principal Investigator
University of New Mexico Comprehensive Cancer Center (UNM CCC PP-U1418-RS)
September 1, 2018 – August 31, 2022
Total Direct Costs: $99,075

“Enhancing Cancer Prevention and Control Pathways in the Zuni Pueblo – Native Health Initiative”
Principal Investigator
University of New Mexico Comprehensive Cancer Center (UNM CCC PP-U1402-CaC)
July 1, 2018 – June 30, 2022
Total Direct Costs: $84,588

“NCI Community Oncology Research Program (NCORP Minority/Underserved Community Sites)”
Co-Investigator
NIH/National Cancer Institute (UG1CA189856)
September 1, 2019 – August 31, 2025
Total Direct Costs: $6,998,712
Total Indirect Costs: $3,604,338

“Administrative Supplement for Strengthening Research, Training, and Outreach Capacity of the Geographic Management of Cancer Health Disparities Program (GMaP Region 3)”
Co-Program Director
NIH/National Cancer Institute/Center to Reduce Cancer Health Disparities (3P30CA118100-15S3)
September 1, 2019 – August 31, 2021
Total Direct Costs: $330,033
Total Indirect Costs: $169,967

“Administrative Supplement for Strengthen NCI-Supported Community Outreach capacity through Community Health Educators of the National Outreach Network (NON CHE)”
Co-Program Director
NIH/National Cancer Institute/Center to Reduce Cancer Health Disparities (3P30CA118100-15S2)
September 1, 2019 – August 31, 2021
Total Direct Costs: $151,816
Total Indirect Costs: $78,185

Past Grant and Contract Funding: (Abbreviated)

“A Patient Centered Framework to Test the Comparative Effectiveness of Culturally and Contextually Appropriate Program Options for Latinos with Diabetes from Low Income Households”
Co-Investigator
Patient Centered Outcomes Research Institute (CER-1511-32910)
November 1, 2016 – October 31, 2020
Total Direct Costs: $1,766,776
Total Indirect Costs: $509,666

“Translating Next Generation Sequencing: Behavioral and Cultural Considerations (INST 1504)”
Principal Investigator
UNM Comprehensive Cancer Center
September 1, 2015 – August 31, 2020
Total Direct Costs: $246,826

“Dissemination of a Colorectal Cancer Screening Program Across American Indian Communities in the Southern Plains and Southwest United States”
NIH/National Cancer Institute (3P30CA118100-15S4)
Program Director
September 1, 2019 – August 31, 2020
Total Consortium Costs: $600,000
Total UNM Direct Costs: $332,013
Total UNM Indirect Costs: $67,987

“Dissemination of a Colorectal Cancer Screening Program Across American Indian Communities in the Southern Plains and Southwest United States”
NIH/National Cancer Institute (3P30CA118100-14S6)
Program Director
September 1, 2018 – April 30, 2019
Total Consortium Costs: $900,000
Total UNM Direct Costs: $240,512
Total UNM Indirect Costs: $59,488

“Women in Survivorship Healthcare (WISH): Creation of a Rural Cancer Survivorship Program using Project ECHO”
Co-Investigator
NIH/National Cancer Institute (3P30CA118100-14S3)
September 1, 2018 – August 31, 2019
Total Direct Costs: $132,013
Total Indirect Costs: $67,987

“Breast cancer screening among medically underserved women in New Mexico: Comparing outcomes and lowering recall rates with digital breast tomosynthesis (3D mammography) versus full-field digital (2D) mammography. The LOVE New Mexico study”
Co-Principal Investigator
UNM Comprehensive Cancer Center
January 4, 2016-January 3, 2018, no cost extension
Total Direct Costs: $250,000

“Identifying the Determinants of Cervical Cancer Screening among Gender Minorities”
Co-Investigator (Mentor)
Clinical and Translational Research Infrastructure Network (CTR-IN) Pilot Grant Round 5
September 1, 2017 – June 30, 2018
Total Direct Costs: $60,775
Total Indirect Costs: $6,078

“SEPA In New Mexico”
Principal Investigator
National Institutes of Health/Office of the Director (1R25OD010509-04)
June 18, 2012 - March 31, 2017
Total Direct Costs: $1,210,223
Total Indirect Costs: $94,266
“A Community-Engaged Approach to Understanding Health Related Quality of Life and Care Management Issues Among Cancer Survivors and Their Caregivers”
Principal Investigator
UNM, Department of Pediatrics, Office of Pediatrics Research
December 1, 2014 – December 31, 2016
Total Direct Costs: $14,997

“Developing a Provider Decision Support Tool for Lung Cancer Screening”
Principal Investigator
UNM Comprehensive Cancer Center (PP#1209)
February 1, 2015 – December 31, 2016
Total Direct Costs: $40,000

“UNM Clinical and Translational Science Center”
Co-Investigator (Director, Translational Workforce Development). National Institutes of Health/National Center for Advancing Translational Sciences (NCATS) (UL1TR001449)
August 14, 2015 – March 31, 2020
Total Direct Costs: $20,000,000

“Improving Advance Care Planning for Older Latinos With Advanced Cancers”
Co-Investigator (Mentor)
Clinical and Translational Research Infrastructure Network (CTR-IN) Pilot Grant Round 3
September 1, 2015 – June 30, 2016
Total Direct Costs: $59,965
Total Indirect Costs: $6,000

“The University of New Mexico Clinical and Translational Science Center (CTSC)”
Co-Investigator (Co-Leader Community Engagement and Research Component [CERC] and Research Education, Training, and Career Development Component [RETCD])
National Center for Research Resources (NCRR) and the National Center for Advancing Translational Sciences (NCAT) of the National Institutes of Health (NIH) (8UL1TR000041)
July 1, 2010-September 30, 2015
Total Direct Costs: $18,501,267

“School Nurses’ Perspectives on Culturally Competent Suicide Prevention for American Indian/Alaska Native Students in New Mexico”
Co-Investigator
UNM Clinical and Translational Science Center (CTSC004-5)
April 1, 2014 – March 31, 2015
Total Direct Costs: $27,442

“UNM PRC: SIP13-068 NM Low Dose CT Lung Cancer Screening”
Principal Investigator (with Richard Hoffman)
Centers for Disease Control and Prevention
September 30, 2013-September 29, 2014
Total Direct Costs: $149,007
Total Indirect Costs: $75,993

“Promoting Healthy Lives”
Principal Investigator
United Way of Central New Mexico
July 1, 2013-June 30, 2014
Total Direct Costs: $120,000

“Promoting Healthy Lives”
Principal Investigator
United Way of Central New Mexico
July 1, 2012-June 30, 2013
Total Direct Costs: $112,000

“Evidence Based Program for Teen Pregnancy Prevention: Teen Outreach Program (TOP)”
Co-Principal Investigator
New Mexico Department of Health, Public Health Division, Family Planning Program
July 1, 2011-June 30, 2015
Total Direct Costs: $284,360
Total Indirect Costs: $15,640

“Scientific Meetings for Creating Interdisciplinary Research Teams” (R13)
Co-Investigator
NIH/Eunice Kennedy Shriver National Institute of Child Health and Human Development
July 1, 2011-June 30, 2013
Total Direct Costs: $25,000

“School-Based Health Center Improvement Project (SHCIP): A Quality Demonstration Project supported by the Centers for Medicare and Medicaid”
Principal Investigator
Envision NM (University of New Mexico Department of Pediatrics), New Mexico Human Services Department (HSD), New Mexico Department of Health (NMDOH), Office of School and Adolescent Health (OSAH), and Apex Education
August 1, 2011-June 30, 2013
Total Direct Costs: $36,470

“Preventive Medicine Residency”
Co-Investigator (Faculty)
Health Resources and Service Administration (HRSA) (D33HP19042)
July 1, 2010-June 30, 2013
Total Direct Costs: $1,031,130

“Reducing Health Disparities in Bernalillo County”
Principal Investigator
Bernalillo County
June 15, 2012-September 30, 2012
Total Direct Costs: $62,500
Total Indirect Costs: $12,500

“A Community Engaged Approach to Understanding Diabetes Related Beliefs and Practices Among Recent Immigrants”
Principal Investigator
UNM HSC Clinical and Translational Science Center
April 1, 2011-March 31, 2012
Total Direct Costs: $24,908

“Planning Grant for Bowie State/University of Maryland Cancer Research Training and Education Partnership”
Principal Investigator (25% effort).
NCI/NIH (P20CA119192)
August 29, 2006-August 28, 2010, no cost extension until August 2011
Total UMB Direct Costs Awarded (9/29/06-9/28/10): $434,217
Total UMB Indirect Costs Awarded (9/29/06-9/28/10): $210,596

“Planning Grant for Bowie State/University of Maryland Cancer Research and Training Partnership”
Principal Investigator (0% effort)
NIH/NCI (P20CA119192-04S1), administrative supplement
August 29, 2009-August 28, 2010
Total Direct Costs: $74,900
Total Indirect Costs: $37,450

“Maryland Telehome Care Network (MTCN)”
Principal Investigator (25% effort)
NIH/NCMHD (1RC2MD004800)
August 29, 2009-August 28, 2011
Total Direct Costs: $1,832,335
Total Indirect Costs: $655,664

“Interagency Area Health Education Agreement”
Co-Investigator/Deputy Director (0% effort); Principal Investigator: Claudia R. Baquet
Department of Health and Mental Hygiene, State Office of Rural Health, non-competing renewal
July 1, 2009-June 30, 2012
Total Direct Costs: $1,505,400
Total Indirect Costs: $111,510

“Maryland Model AHEC Program”
Co-Investigator/Deputy Director (20% effort); Principal Investigator: Claudia R. Baquet
Health Resources and Services Administration (U77HP03056), non-competing renewal
September 1, 2009-August 31, 2010
Total Direct Costs: $557,616

“Bioethics Research Infrastructure Initiative”
Co-Investigator (20% effort); Principal Investigator: Claudia R. Baquet
NIH/NCMHD (1RC2MD004761)
August 29, 2009-June 30, 2011
Total Direct Costs: $2,068,677
Total Indirect Costs: $356,686

“University of Maryland Statewide Health Network”
Co-Investigator/Senior Team Leader (10% effort until 9/30/09); Principal Investigator: Claudia R. Baquet
MD DHMH CH605CRF
July 1, 2009-June 30, 2010
Total Direct Costs Awarded: $486,909

“University of Maryland Statewide Health Network”
Co-Investigator/ Senior Team Leader (10% effort); Principal Investigator: Claudia R. Baquet
Department of Health and Mental Hygiene, Cigarette Restitution Fund Program (#CH605CRF), non-competing renewal
July 1, 2008-June 30, 2009
Total Direct Costs: $1,947,635

“Other Tobacco Related Diseases Research”
Co-Investigator/Senior Team Leader (55% effort until 9/30/09); Principal Investigator: Claudia R. Baquet
MD DHMH CH725CRF
July 1, 2009-June 30, 2010
Total Direct Costs Awarded: $324,668

“Other Tobacco Related Diseases”
Co-Investigator/ Senior Team Leader (55% effort); Principal Investigator: Claudia R. Baquet
Department of Health and Mental Hygiene, Cigarette Restitution Fund Program (#CH725CRF), non-competing renewal
July 1, 2008-June 30, 2009
Total Direct Costs: $1,298,672

Principal Investigator (8% effort) (pilot grant)
NIH/NCI, Parent Grant #U56 CA096302-01A1, “Cooperative Planning Grant for Comprehensive Minority Institution/Cancer Center Partnership” (Principal Investigators: Claudia R. Baquet and Kelly Mack)
September 30, 2004-September 29, 2006
Total Direct Costs Awarded: $30,000

“Understanding Colorectal Cancer Screening Disparities in a Rural Minority Population”
Principal Investigator (10% effort) (pilot); Principal Investigator: Claudia Baquet (parent grant)
NIH/NCI, Primary Grant #5U01 CA86249
April 1, 2004-March 31, 2005
Total Direct Costs Awarded: $50,000

“University of Maryland Center for Health Disparities Research, Training, and Community Outreach”
NIH/National Center for Minority Health and Health Disparities, #P60MD000532
October 1, 2003-September 30, 2008

“Predictors of Non-compliance with Screening Exams Among Chamorros”
Principal Investigator
NIH/NCI, pilot project under parent grant #U01 CA 86073 “Pacific Islander Cancer Control Network”
May 1, 2002-April 30, 2003
Total Direct Costs Awarded: $50,000

“CGN Pilot Study: CGN Recruitment of Probands and Family Members”
Co-Investigator; Principal Investigator: Hoda Anton-Culver
NIH/National Cancer Institute, Primary Grant #1 U24 CA 78134-01
July 1, 2001-June 30, 2002
Total Direct Costs Awarded: $87,852

“Study of Manipulative Therapy for Musculoskeletal Problems”
Co-Investigator; Principal Investigator: Joseph Scherger
41st Medical Trust
February 1, 2001-January 31, 2003
Total Direct Costs Awarded: $256,320

“Pacific Islander Cancer Control Network”
Co-Principal Investigator (with F. Allan Hubbell)
NIH/NCI, #U01 CA86073
April 1, 2000-March 31, 2005
Total Direct Costs Awarded: $3,037,000

“Access to Public Health Insurance among Urban American Indians in California”
Co-Investigator; Principal Investigator: F. Allan Hubbell
Thomas Rivera Policy Institute
April 1, 2000-March 31, 2001
Total Direct Costs Awarded: $204,000

“Addressing Survey Implementation Issues among Urban American Indians”
Co-Investigator; Principal Investigator: F. Allan Hubbell
The California Endowment
April 1, 2000-March 31, 2001
Total Direct Costs Awarded: $201,976

“Cervical Cancer Educational Materials for Samoan Women”
Principal Investigator
Department of Health and Human Welfare, American Samoa Government
February 1, 1999-January 31, 2000
Total Direct Costs Awarded: $2,500

“Cancer Control Needs Among Native American Samoans”
Co-Principal Investigator (with Pat H. Luce-Aoelua)
NIH/NCI, #3 U01 64434-03S1, Administrative Supplement
October 1, 1998-August 31, 2001
Total Direct Costs Awarded: $241,472

“Samoans and Breast Cancer: Evaluating a Theory Based Program”
Principal Investigator (with Pat H. Luce-Aoelua)
University of California Breast Cancer Research Program, #4BB-1401
July 1, 1998-June 30, 2001
Total Direct Costs Awarded: $589,368

“Single Visit Cervical Cancer Prevention Program”
Co-Investigator; Principal Investigator: Alberto Manetta
NIH/National Cancer Institute
July 1, 1998-June 30, 2003
Total Direct Costs Awarded: $2,649,201

“Development of Cancer Control Educational Materials for Native American Samoans”
Principal Investigator
Chao Family Comprehensive Cancer Center
January 1, 1998-December 31, 1998
Total Direct Costs Awarded: $9,995

“Cultural Preservation/ Revitalization and Village Development Project”
Principal Investigator
Department of Health and Human Services, #90NA1933
Administration for Children and Families
September 1, 1997-August 31, 1999
Total Direct Costs Awarded: $707,299

“An Assessment of Orange County’s CalOPTIMA Program”
Principal Investigator
Various Funders (Bristol Meyers Squibb, Inc.; Tenet Health Systems; Irvine Health Foundation; CalOPTIMA; Upjohn)
July 1, 1995-June 30, 1996
Total Direct Costs Awarded: $92,000

“HIV Prevention for Farmworkers: A Theory-Driven Evaluation”
Principal Investigator
Universitywide AIDS Research Program, #PC95-I-050
July 1, 1995-June 30, 1998
Total Direct Costs Awarded: $199,960

“Community Needs Assessment in Compliance with SB 697”
Co-Principal Investigator (with United Way of Orange County)
Kaiser Permanente Hospital
June 1, 1995-November 30, 1995
Total Direct Costs Awarded: $30,000

“Health Care Needs in Orange County, California: An Assessment of Older County Residents”
Principal Investigator
St. Joseph Hospital
January 1, 1995-March 31, 1995
Total Direct Costs Awarded: $2,250

“Capacity Building for Core Components of Breast and Cervical Cancer Prevention”
Co-Investigator; Principal Investigator: Edgar Reid
CDC, Cooperative agreement #U57/CCU910721-01
July 1, 1994-June 30, 1997
Total Direct Costs Awarded: $450,000

“Cancer Control Among Native American Samoans”
Co-Principal Investigator (with Pat Luce-Aoelua)
NIH/NCI, #1 R01 CA 64434-01
October 1, 1994-September 30, 1998
Total Direct Costs Awarded: $1,075,423

“Future HIV Policy for California Latino Farmworkers”
Principal Investigator
California Policy Seminar (Latina/Latino Policy Research Program)
July 1, 1994-January 31, 1996
Total Direct Costs Awarded: $11,524

“A Needs Assessment on Access to Health Care Services for Residents of Orange County, California”
Principal Investigator
PacifiCare Foundation
March 1, 1994-October 31, 1994
Total Direct Costs Awarded: $65,000

“Future HIV Policy & Practice for Migrant Farm Workers”
Principal Investigator
American Foundation for AIDS Research (AmFAR Public Policy Research Grant), #11116-15-PP
June 1, 1993-November 30, 1995
Total Direct Costs Awarded: $34,988

“Targeted Health Care Programming for Targeted Cable TV”
Co-Investigator; Principal Investigator: Mary S. Harris
Small Business Innovative Research (NIH)
July 1, 1993-June 30, 1994
Total Direct Costs Awarded: $50,000

“Cancer Control Among Hispanic Women”
Co-Investigator; Principal Investigator: F. Allan Hubbell
NIH/NCI, #1 R01 CA 52931
July 1, 1991-August 31, 1995
Total Direct Costs Awarded: $1,184,088

“AIDS Prevention for Migrant Workers: An Evaluation”
Co-Investigator; Principal Investigator: Ross F. Conner
American Foundation for AIDS Research (AmFAR Targeted Education Grant), #100050-8-EG
July 1, 1990-June 30, 1991
Total Direct Costs Awarded: $50,000

“Study of the Comprehension Levels of Catholic Adolescents Regarding AIDS”
Principal Investigator
Diocese of Orange
June 1, 1990-November 30, 1990
Total Direct Costs Awarded: $1,500

“Formative Evaluation Phase I: AIDS Prevention with Hispanic Farm Workers”
Co-Investigator; Principal Investigator: Ross F. Conner
California Community Foundation
January 1, 1990-December 31, 1990
Total Direct Costs Awarded: $19,281

“Stress and Health in Older Japanese-American and Anglo Women”
Co-Investigator; Principal Investigator: Benjamin N. Colby
National Institute of Aging, #86-AG-03
June 1, 1988-May 31, 1989
Total Direct Costs Awarded: $50,000

“A Needs Assessment Regarding Health Services for Indigent Residents of North Orange County: A Cooperative Venture of the University of California, Irvine and St. Jude Hospital”
Co-Investigator; Principal Investigator: Howard Waitzkin
St. Joseph Health System Foundation (St. Jude Hospital)
July 1, 1987-June 30, 1988
Total Direct Costs: $50,018

“Differential Susceptibility to Disease: An Immunologic Perspective”
Principal Investigator
Social Ecology Program
June 1, 1987-December 31, 1987
Total Direct Costs Awarded: $1,000

Pending Grant and Contract Funding (proposals submitted or under revision):
Submitted in 2020
“University of New Mexico Cancer Center Support Grant”
Co-Investigator/co-Program Leader
NIH/National Cancer Institute
September 30, 2021-August 31, 2026
Total Direct Costs: $
Total Indirect Costs: $

Junior faculty and post-doctoral scientist mentoring:
Faculty Mentor, Certificate in Clinical and Translational Sciences program (CCTS) and the Masters of Science in Biomedical Research with concentration in Clinical Research (MSCR), Health Sciences Center; 2012-present; served as a general faculty mentor for about 52 CCTS / MSCR students (eg, residents, fellows, and junior faculty) on their Level 2/3 and research thesis research.

Jean McDougall, PhD, MPH, Assistant Professor, Division of Epidemiology, Biostatistics, and Preventive Medicine, Department of Internal Medicine. I mentor Dr. McDougall (2019-present) towards the development of her research portfolio and interests as they relate to cancer survivorship, financial toxicity, and food insecurity.
Prajakta Adsul, PhD, MPH, MBBS, Assistant Professor, Division of Epidemiology, Biostatistics, and Preventive Medicine, Department of Internal Medicine. I mentor Dr. Adsul (2019-present) towards the development of her research portfolio and interests as they relate to using implementation sciences to enhance screening for cervical cancer among underserved and rural communities.

Miria Kano, PhD, Assistant Professor, Division of Epidemiology, Biostatistics, and Preventive Medicine, Department of Internal Medicine. I mentor Dr. Kano (2019-present) towards the development of her research portfolio and interests as they relate to cancer care delivery for sexual and gender minorities with cancer and their caregivers.

Frances Nedjat-Haiem, PhD, MSW, Assistant Professor, School of Social Work, San Diego State University. I started mentoring Dr. Nedjat-Haiem (2015-present) on her Clinical and Translational Research Infrastructure Network Pilot Grant (Round 3) award titled, “Improving Advanced Care Planning for Older Latinos with Advanced Cancers” in 2015 and continue to mentor her as she advances through her research interests.

Michael Johnson, PhD, RN, Assistant Professor, School of Nursing at the University of Las Vegas, Nevada. I mentor Dr. Johnson (2017-2018) on his Clinical and translational Research Infrastructure Network Pilot Grant (Round 5) award titled, “Identifying the Determinants of Cervical Cancer Screening among Gender Minorities”.

Khaldoon Khirfan, MD, Fellow, Division of Gastroenterology, Department of Internal Medicine. I mentored Dr. Khirfan (2014-2016) on his fellow research project, which focused on documenting colorectal cancer survivorship by race/ethnicity.

Kristynia Robinson, PhD, Associate Professor, School of Nursing at the New Mexico State University. I mentor Dr. Robinson (2014-2015) on her Clinical and Translational Science-Infrastructure Network (CTR-IN) supported project titled, ‘Technology use to support behavior change in adults with chronic illness: a pilot’. The focus of the project was to pilot test the efficacy of using mobile devices (mHealth) to assist individuals with chronic conditions residing in rural and underserved areas to develop self-management behaviors.

Dorinda Welle, PhD, Assistant Professor, College of Nursing at the University of New Mexico. I mentor Dr. Welle (2013-2017) on community-engaged research approaches and intervention research. We have submitted three grant applications one to the American Foundation for Suicide Prevention (November, 2013; not funded), the other to the UNM Clinical and Translational Science Center (February 2014; funded), and the third to the National Institutes of Health (February 2015, not funded). We are also jointly working on the “School-Based Nurses and Health Policy” project.

Jessica Goodkind, PhD, Assistant Professor in the Department of Pediatrics (Division of Prevention and Population Sciences) at the University of New Mexico, mentored (2011-2012) for one hour/month on grant and budget management.

Janet Page-Reeves, PhD, Assistant Professor (LAT) at the University of New Mexico Office of Community Health, mentored (2011) for 4 hours/month on grant preparation. Outcomes included submission in 2011 of an R21 grant application to the National Institutes of Health/ National Institute for Nursing Research, submission in 2012 of an R21 grant application to the National...
Institutes of Health/ National Institute for Nursing Research, six refereed abstracts and/or oral presentations at professional meetings, and two peer-reviewed original research or scholarly articles.

**Theresa Cruz, PhD**, Research Assistant Professor in the Department of Pediatrics (Division of Prevention and Population Sciences) at the University of New Mexico, mentored (2011) for one hour/month on professional development and manuscript writing. Outcomes included three refereed abstract and/or oral presentation at a professional meeting.

**Linda Penaloza, PhD**, Research Associate Professor at the University of New Mexico Prevention Research Center and the Department of Pediatrics (Division of Prevention and Population Sciences), mentored (2010-2013) for two hours/month on grant writing, grant and budget management, manuscript writing, data analysis. Outcomes include a grant application submitted to the New Mexico Department of Health.

**Jose Canaca, MD**, Health Sciences Associate Scientist I at the University of New Mexico Prevention Research Center, mentored (2010-2011) for four hours/month on career development, and medical residency training program. Outcomes include preparation of a manuscript for peer-reviewed publication, development of a professional career development plan, and the mentee was successful in being accepted to a clinical residency in Family Medicine.

**Verlyn Warrington, MD**, Assistant Professor in the Department of Family and Community Medicine at University of Maryland School of Medicine, mentored (2009-2010) for one hour/month in community based research among bariatric patients. Outcome included the development of a registry on bariatric patients.

**Vivienne Rose, MD**, Assistant Professor in the Department of Family and Community Medicine at University of Maryland School of Medicine, mentored (2009-2010) for one hour/month in community based research among bariatric patients and school-based physical activity programs. Outcome included data analysis strategy and manuscript writing.

**Shana Ntiri, MD**, Assistant Professor in the Department of Family and Community Medicine at University of Maryland School of Medicine, mentored (2008-2010) for one hour/week in community based research, health disparities research, health services and community based research, and manuscript writing. Outcomes include two pilot research projects conducted through MaRC, a Practice Based Research Network, and one scholarly article published in a refereed journal, and two refereed abstracts and/or oral presentations at professional meetings.

**Deborah Rayfield, PhD**, Assistant Professor at Bowie State University, mentored (2007-2008) for one hour/month in cancer research as part of the P20 planning grant “Bowie State/University of Maryland Research Training and Education Partnership”. Outcome include the mentee successfully pursuing cancer health disparities research, as part of the program initiated through the “Planning Grant for Bowie State/ University of Maryland Cancer Research Training and Education Partnership” (NIH/NCI #P20CA119192, UMSOM PI: Mishra, Shiraz)

**Ramothea Webster, MD**, Postdoctoral Scientist, mentored (2007-2008) for 5 hours/ week in health disparities community-based participatory research for a project focusing on non-compliance with poly-pharmacotherapy regimen among patients with comorbidities. Outcome includes one scholarly article published in a refereed journal and two refereed abstract and/or
oral presentations at professional meetings. In addition, the mentee pursued her interest in clinical medicine by accepting a clinical residency.

Shijun Zhu, PhD, Staff Biostatistician, mentored (2007-2009) for two hours/ month in health disparities research methods and manuscript writing. The mentee learned manuscript writing skills.

Shefiu Shittu, MD, Postdoctoral Scientist, mentored (2007) for five hours/week in cancer disparities research and training. The mentee pursued his interest in clinical medicine by accepting a clinical residency.

Annie Ruth Leslie, PhD, Associate Professor at Bowie State University, mentored (2006-2010) in cancer research and manuscript writing. Outcomes include the mentee successfully transitioning to cancer disparities research, as part of the program initiated through the P20 planning grant “Bowie State/University of Maryland Research Training and Education Partnership” (NIH/NCI #P20CA119192, UMSOM PI: Mishra, Shiraz), two refereed abstracts and/or oral presentation at professional meetings, and two scholarly articles focusing on cancer health disparities that are under preparation.

Anisha Campbell, PhD, Assistant Professor at Bowie State University, mentored (2006-2010) in cancer research. Outcomes include the mentee successfully transitioning to cancer disparities research, as part of the program initiated through the P20 planning grant “Bowie State/University of Maryland Research Training and Education Partnership” (NIH/NCI #P20CA119192, UMSOM PI: Mishra, Shiraz), two refereed abstracts and/or oral presentations at professional meetings, and director of a new course on Cancer Biology that was developed as part of the P20 planning grant.

Niharika Khanna, MD, Assistant Professor in the Department of Family and Community Medicine at the University of Maryland School of Medicine, mentored (2004-2006) on health disparities research, data analysis and manuscript writing for a project on detection of human papilloma virus. Outcomes include three scholarly articles published in refereed journals and one refereed abstract and/or oral presentation at a professional meeting.

Lisa Green-Paden, MD, Assistant Professor in the Department of Psychiatry at the University of Maryland School of Medicine, mentored (2004-2006) on a K-award grant application. The mentee left the University prior to submission of the grant application and is in private practice.

Sandra E. Brooks, MD, Assistant Professor in the Department of Obstetrics and Gynecology at the University of Maryland School of Medicine, mentored (2004-2005) on health disparities research, data analysis and manuscript writing for a project on health communication in an urban colposcopy clinic. Outcomes of the mentorship include three scholarly articles published in scholarly journal and one refereed abstract and/or oral presentation at a professional meeting.

Craig Skinner, MD, Health Portal Specialist at the Office of Policy and Planning at the University of Maryland School of Medicine, mentored (2004-2005) on the development of a fellowship grant application. The position was eliminated at the Office of Policy and Planning prior to submission of the grant application.

Stacy Garrett, MD, Assistant Professor in the Department of Family and Community Medicine at the University of Maryland School of Medicine, mentored (2004-2005) on the development of
a NRSA Individual Fellowship grant application. The mentee decided to pursue clinical medicine prior to submission of the grant application, as Clinical Assistant Professor, Family Medicine Medical Director, Baltimore City Cancer Program.

**Charlotte Jones-Burton, MD**, Assistant Professor in the Department of Nephrology at the University of Maryland School of Medicine, mentored (2004) on health disparities research, systematic reviews, and a NRSA Individual Fellowship Award. Outcomes included the successful award of the NRSA grant, and three scholarly articles published in refereed journals.

**Stephanie Boiken, MD**, Assistant Professor in the Department of Family and Community Medicine at the University of Maryland School of Medicine, mentored (2004) on health disparities research and the development of a K-award grant application. Outcomes included two scholarly articles published in refereed journals and successful transition of the mentee to another institution prior to submission of the K-award application.

**Teaching/Education:**  
*PhD student mentoring*  

**Jessy Warner-Cohen**, 2008-2011, Co-Chair of Dissertation Committee. Thesis titled, “Pathways to Mental Health Care in Youth: Using Structural Equation Modeling to Test a Hypothesized Model of Help-Seeking”, University of Maryland, Baltimore. Focus of advising and mentoring included research design, data analysis and interpretation. Outcomes include, the mentee successfully defended her proposal in February 2010 and successfully defended her thesis on September 23, 2011. In addition, the mentee submitted (but was not accepted) an abstract for poster and/or oral presentation at a professional meeting.


*Masters of Science student mentoring*  
**Aubrey Del Rosario, MD**, Resident, Department of Internal Medicine, Preventive Medicine Residency Training Program at the University of New Mexico. I served as a member on Dr. Rosario’s Committee on Studies (2019-2020) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Rosario successfully defended her thesis in May, 2020.

Julien Succar, MD, Resident, Department of Internal Medicine, Preventive Medicine Residency Training Program at the University of New Mexico. I served as Chair on Dr. Succar’s Committee on Studies (2017-2018) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Succar studied the efficacy of exercise intervention on quality of life among breast cancer survivors undergoing active cancer treatment. Dr. Succar successfully defended his thesis on May 8, 2018.

Saleem M. Al Mawed, MD, Postdoctoral Fellow, Department of Internal Medicine, Division of Nephrology at the University of New Mexico School of Medicine. I served on Dr. Al Mawed’s Committee on Studies (2016-2017) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Al Mawed documented the exact levels of hyponatremia and its association with different outcomes in different inpatient subgroups. Dr. Al Mawed successfully defended his thesis on June 5, 2017.

Tarik Alhmoud, MD, Assistant Professor, Department of Internal Medicine, Division of Gastroenterology and Hepatology at the University of New Mexico School of Medicine. I served on Dr. Alhmoud’s Committee on Studies (2016-2017) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Alhmoud studied intestinal permeability and microbial dysbiosis in acute coronary syndrome. Dr. Alhmoud successfully defended his thesis on October 26, 2017. Outcomes of the mentorship included one conference presentation and one published manuscript.

Lauren Thaxton, MD, MBA, Family Planning Fellow, Department of Obstetrics and Gynecology at the University of New Mexico School of Medicine. I served on Dr. Thaxton’s Committee on Studies (2016-2017) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Thaxton compared nitrous oxide as an alternative to intravenous sedation in the outpatient setting for second trimester abortion. Dr. Thaxton successfully defended her thesis on June 30, 2017.

Ukeme Umoh, MD, MPH, Resident, Department of Internal Medicine, Preventive Medicine Residency Training Program at the University of New Mexico. I served as Chair on Dr. Umoh’s Committee on Studies (2015-2017) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Umoh examined the relationship between health related quality of life and physical activity in overweight and obese adolescents. Dr. Umoh successfully defended her thesis on February 14, 2017.

Neha Bhardwaj, MD, Family Planning Fellow, Department of Obstetrics and Gynecology at the University of New Mexico School of Medicine. I served on Dr. Bhardwaj’s Committee on Studies (2015-2016) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Bhardwaj examined perceptions of reversible and permanent contraception in India. Dr. Bhardwaj successfully defended her thesis on June 6, 2016.

Ramsey Tate, MD, Fellow, Division of Pediatric Emergency Medicine, Department of Emergency Medicine at the University of New Mexico School of Medicine. I served on Dr. Tate’s Committee on Studies (2014-2015) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Tate examined strategies utilized by EMS provider to overcome language barriers and how language barriers impact EMS provider decision-making. Dr. Tate successfully defended her thesis on May 26, 2015.
Emily Schneider, MD, Family Planning Fellow, Department of Obstetrics and Gynecology at the University of New Mexico School of Medicine. I served on Dr. Schneider’s Committee on Studies (2014-2015) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Schneider examined the efficacy of nitrous oxide versus oral sedation for pain management during in-office transcervical sterilization. Dr. Schneider successfully defended her thesis on May 18, 2015. Outcomes of the mentorship have included two conference presentations and one published manuscript.

Kathleen Reyes, MD, Assistant Professor, Department of Anesthesiology at the University of New Mexico School of Medicine. I served on Dr. Reyes’ Committee on Studies (2014-2015) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Reyes examined whether intrathecal pumps are linked to better clinical outcomes in neuropathic pain patients. Dr. Reyes successfully defended her thesis on December 3, 2015.

Ali Imran Saeed, MD, Associate Professor, Department of Internal Medicine at the University of New Mexico. I served on Dr. Saeed’s Committee on Studies (2013-2015) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Saeed’s thesis focused on the identification of a comprehensive cytokine panel for diagnosing and staging non-small cell lung cancer (NSCLC). Dr. Saeed successfully defended his thesis on March 18, 2015.

Kevin Vlahovich, MD, Resident, Department of Internal Medicine, Preventive Medicine Residency Training Program at the University of New Mexico. I served on Dr. Vlahovich’s Committee on Studies (2012-2014) for the Masters of Science in Biomedical Research with a concentration in Clinical Research degree. Dr. Vlahovich examined the associations between sedentary behavior, television viewing habits, and obesity among children. Dr. Vlahovich successfully defended his thesis on June 5, 2014.

Graduate and post-graduate student mentoring
Yue [Daniel] Zhu (graduate student), 2008-2009, mentored (2 hours/week, for one year) on systematic review/ meta-analysis methods. Outcome included the mentee successfully graduating from the Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine.

Christiana Ekewe (graduate student), 2008, mentored on MPH Capstone project (10 weeks; two hours/day) directing qualitative data analysis of focus group discussion data on polypharmaceutical therapy regimen compliance among patients with multiple comorbid conditions. Outcomes included presentation of an abstract at the Department of Epidemiology and Preventive Medicine University of Maryland School of Medicine Capstone project meeting.

Eric Tai (MPH student), 2005 (winter/spring and summer semesters), mentored (16 weeks for three hours/week in winter/spring and 7 weeks for four hours/week in summer) on a graduate Research Practicum (PREV 747 and PREV748) course in the Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine. Outcomes included one scholarly article published in refereed journal and one refereed abstract and/or oral presentation at a professional meeting. The mentee joined the Centers for Disease Prevention and Control as a medical epidemiologist.
Ying-Ying Yu (MPH student), 2005 (winter/spring and summer semesters), mentored (16 weeks for three hours/week in winter/spring and 7 weeks for four hours/week in summer) on a graduate Research Practicum (PREV 747 and PREV748) course in the Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine. Outcomes included one scholarly article published in refereed journal and one refereed abstract and/or oral presentation at a professional meeting. The mentee joined the National Institutes of Health to complete a Fellowship.

Samir Ali (MPH student), 2005 (winter/spring and summer semesters), mentored (16 weeks for three hours/week in winter/spring and 7 weeks for four hours/week in summer) on a graduate Research Practicum (PREV 747 and PREV748) course in the Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine. The mentee pursued his interests in clinical medicine.

**Undergraduate medical student mentoring**

**Justin Provo (MSII),** March 1, 2017-2019, mentoring on project titled, “Effects of exercise interventions on quality of life among patients with prostate cancer undergoing active treatment”.

**Charlotte Watts (MSII),** May 1, 2010-September 30, 2010, mentored on project titled, “Korean American Immigrants’ Health and Service Needs in Maryland”. Outcomes included the development of culturally and linguistically appropriate educational materials on hypertension, obesity, diet/nutrition, and cancer and submitted a report to the Gold Foundation that funded the project.

**Yon Park (MSII),** May 1, 2010-September 30, 2010, mentored on project titled, “Korean American Immigrants’ Health and Service Needs in Maryland”. Outcomes included the development of culturally and linguistically appropriate educational materials on hypertension, obesity, diet/nutrition, and cancer and submitted a report to the Gold Foundation that funded the project.

**Beatrice Digen (MSII),** May 1, 2010-September 30, 2010, mentored on project titled, “Korean American Immigrants’ Health and Service Needs in Maryland”. Outcomes included the development of culturally and linguistically appropriate educational materials on hypertension, obesity, diet/nutrition, and cancer and submitted a report to the Gold Foundation that funded the project.

**Yunjie Li (MSII),** May 1, 2010-September 30, 2010, mentored on project titled, “Korean American Immigrants’ Health and Service Needs in Maryland”. Outcomes included the development of culturally and linguistically appropriate educational materials on hypertension, obesity, diet/nutrition, and cancer and submitted a report to the Gold Foundation that funded the project.


**Thomas Reznick (MS II-IV),** August 1, 2007-May 1, 2010, mentored on professional development and academic counseling. The mentee successfully graduated from medical school.

**Sarah Hale (MSIII),** June 2007, mentored on project on domestic violence and academic counseling. Outcome include the mentee assisting her clinical faculty on domestic violence research.
**Pre-baccalaureate student and honors student mentoring**

**Boone T, Kelly K, Ludio Q**, 2019-present, mentoring students from UNM Gallup on cancer control and population sciences research in the Zuni Pueblo.


**Joshua Niforatos**, April, 2011-2012, mentored for 2 hours per week on community-engaged diabetes prevention and control research among recent immigrants. Directing the mentee in community based participatory research, qualitative focus group question development, quantitative survey development, and study design related issues. Outcomes included six refereed abstracts and/or oral presentations at professional meetings and two original peer-reviewed research or scholarly articles.

**Ashlee Crawley**, June 3, 2011-July 29, 2011, mentored for 8 weeks (10 hours/week) on community-engaged diabetes prevention and control research among recent immigrants as part of the UNM Biomedical Research Education Programs Undergraduate Pipeline Network. Directed the mentee on review of literature on health disparities, diabetes, community based participatory research, qualitative research methods, and geo-coding. Outcomes included the mentee presenting a research poster at the annual poster session (July 28, 2011) and the mentee deciding to pursue medical school and a Masters’ in Public Health degree.

**Ruth Redd**, May 15, 2006-July 15, 2006, mentored for 8 weeks (10 hours/week) on health disparities research under the Project EXPORT training program. Directed the mentee on how to conduct a literature review and write a research paper. Outcomes included the mentee presenting a research at the annual P60 EXPORT Center Health Disparities Summer Intern Program—a program designed to encourage minority students to pursue careers in the sciences. The mentee presented a second research abstract at Morgan State University (Baltimore, MD).

**Caamo Kane**, May 15, 2004-July 15, 2004, mentored for 8 weeks (10 hours/week) on health disparities research under the Project EXPORT training program. Directed the mentee on how to conduct a literature review and write a research paper. Outcomes included the mentee presenting a research abstract at the annual P60 EXPORT Center Health Disparities Summer Intern Program—a program designed to encourage minority students to pursue careers in the sciences. In addition, the mentee joined graduate school.

Mentored undergraduate student in 2000 on Honors’ project (SE199) for the summer session (12 weeks; about four hours/week) directing literature review and writing a research paper.

Mentored undergraduate student in 1999 on Honors’ project (SE199) for three quarters (30 weeks; about four hours/week) directing literature review and writing a research paper.

Mentored undergraduate student in 1994 on Honors’ project (SE199) for over two quarters (20 weeks; about four hours/week) directing literature review and writing a research paper.

Mentored undergraduate student in 1993 on Honors’ project (SE199) for two quarters (20 weeks; about four hours/week) directing literature review and writing a research paper.
**High school student mentoring**

**Laurlyn Baca**, June 6, 2016 – July 31, 2016, mentored for 10 hours/week as part of the CURE program. Outcome included presentation of a poster titled, “Coping with cancer: perspectives of adolescent and young adults with cancer and their caregivers” at the annual research day.

**Ashley Wilson**, May 15, 2010-August 19, 2010, mentored for 4 hours/week on research on cancer survivorship as part of the NIH/NCI grant (P20CA119192-04S1) program on summer research internship for Vivien T. Thomas Medical Arts Academy students. Outcome included presentation of a poster titled, “Cancer Survivorship” at the annual research day.

**Ceaira Kline**, May 15, 2010-August 19, 2010, mentored for 4 hours/week on research on cancer survivorship as part of the NIH/NCI grant (P20CA119192-04S1) program on summer research internship for Vivien T. Thomas Medical Arts Academy students. Outcome included presentation of a poster titled, “Cancer Survivorship” at the annual research day.

**Ashley Schuyler**, May 15, 2010-August 19, 2010, mentored for 4 hours/week on research on cancer survivorship as part of the NIH/NCI grant (P20CA119192-04S1) program on summer research internship for Vivien T. Thomas Medical Arts Academy students. Outcome included presentation of a poster titled, “Cancer Survivorship” at the annual research day.

**Tashia Perry**, May 15, 2010-August 19, 2010, mentored for 4 hours/week on research on cancer survivorship as part of the NIH/NCI grant (P20CA119192-04S1) program on summer research internship for Vivien T. Thomas Medical Arts Academy students. Outcome included presentation of a poster titled, “Cancer Survivorship” at the annual research day.

**Kyle Simms**, August 1, 2007-July 31, 2008, mentored for one hour/day on research in bioinformatics and nanotechnology and career decisions, as part of a program to foster careers in the sciences among minority students. Outcome included research reports and the mentee successfully entered college.

**Benjamin Jarso**, 2005-2007 (summer months, May 15-August 15), mentored for 10 weeks (about 10 hours/week) on research, literature review, and directed on writing a research paper, and provided mentorship on career decisions, as part of a program to foster careers in the sciences among minority students. Outcomes included a research report and the mentee entering college for pre-law studies.

**Ali Ashraf**, 2005-2007 (summer months, May 15-August 15), mentored for 10 weeks (about 1 hours/week) on research, literature review, and directed on writing a research paper, and provided mentorship on career decisions, as part of a program to foster careers in the sciences among minority students. Outcomes included a research report and the mentee entering college for pre-med studies and subsequently joined medical school.

**Classroom, laboratory teaching, and tutoring**

2016-2018, Course Director, “Introduction to Individual, Community and Organizational Theories for Population Health (PH221)”. Course provided to undergraduate students in the College of Population Health. University of New Mexico, Albuquerque, NM.
2016, Lecturer, “Systematic Review and Translational Science”. Course provided to 105 medical students as part of their Quantitative Medicine block. University of New Mexico School of Medicine, Albuquerque, NM

2016, Course Director, “Evidence Based Practice”. Course provided to 105 medical students as part of their Transition Block. University of New Mexico School of Medicine, Albuquerque, NM

2014, Lecturer, “Community-Engaged Research: The Why and How”. Lecturer provided to six Masters of Science in Clinical Research Scholars in the “Current and Emerging Technologies (BIOMED 566)” course, 2 contact hours/year. University of New Mexico School of Medicine, Albuquerque, NM

2013, Lecturer, “Systematic Review”. Lecture provided to 105 medical students in the “Transition: Evidence Based Clinical Practice” course, 1 contact hour/week. University of New Mexico School of Medicine, Albuquerque, NM

2012-present, Course Director (Research Design), Biomedical Research Education Program, Master of Science in Clinical Research. Course provided to six (6) learners (post-doctoral fellows, junior faculty, clinical residents), 2 contact hours/session, one session/week for seven weeks. University of New Mexico School of Medicine, Albuquerque, NM

2012-2016, Lecturer/Tutor, “Transition: Evidence Based Practice”. Course provided to about 100 medical students, 2 contact hours/session, two sessions/week for 3 weeks. Met requirements for Phase I tutoring. University of New Mexico School of Medicine, Albuquerque, NM

2008, Lecturer, “Health Disparities and Cultural Competence (BIOL462)” Lecture provided to 12 undergraduate students, 1 contact hour/year. Department of Natural Sciences, Bowie State University, Bowie, MD

2007-2010, Course Originator/Lecturer, “Cancer Biology (BIOL 462)”. Course provided to 23 undergraduate students at Bowie State University, 40 contact hours/year. Bowie State University and University of Maryland School of Medicine, Baltimore, MD

2005, Lecturer, “Community Based Participatory Research”. Lecture provided to 8 graduate students, 2 contact hours/year. Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine, Baltimore, MD

2002, Lecturer, “Cancer Control Research”. Topics: Epidemiology Concepts, Research Designs, Qualitative and Quantitative Research Methods, and Grant Writing. Course provided to 3 graduate students, 40 contact hours/week for 3 weeks. Division of General Internal Medicine and Primary Care and Center for Health Policy Research, University of California, Irvine, CA

2001, Lecturer, “Cancer Control Research”. Topics: Epidemiology Concepts, Research Designs, Qualitative and Quantitative Research Methods, and Grant Writing. Course provided to 3 graduate students, 40 contact hours/week for 3 weeks. Division of General Internal Medicine and Primary Care and Center for Health Policy Research, University of California, Irvine, CA

2000, Lecturer, “Seminar on Cancer Prevention Program for Pacific Islanders”. 8 residents and fellows, 3 contact hours/year. Division of General Internal Medicine and Primary Care and Center for Health Policy Research, University of California, Irvine, CA
1999, Lecturer, “Gross Anatomy and Basic Physiology (BIO250)”. Lecture provided to 16 primary school teachers, 12 contact hours/week for 5 weeks. American Samoa Community College, U.S. Territory of American Samoa

1999, Lecturer, “Epidemiology and Biostatistics—Cohort Studies and Clinical Trials (Patient-Doctor II)”. Lecture provided to 45 2nd year medical students, 4 contact hours/week for 7 weeks. Program in Epidemiology, University of California, Irvine, CA

1998, Lecturer, “Seminar on Cancer Control Needs of American Samoans”. Lecture provided to 20 graduate students and faculty, 1 contact hour/year. Division of General Internal Medicine and Primary Care and Center for Health Policy Research, University of California, Irvine, CA

1998, Lecturer, “Cancer Control Needs of American Samoans Grand Rounds”. Lecture provided to 60 faculty, residents, fellows, and medical students, 1 contact hour/year. College of Medicine, University of California, Irvine, CA

1998, Lecturer, “Cancer Epidemiology (graduate-level, SE275)”. Topics: lifestyle, tobacco, alcohol, diet, physical exercise, exogenous hormones as cancer risk factors; cancer prevention and control; and, health promotion and intervention. Lecture provided to 4 graduate students, 3 contact hours/week for 2 weeks. Program in Epidemiology, University of California, Irvine, CA

1998, Lecturer, “Epidemiology and Biostatistics—Basic Epidemiology Concepts and Preventive Medicine (Patient-Doctor II). Lecture provided to 45 2nd year medical students, 4 contact hours/week for 4 weeks. Program in Epidemiology, University of California, Irvine, CA

1997, Lecturer, “Seminar on Cancer Prevention and Intervention Programs for Pacific Islanders”. Lecture provided to 10 graduate students and junior faculty, 3 contact hours/year. Division of General Internal Medicine and Primary Care and Center for Health Policy Research, University of California, Irvine, CA

1995, Lecturer, “HIV Prevention and Control Grand Rounds” Grand rounds provided to 60 faculty, residents, fellows, and medical students, 1 contact hour/year. Department of Medicine, College of Medicine, University of California, Irvine, CA

1995, Lecturer, “Seminar on Research on Cancer Control Needs of Minority Populations”. Lecture provided to 10 graduate students and junior faculty, 3 contact hours/year. Division of General Internal Medicine and Primary Care and Center for Health Policy Research, University of California, Irvine, CA

1995, Lecturer, “Behavioral Medicine (undergraduate-level course, SE134H)”. Course provided to 83 undergraduate students, 9 contact hours/week for 6 weeks. Program in Social Ecology, University of California, Irvine, CA

1994, Lecturer, “Seminar on Research on HIV Prevention and Control”. Lecture provided to 10 graduate students and junior faculty, 3 contact hours/year. Division of General Internal Medicine and Primary Care and Center for Health Policy Research, University of California, Irvine, CA
1992, Lecturer, “Health Psychology (undergraduate-level course, SE 193)”. Course provided to 21 undergraduate students, 9 contact hours/week for 6 weeks. Program in Social Ecology, University of California, Irvine, CA

1991, Lecturer, “Bio-Behavioral Aspects of Health and Illness (graduate-level course)”. Course provided to 14 graduate students, 6 contact hours/week for 10 weeks. Program in Social Ecology, University of California, Irvine, CA

**Non-traditional teaching**

2014, lecture on “Community-Engaged Research: The Why and How” ([http://hscmediiasite.unm.edu/unm/Play/bc445c77d6344b268047751771c506ce1d](http://hscmediiasite.unm.edu/unm/Play/bc445c77d6344b268047751771c506ce1d)) to the UNM Health Extension Rural Office program staff, 4 contact hours/year. Albuquerque, NM

2010, Lecturer, “Cancer Health Disparities”. Lecture provided to eight high school teachers in Baltimore, MD. The lecture was part of a program sponsored by a grant (NIH/NCI U56 CA096302-01A1) titled, “Cooperative Planning Grant for Comprehensive Minority Institution/Cancer Center Partnership”, 1 contact hour/year. Baltimore, MD

2010, Lecturer, “Informed Consent: What It Is and Why Does it Matter”. Lecture provided to 25 members of the community in Prince Frederick, Southern Maryland. The presentation was part of a Mini Med School program sponsored by a grant (NIH/NCMHD RC2MD004761) titled, “Bioethics Research Infrastructure: A National Resource”, 1 contact hour/year. Prince Frederick, MD

2010, Lecturer, “Rural Communities, African Americans and Barriers to Clinical Trials and Research Participation: Roles in Addressing Ethical Issues on Cancer and Health Disparities”. Lecture provided to 25 members of the community in Prince Frederick, Southern Maryland. The presentation was part of a Mini Med School program sponsored by a grant (NIH/NCMHD RC2MD004761) titled, “Bioethics Research Infrastructure: A National Resource”, 1 contact hour/year. Prince Frederick, MD

2010, Lecturer, "Tragedy and History: Research Scandals and How They Are Prevented". Lecture provided to 17 members of the community in Prince Frederick, Southern Maryland. Presentation as part of a Mini Med School program sponsored by a grant (NIH/NCMHD RC2MD004761) titled, “Bioethics Research Infrastructure: A National Resource”, 1 contact hour/year. Prince Frederick, MD

2010, Lecturer, "How Research Improves Health and How/What Makes Research Ethical". Lecture provided to 17 members of the community in Prince Frederick, Southern Maryland. The presentation was part of a Mini Med School program sponsored by a grant (NIH/NCMHD RC2MD004761) titled, “Bioethics Research Infrastructure: A National Resource”, 1 contact hour/year. Prince Frederick, MD

2010, Lecturer, “Tragedy and History: Research Scandals and How They Are Prevented”. Lecture provided to 90 members of the community in Cumberland, Western Maryland. The presentation was part of a Mini Med School program sponsored by a grant (NIH/NCMHD RC2MD004761) titled, “Bioethics Research Infrastructure: A National Resource”, 1 contact hour/year. Allegany College of Maryland, Cumberland, MD
2010, Lecturer, “How Research Improves Health and How/What Makes Research Ethical”. Lecture provided to 90 members of the community in Cumberland, Western Maryland. The presentation was part of a Mini Med School program sponsored by a grant (NIH/NCMHD RC2MD004761) titled, “Bioethics Research Infrastructure: A National Resource”, 1 contact hour/year. Allegany College of Maryland, Cumberland, MD

2010, Lecturer, “How Research Improves Health and How/What Makes Research Ethical”. Lecture provided to 65 members of the community in La Plata, Southern Maryland. The presentation was part of a Mini Med School program sponsored by a grant (NIH/NCMHD RC2MD004761) titled, “Bioethics Research Infrastructure: A National Resource”, 1 contact hour/year. Bel Alton High School, La Plata, MD

2010, Lecturer, “Human Participants in Research”. Lecture provided to 15 research faculty and staff on the grant (NIH/NCMHD RC2MD004761) titled, “Bioethics Research Infrastructure: A National Resource”, 1 contact hour/year. Office of Policy and Planning, University of Maryland School of Medicine, Baltimore, MD

2008, Lecturer/Trainer, “Qualitative Research Methods—Focus Group Methodology”, Lecture and training provided to 12 health care professionals from Federally Qualified Health Centers and University Family Medicine, 8 contact hour/year. Federally Qualified Health Centers (including Baltimore Medical Systems, Parkwest Health Systems, Total Health Care, and Chase Brexton Health Services), Baltimore, MD

**Continuing medical education**

2010, Lecturer, “Enhancing Patient Care and Improving Outcomes with Telemedicine Care”. CME course as part of a NIH/NCMHD grant [RC2MD004800] titled Maryland Telehome Care Network. CME course provided to 18 health care professionals from Garret County Memorial Hospital, 1 contact hour/year. Garrett County Memorial Hospital, Oakland, MD

2010, Lecturer, “Enhancing Patient Care and Improving Outcomes with Telemedicine Care”. CME course as part of a NIH/NCMHD grant [RC2MD004800] titled Maryland Telehome Care Network. CME course provided to 17 health care professionals from St. Mary’s Hospital, 1 contact hour/year. St. Mary’s Hospital, Leonardtown, MD

2004, Lecturer, “Chronic Diseases and Health Disparities (CME course)”. Lecture provided to 28 health care professionals from the Baltimore City Health Department, 1 contact hour/year. Baltimore City Health Department, Baltimore, MD

**Curriculum development or educational administrative positions**

2013-present, Director, Master of Science in Clinical Research and Certificate in Clinical and Translational Science programs, University of New Mexico Health Sciences Center, Albuquerque, NM

2012-present, Course Director (Research Design), course offered through the Master of Science in Clinical Research and Certificate in Clinical and Translational Science programs, University of New Mexico Health Sciences Center, Albuquerque, NM
2011-2013, Leader and Coordinator, Journal Club Series on “Recent Advances in Community Prevention Research”, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2009-2010, Deputy Director, Maryland Area Health Education center (MAHEC). I interacted with the two rural (Western Maryland and Eastern Shore) and one urban (Baltimore City) AHECs to ensure that the University of Maryland Baltimore health professions’ students receive appropriate preceptorship and training.

2009-2010, Associate Director, University of Maryland Baltimore Program in Minority Health and health Disparities Education and Research. Initiated the development of a comprehensive curriculum for a course in minority health and health disparities.

2009, Course and Curriculum Developer. I was awarded a supplement to my National Cancer Institute supported grant (#P20CA119192) to develop and implement an education and research training curriculum for promising young minority inner-city high school students recruited from the Vivien T. Thomas Medical Arts Academy. The 8-week summer research and education internship program provided 22 students with a realistic understanding of the biomedical research environment through hands-on experience and contact with research and clinical role models.

2007-2010, Course and Curriculum Developer. Integrally involved in bringing research and subject matter expertise to different environments in line with the University of Maryland School of Medicine (UMSOM) teaching mission. As part of a National Cancer Institute funded grant (NIH/NCI #P20CA119192, UMSOM PI: Mishra, Shiraz), I provided leadership towards the development of a new course at Bowie State University (BSU), thus expanding their science curriculum. In addition, I developed curricula for cancer research training for UMSOM and BSU faculty and cancer education for BSU undergraduate students. The curricula utilized problem based learning methods to enhance scholarship and skill-sets of the faculty and students. Through this project, I provided faculty leadership and mentorship to UMSOM and BSU faculty, fostered training and career development of junior faculty in cancer health disparities research and teaching, raised awareness of, and interest in, cancer health disparities of undergraduate students, and provided mentored research internship opportunities to undergraduate students.
Service:  
*University, SOM, HSC administrative duties*

2018- Chair, search committees for Health Services Researcher/Behavioral Scientist (Assistant and Associate/Full Professor), University of New Mexico Comprehensive Cancer Center.

2018- Member, search committees for Biostatistician (Assistant and Associate/Full Professor), University of New Mexico Comprehensive Cancer Center.

2015-2018 Member, Clinical and Translational Science Center (CTSC) Multidisciplinary Advisory Committee (MAC).

2015-present Member, UNM HSC Research Strategic Planning Committee

2015-present Member (Institutional Representative), Health Disparities, Education, Awareness, Research and Training (HDEART) Consortium, University of New Mexico, Albuquerque, NM

2013 Grant Reviewer, Mountain West Research Consortium (MWRC) Clinical and Translational Research Infrastructure Network (CTR-IN), reviewed and provided critique on four (4) applications.


2013 Judge, Occupational Therapy Graduate Program Research Day, April 10, 2013. Judged three (3) poster presentations.


2011 Judge, Medical Student Research Day poster presentation, April 7, 2011

2011 Member, interview committee for Chief, Division of General Pediatrics, University of New Mexico Health Sciences Center School of Medicine Department of Pediatrics, Albuquerque, NM

2010-2013 Member, search committees for various staff positions, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2010 Coordinator, Listening Sessions (in-person and telephone) and web-based survey to elicit feedback on the National Prevention and Health Promotion Strategy, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2010 Moderator, panel discussion on “Youth Risk Data: School/Community/State Partnerships” at the University of New Mexico Prevention Research Center’s
Community Advisory Council (CAC) Summit, Albuquerque, NM, October 29, 2010

2010 Moderator, Community Partnerships for Prevention Research session at the Vision 2020 Symposium, University of New Mexico, Albuquerque, NM, September 15, 2010

2008-2009 Member, Community Service and Outreach Subcommittee for the University of Maryland School of Medicine Strategic Plan 2008-2013, “Soaring to Greater Heights Together”, University of Maryland School of Medicine, Baltimore, MD

2008-2009 Chair, Internal Advisory Committee, for the UMB Cooperative Planning Grant for Comprehensive Minority Institution/Cancer Center Partnership, University of Maryland School of Medicine, Baltimore, MD

2008 Moderator, plenary session at the 6th Scientific Forum on Cancer and Other Tobacco Related Diseases, University of Maryland School of Medicine, Baltimore, MD, November 2008.

2007 Moderator, plenary session at the 5th Scientific Forum on Cancer and Other Tobacco Related Diseases, University of Maryland School of Medicine, Baltimore, MD, October 2007.

2005 Moderator, plenary session at the 3rd Scientific Forum on Cancer and Other Tobacco Related Diseases, University of Maryland School of Medicine, Baltimore, MD, June 2005.

2004 Moderator, plenary session at the 2nd Scientific Forum on Cancer and Other Tobacco Related Diseases, University of Maryland School of Medicine, Baltimore, MD, June 2004.

2002-2003 Member, Dean’s Cabinet, College of Osteopathic Medicine of the Pacific, Western University of the Health Sciences, Pomona, CA

2001-2002 Member, Evaluation Team, Office of Medical Education and Office of International Relations and Business Development. Activities included evaluation of the Fiji School of Medicine (academic, administrative, fiscal, and student affairs components) for the American Samoa Medical Care Authority

2001 Member, Task Force on Curricula Development for Complementary and Alternative Medicine, College of Medicine, UC Irvine, Irvine, CA

2000-2002 Member, Institutional Review Board, Committee C, UC Irvine, Irvine, CA

2000-2002 Member, Advisory Committee, General Clinical Research Center, College of Medicine, UC Irvine, Irvine, CA

1999-2002 Liaison, UCI Healthsystem, Office of International Relations and Business Development and the American Samoa Government and American Samoa Medical Care Authority. Activities aimed towards the development and institutional-
zation of medical education, patient care, research and service provision, and fund raising efforts

1991  Member, Search Committee for Assistant Professor in Environmental Analysis and Design, Social Ecology Program, UC Irvine, Irvine, CA

1991  Member, Graduate Admissions Committee, Social Ecology Program, UC Irvine, Irvine, CA

1989  Member, Task Force on Implications of Research on Work Environments and Cardiovascular Disease. Conference on Work Environments and Cardiovascular Disease co-sponsored by the Social Ecology Program, UC Irvine and The National Heart, Lung, and Blood Institute

1987-1988  Member, AIDS Education Committee, UC Irvine, Irvine, CA

**University, SOM, HSC, department committees**

**2018-present**  University of New Mexico Comprehensive Cancer Center, University of New Mexico Health Sciences Center School of Medicine, Albuquerque, NM. Reviewed and provided critique on:

- 2018: one (1) grant application
- 2019: one (1) grant application
- 2020: four (4) grant applications

**2012-2013**  Member, Residency Advisory Committee, Public Health and General Preventive Medicine Residency Program, Department of Internal Medicine, University of New Mexico School of Medicine, Albuquerque, NM

**2012-2015**  Co-Leader, Clinical and Translational Science Center Community Engagement and Research Component, University of New Mexico Health Sciences Center, Albuquerque, NM

**2011-2015**  Member, Clinical and Translational Science Center Community Engagement, Participant Resources, and Translational Technology Committee, University of New Mexico Health Sciences Center School of Medicine, Albuquerque, NM

**2011-2015**  Member, Clinical and Translational Science Center Comparative Effectiveness Research Committee, University of New Mexico Health Sciences Center School of Medicine, Albuquerque, NM

**2010-2015**  Member, Medical Student Research Committee, reviewed and provided critique on:

- 2011: one grant application from Class of 2013 student (Dao)
- 2011: four (4) grant applications from Class of 2014 students (Doering, Pruett, Tracy, Sanchez,)
- 2012: seven (7) grant applications from Class of 2014 students (Bajaj, Garcia, Robinson, Baca/Romero, Torres, Coffey, and Jones)
2012: eight (8) grant applications from Class of 2015 students (Antillon, Funston, Campos, Elliot/Manavi/Sandoval, Trost, MacArthur, Olivas, McCaughey)

2013: two (2) grant applications from Class of 2015 students (Paredes, Velasco)

2014: eight (8) grant applications from Class of 2016 students (Aragon, Maguire-Marshalls, Dumas, Konstantinov, Fazio/Irving/Marquez, Aurora, Clark/Fischman/Vestling, Bryan)

2010-2015 Member, Signature Program in Child Health, reviewed and provided critique on: two grant applications in December 2010; two grant applications in October 2011; two grant applications in March 2012, University of New Mexico Health Sciences Center, Albuquerque, NM

2010-present Member, University of New Mexico Clinical and Translational Sciences Center (CTSC) Sage Committee. Reviewed and provided critique on:
- three (3) grant applications (October 2010)
- two (2) grant applications (September 2011)
- two (2) grant applications (November 2011)
- two (2) grant applications (March 2012)
- three (3) grant applications (July 2012)
- three (3) grant applications (November 2012)
- three (3) grant applications (March 2013)
- three (3) grant applications (August 2013)
- three (3) grant applications (February 2014)
- two (2) grant applications (August 2014)
- two (2) grant applications (May 2015)
- three (3) grant applications (February 2016)
- two (2) grant applications (August 2016)
- two (2) grant applications (February 2017)
- three (3) grant applications (February 2018)
- one (1) grant application (August 2018)
- one (1) grant application (November 2018)

2010-2018 Member, Pediatrics Research Committee, reviewed and provided critique on:
- three (3) grant applications (March 2011)
- one (1) grant application (November 2013)

2010-2013 Member, Child Health Action Group, Department of Pediatrics, University of New Mexico, Albuquerque, NM

2010-2013 Member, UNM Prevention Research Center Evaluation Workgroup, University of New Mexico, Albuquerque, NM

2010-2013 Member, Community Advisory Committee, University of New Mexico Prevention Research Center, University of New Mexico, Albuquerque, NM
2005-2007 Member, Strategic Planning Subcommittee for School of Public Health, Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine, Baltimore, MD

2004-2005 Member, Strategic Planning Committee, Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine, Baltimore, MD

2003-2004 Member, Strategic Planning Preparation Committee, Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine, Baltimore, MD

2003-2004 Member, Taskforce on Student Diversity, Department of Epidemiology and Preventive Medicine, University of Maryland School of Medicine, Baltimore, MD

2001 Member, Search Committee for Assistant Professor in Outcomes Research, Division of General Internal Medicine, College of Medicine, UC Irvine, Irvine, CA

2000-2001 Member, Search Committee for Director, Managing Director, Assistant Professor (Library Sciences), and Biostatistician, Susan Samueli Center for Complementary and Alternative Medicine, College of Medicine, UC Irvine, Irvine, CA

Local, state, regional, national committees

2021-present Co-Chair, Patient Engagement-Cancer Genomic Sequencing (PE-CGS) Patient Engagement National Sub-Committee

2020-present Member, Accelerating Colorectal Cancer Screening and Follow-up Through Implementation Science (ACCIS) Steering Committee

2018-2019 Member, Intervention Research to Improve Native American Health (IRINAH) annual conference planning committee

2017-present Chair (2020-) Member (2017-2019), Program Steering Committee, “The Partnership for Native American Cancer Partnership”, A U54 partnership between the University of Arizona Cancer Center and Northern Arizona University

2016-present Member, Intervention Research to Improve Native American Health (IRINAH) Steering Committee

2016-2017 Member, CTSA Collaboration/Engagement and Workforce Development Domain Task Forces: Researcher Training and Education and Community Capacity Building Workgroup, University of New Mexico Health Sciences Center School of Medicine, Albuquerque, NM

2015-present Member, American Cancer Society Colorectal Cancer Workgroup, American Cancer Society, Albuquerque, NM

2014-present Member, Chronic Disease Prevention Council, Communications Workgroup, Albuquerque, NM
2012-2016 Member, Clinical and Translational Science Center, National Community Engagement Key Function Committee’s Health Policy Work Group, University of New Mexico Health Sciences Center School of Medicine, Albuquerque, NM

2012-2016 Member, Clinical and Translational Science Center, National Community Engagement Key Function Committee, University of New Mexico Health Sciences Center School of Medicine, Albuquerque, NM

2012-2013 Member, Prevention Research Center National Policy and Communication Committee, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2012-2013 Member, Prevention Research Center National Research and Evaluation Committee, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2012-2013 Member, Prevention Research Center National Evaluation Committee’s Sustainability Sub-Committee, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2011-2013 Member, Prevention Research Center Dissemination Workgroup, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2011-2012 Member, Prevention Research Center National Policy Committee, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2011-2012 Member, Prevention Research Center National Research Committee, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2010-2012 Member, Prevention Research Center National Evaluation Committee, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2010 Member, Centers for Disease Control and Prevention 2011 annual conference Abstract Review Committee, University of New Mexico Health Sciences Center School of Medicine Prevention Research Center, Albuquerque, NM

2009-2010 Member, Rural Maryland Council Health Care Working Committee (Telehealth Subcommittee), Annapolis, MD

2009 Member, National Cancer Institute Minority Institution Cancer Center Partnership Investigator Workshop Planning Committee, Bethesda, MD

2008-2010 Member, Maryland Health Care Commission, Center for Health Care Financing and Health Policy, Disparities Work Group, Baltimore, MD
<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>Member, Board of Directors, Eastern Shore Area Health Education Center,</td>
<td>Cambridge, MD</td>
</tr>
<tr>
<td></td>
<td>Member, Board of Directors, Western Maryland Area Health Education Center,</td>
<td>Cumberland, MD</td>
</tr>
<tr>
<td>2007</td>
<td>Member, Abstract Review Committee for the International Conference on</td>
<td>Urban Health 2007, jointly</td>
</tr>
<tr>
<td></td>
<td>Urban Health 2007, jointly sponsored by the University of Maryland and</td>
<td>sponsored by the University of</td>
</tr>
<tr>
<td></td>
<td>Johns Hopkins University, Baltimore, MD</td>
<td>Maryland and Johns Hopkins</td>
</tr>
<tr>
<td>2005</td>
<td>Moderator, session on Communities Conducting Research at the annual</td>
<td>University of California Breast</td>
</tr>
<tr>
<td></td>
<td>University of California Breast Cancer Research Symposium “From Research</td>
<td>Cancer Research Symposium</td>
</tr>
<tr>
<td></td>
<td>to Action: Seeking Solutions”, Sacramento, CA, September 9-11, 2005</td>
<td>“From Research to Action:</td>
</tr>
<tr>
<td>2005</td>
<td>Co-Chair, Outreach and Cancer Prevention Session, Minority Institution/</td>
<td>Sacramento, CA, September 9-11,</td>
</tr>
<tr>
<td></td>
<td>Cancer Center Partnership (MI/CCP) Funded Investigator Workshop, NIH/Nat</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>ional Cancer Institute, Bethesda, MD, September 11-12, 2005</td>
<td></td>
</tr>
<tr>
<td>2005-2006</td>
<td>Member, Department of Health and Mental Hygiene (DHMH) Maryland Cancer</td>
<td>Registry Data Use Committee (Ad</td>
</tr>
<tr>
<td></td>
<td>Registry Data Use Committee (Ad Hoc), Center for Cancer Surveillance and</td>
<td>Hoc), Center for Cancer</td>
</tr>
<tr>
<td></td>
<td>Control, DHMH, Baltimore, MD</td>
<td>Surveillance and Control, DHMH,</td>
</tr>
<tr>
<td>2005-2008</td>
<td>Member, Maryland Patient Safety Center Emergency Department Collaborative</td>
<td>Baltimore, MD</td>
</tr>
<tr>
<td>2004-2008</td>
<td>Member, Maryland Patient Safety Center Advisory Committee, Baltimore, MD</td>
<td></td>
</tr>
<tr>
<td>2003-2010</td>
<td>Member, Maryland Department of Health and Mental Hygiene (DHMH) Cancer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Surveillance Advisory Committee, Baltimore, MD</td>
<td></td>
</tr>
<tr>
<td>2001-2005</td>
<td>Executive Board, Pacific Islander Council of Leaders, Carson, CA</td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>Panel of Medical Advisors, Sun Integrative Health, Irvine, CA</td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>Member, Education and Training Subcommittee, Special Populations Network,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National Cancer Institute, National Institutes of Health, Bethesda, MD</td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>Member, Communications Subcommittee, Special Populations Network, National</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cancer Institute, National Institutes of Health, Bethesda, MD</td>
<td></td>
</tr>
<tr>
<td>1993-2005</td>
<td>Board of Directors, Native American Samoan Advisory Council, Carson, CA</td>
<td></td>
</tr>
</tbody>
</table>
MEMO

To: Cinnamon Blair  
Chair, UNM Naming Committee

From: Dr. Cheryl Willman, MD  
Maurice and Marguerite Liberman Distinguished Chair in Cancer Research  
Director & CEO, UNM Comprehensive Cancer Center

Felisha Rohan-Minjares, MD  
Professor & Interim Chair, UNM Department of Family and Community Medicine

Date: June 30, 2021

Re: Creation and Appointment of the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement

Dear Ms. Blair and members of the naming committee,

On behalf of the UNM Comprehensive Cancer Center, and the UNM School of Medicine Department of Family and Community Medicine, I would like to request approval to create the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement. This naming request is respectfully submitted in accordance with UNM Administrative Policy 1020: Naming Facilities, Spaces, Endowments, and Programs, under Section 2.1.

During his life, Mr. Victor Surface was very generous to the UNM Comprehensive Cancer Center, providing one of UNM’s largest gifts from an individual donor for the establishment of Endowed Professorships and Chairs and to advance cancer research. He intended for his gift to have a transformational impact on the Cancer Center and on cancer research and ultimately clinical care in New Mexico. The Surface Family Trust gift seeks to support the world-class, cutting-edge cancer research that so interested Mr. Surface, and will, to quote Mr. Surface, “go where it counts” and “where it will make a difference to everyone.” Of note, Mr. Surface’s daughter, Carolyn Surface, has in addition established an Endowment Fund at the UNM Comprehensive Cancer Center which also provides funds to support Endowed Chairs and cancer research.

Additionally, as prescribed by Faculty Handbook Policy C170 “Endowed Chairs and Named Professorships” and in consultation with faculty within the department, we seek approval to appoint Dr. Andrew Sussman.

Dr. Sussman received his PhD in Anthropology and his MCRP in the School of Architecture and Planning, both at the University of New Mexico. He is a medical anthropologist and his research
has focused on primary health care service delivery and patient-provider counseling dynamics among medically underserved populations in New Mexico. He has designed and led numerous qualitative and mixed method research studies, several of which have been funded through institutional (CTSC, RWJF) and federal agencies such as the NIH and AHRQ. Dr. Sussman has conducted much of this research through RIOS Net, a primary care practice-based research network. His work spans a range of topical areas including cancer prevention, substance use disorders, complementary and alternative medicine and obesity/diabetes prevention. Dr. Sussman also serves as the Director of the Behavioral Measurement and Population Science Shared Resource based at the UNM Comprehensive Cancer Center and teaches qualitative research design in the Masters of Science in Biomedical Science Program. For your consideration, I have included Dr. Andrew Sussman’s CV and letters of support for your review. Thank you for your time and consideration of this request.
To: Ms. Cinnamon Blair  
Chair of the UNM Naming Committee

Re: Appointment of Dr. Andrew Sussman as the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement

Date: July 3, 2021

Dear Ms. Blair:

It is my honor to support Dr. Andrew Sussman as the recipient of the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement. I am the Associate Director for Community Outreach and Engagement at the Stephenson Cancer Center (SCC) and a tenured professor with over two decades experience working with communities as a researcher, educator, and clinician to reduce health inequities. As the leader of the SCC Community Outreach and Engagement program, I am quite familiar with Dr. Sussman’s parallel role at the University of New Mexico (UNM) Comprehensive Cancer Center (CCC). Because of his outstanding work with community partners in New Mexico, we invited Dr. Sussman to join the SCC External Advisory Board last year.

Dr. Sussman has been a highly productive scholar. His curriculum vitae lists 78 peer-reviewed papers (10 as first author) and several more refereed abstracts and book chapters. He has delivered over 100 invited and peer-reviewed presentations. He has served as the PI of federal research grants, including a current NIH R21 focusing on cancer survivorship, as well as institutionally funded studies. He has maintained a major role serving as a co-investigator. In aggregate, these grants have been awarded over $20 million in funds. In 2018, Dr. Sussman was recognized for his scholarly work by being awarded the UNM Health Sciences Center Faculty Research Excellence Award in Team Science for his research contributions.

As the UNMCCC Associate Director (AD) for Cancer Health Disparities and Community Engagement, Dr. Sussman oversees bidirectional community engagement activities, including the development of partnership with key stakeholders statewide. His work encompasses all components of the UNMCCC, including connecting community stakeholders with research programs, education and training projects, clinical trials, and advocacy efforts. In his AD role, Dr. Sussman leads a Community Advisory Board composed of statewide group to guide UNMCCC priority setting. He serves as a member of the Integrating Special Population Committee with the UNM Clinical and Translational Sciences Center to align community engagement efforts. He has served as the PI of NIH-/NCI-funded research with communities that spans the cancer control continuum, including projects on HPV vaccination and cancer survivorship.

Importantly, Dr. Sussman has progressively assumed leadership roles in New Mexico. From 2013 to 2017, he served as the Co-Director, RIOS Net, which is a practice-based research network in the UNM Department of Family and Community Medicine. Also in 2013, he became the founding and current Director of the UNMCCC Behavioral Measurement and Population Science Shared Resource. In 2018, he was named as the UNMCCC AD for Community Outreach and Engagement, and in this role has gained a national reputation for excellence in community outreach.
Given his strength as a researcher and advocate for community health, Dr. Sussman is gaining well-deserved state and national recognition. In 2020 alone, he became an invited Member of the New Mexico Cancer Care Alliance Advisory Board, an invited Member of the External Advisory Committee of the Center for Health Outcomes and Population Research CoBRE at Sanford Research in South Dakota, and, as noted above, an invited Member of our External Advisory Board at the Stephenson Cancer Center.

In summary, Dr. Andrew Sussman has developed an amazing ability to connect academic researchers with community stakeholders to conduct research that promises to reduce major health inequities. He is very hard-working and highly regarded by his peers nationally. Dr. Sussman is an incredibly important asset for UNM and the state it serves. Thus, I unhesitatingly recommend that he be awarded the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement. I truly hope he receives this honor.

Please do not hesitate to contact me if you have questions.

Sincerely,

Mark Doescher, MD, MPSH
Associate Director, Community Outreach and Engagement
Stephenson Cancer Center
Professor, Family and Preventive Medicine
mark-doescher@ouhsc.edu
405.271.4808
July 02, 2021

Ms. Cinnamon Blair
Chair of the University of New Mexico Naming Committee
1 University of New Mexico
Albuquerque, NM 87131-0001

RE: Letter of Recommendation for Andrew L. Sussman, PhD, MCRP in his appointment as the recipient of the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement

Dear Ms. Blair,

I am extremely pleased to support Dr. Andrew Sussman as the recipient of the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement. I have had the privilege of working with Dr. Sussman for more than ten years, across several research and community engagement initiatives in the University of New Mexico’s Department of Family and Community Medicine and more recently at the UNM Comprehensive Cancer Center (UNMCCC). Dr. Sussman brings dedication, insight and collaborative acumen to each endeavor and is very deserving of this honor.

In Dr. Sussman’s nearly twenty year career at the University of New Mexico Health Science Center, he has risen in rank from a Post-Doctoral Research Fellow to a leader in community oriented, translational research. From 2010 to 2013, Dr. Sussman was the Co-Director of the Research Involving Outpatient Settings Network (RIOS-Net), a practice based research network housed in the Department of Family and Community Medicine. RIOS Net is a key site for facilitating research to alleviate health disparities experienced by New Mexico’s ethic and racially diverse communities throughout New Mexico in partnership with local RIOS Net member primary care physicians. Dr. Sussman diversified his leadership roles to reflect his research expertise, becoming the founding and current director of the Behavioral Measurement and Population Science Shared Resource of the UNMCCC, and more recently (2018) as Associate Director of the Office of Community Outreach and Engagement.

In this role, Dr. Sussman’s expertise as a leader in cancer health disparities research and community engagement has truly shone. He has overseen the creation and expansion of the UNMCCC’s first Community Advisory Board (CAB). The CAB is composed of a diverse statewide group of cancer health advocates, cancer center leaders, cancer patients, and leaders from the non-profit sector who provide feedback on on-going cancer research, and provide guidance on UNMCCC priority setting. Further, Dr. Sussman facilitates bidirectional communication between statewide community partners and stakeholders and UNMCCC research, education, clinical trials, and advocacy efforts. Beyond the UNMCCC, Dr. Sussman serves too as a member of the Integrating Special Populations Committee with the UNM Clinical and Translational Science Center to align community engagement efforts across the HSC campus.
Dr. Sussman’s leadership abilities arise from tried and true research with the diverse communities that make up the vast and beautiful State of New Mexico. As a medical anthropologist, Dr. Sussman’s research efforts focus on attending to the social determinants of health, such as race/ethnicity, geographic diversity, socioeconomic status, literacy, and more that influence individuals’ and community’s access to equitable health care. Dr. Sussman is currently Principle Investigator on a number of National Institutes of Health, National Cancer Institute funded research efforts across the cancer control continuum including research to improve Human Papillomavirus (HPV) vaccination uptake, enhance cancer survivorship through coordinated primary care and oncology care services, and more. He is co-investigator on numerous institutional and extramural funding initiatives looking at gaps in care such as genomic sequencing in Native American populations, colorectal cancer in Native American populations, and medication assisted treatment in rural primary care. He leads training initiatives to promote scholarship and grant attainment among communities who are underrepresented in the cancer research workforce as Co-Director of the Geographic Management of Cancer Health Disparities Program and National Outreach Network Community Health Educator Program. Dr. Sussman’s work has not gone unnoticed. He is an invited member of the New Mexico Cancer Care Alliance Advisory Board; an invited member of the External Advisory Committee for the Center for Health Outcomes and Population Research Co-BRE Sanford Research; and an invited member of the External Advisory Board for the University of Oklahoma Stephenson Cancer Center.

As PI or Co-I on extramural and institutional grants totaling nearly $20 million, Dr. Sussman has contributed significantly to the science of health disparities and cancer research. He has given 66 invited presentations, 107 peer reviewed presentations, and published 89 total original research articles, chapters and abstracts in peer-reviewed journals. He was awarded the University of New Mexico Health Sciences Center Faculty Research Excellence Award in Team Science in 2018 for research contributions.

Dr. Sussman’s colleagues and students have benefited from his exemplary contributions to our scientific community. He is a true leader in partnering with those whose lives are influenced by our research. He is a generous mentor and colleague. For these reasons, I can say without hesitation, that I am quite pleased to support his appointment as the recipient of the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities.

All the best,

[Signature]

Moria Kano, PhD
Assistant Professor
Division of Epidemiology, Biostatistics and Preventive Medicine
Department of Internal Medicine
UNM School of Medicine
mkano@salud.unm.edu
505-925-1115
To: Ms. Cinnamon Blair  
Chair of the UNM Naming Committee

Re: Appointment of Dr. Andrew Sussman as the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement

Date: July 6, 2021

Dear Ms. Blair,

I am pleased to strongly support Dr. Andrew Sussman as the recipient of the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement. Dr. Sussman currently holds leadership positions that support receipt of this professorship. He is currently an Associate Professor (with tenure) in the Department of Family & Community Medicine, the Faculty Director of the Behavioral Measurement & Population Science Shared Resource at the University of New Mexico Comprehensive Cancer Center (UNMCCC) and the Associate Director of Community Outreach and Engagement at the UNMCCC. Dr. Sussman also has other appointments in the Departments of Obstetrics and Gynecology and Anthropology. Until recently I was the Co-Leader of the Cancer Control and Population Sciences research program at the UNMCCC and have worked with Dr. Sussman after he joined the research program and then more intensely when he became the Associate Director of Community Outreach and Engagement in 2018. Given our long working relationship, I believe I am qualified to comment on why he is so deserving of this appointment.

Dr. Sussman’s expertise and scholarly contributions are outstanding and critically important for addressing health disparities and community engagement. Dr. Sussman received his PhD in Cultural Anthropology and a masters in Community and Regional Planning from the University of New Mexico, providing a unique expertise to address cancer disparities from the viewpoint of communities and cultures in New Mexico. By the numbers, Dr. Sussman’s accomplishments speak for themselves. He has had extensive scholarly dissemination with 66 invited presentations, 107 peer review presentations, and 89 total original research articles, chapter and abstracts in peer review journals. He is the PI or co-investigator of both extramural and intramural research studies totaling more than $20 million. He also has an extensive mentoring history, especially with undergraduate pipeline training for rural, underserved New Mexico students. And his research has always been within communities. While Co-Director of RIOS Net, a practice-based research network, Dr. Sussman studied substance use disorders to improve care delivery/access. This highly community engaged research with primary care providers and community stakeholders is now being translated to cancer survivors. Not captured in these
facts is the desire of researchers and communities alike to work with Dr. Sussman because he is a wonderful collaborator. His collegial nature and collaboration success were recognized with the 2018 UNM Health Sciences Center Faculty Research Excellence Award in Team Science.

Dr. Sussman’s leadership and expertise in cancer health disparities and community engagement are outstanding. In his UNMCCC role as Associate Director for Community Outreach and Engagement, he established communication and partnerships with statewide key stakeholders, coalescing previous ad hoc UNMCCC engagement in a sustainable model. The reach of this work includes engagement of community partners in research, education, clinical trials and advocacy. He also started the UNMCCC Community Advisory Board with statewide representation to guide cancer health priority setting. And he is the founding and current Director of the UNMCCC Behavioral Measurement and Population Science Shared Resource, a resource that is heavily involved in community-based research.

He demonstrates broader leadership in the UNM Health Sciences as a member of the UNM Clinical Translational Science Centers’ Integrating Special Population Committee to help align community engagement efforts across the Health Science campus. Additionally, he is Project Director of two supplements to the UNMCCC support grant aimed at addressing cancer health disparities/community engagement in areas of cancer screening, education, training and career development. Dr. Sussman’s outstanding leadership within the UNMCCC and across the Health Sciences demonstrates his respect for New Mexico communities and his commitment to reduce the cancer burden and improve cancer outcomes in New Mexico. His outstanding leadership is recognized beyond UNM and is highlighted by invited memberships on the New Mexico Cancer Care Alliance Advisory Board, the External Advisory Committee for the Center for Health Outcomes and Population Research CoBRE for Sanford Research, and the External Advisory Board of the University of Oklahoma Stephenson Cancer Center.

Dr. Sussman is eminently deserving of this endowed professorship. Dr. Sussman has already accomplished so much that benefits the UNMCCC, UNM in general, and the state of New Mexico. I look forward to his future accomplishment that are sure to be enhanced by receipt of this professorship. I recommend him to you without reservation.

Sincerely,

Linda S. Cook, PhD
Associate Director, Population Sciences, University of Colorado Cancer Center
Professor, Department of Epidemiology, Colorado School of Public Health
David F. and Margaret Turley Grohne Endowed Chair for Cancer Prevention and Control
Andrew L. Sussman Ph.D., MCRP

CURRICULUM VITAE

Professional Address:

Department of Family and Community Medicine
MSC09-5040
1 University of New Mexico
Albuquerque, NM 87131-0001
asussman@salud.unm.edu
505.272.4077

Educational History:

2003  Ph.D., Cultural Anthropology
      Department of Anthropology, University of New Mexico, Albuquerque, NM

2002  M.C.R.P., with distinction, Community & Regional Planning
      School of Architecture and Planning, University of New Mexico

1994  M.A., with distinction, Cultural Anthropology
      Department of Anthropology, University of New Mexico

1991  B.A., Latin American Studies/Anthropology
      School of International Studies, The American University, Washington D.C.

Employment History:

12/18-Present  Associate Director, Office of Community Outreach and Engagement, University of New Mexico Comprehensive Cancer Center.

7/18-Present  Associate Professor, with Tenure; Department of Family and Community Medicine, University of New Mexico

1/18-Present  Assistant Professor (Secondary Appointment), Department of Obstetrics and Gynecology, University of New Mexico

10/13-Present  Faculty Director, Behavioral Measurement and Population Science Shared Resource; University of New Mexico Comprehensive Cancer Center

9/13-6/18  Assistant Professor (Tenure Track), Department of Family and Community Medicine, University of New Mexico

8/13-6/17  Co-Director, RIOS Net; Department of Family and Community Medicine,
University of New Mexico

11/12-Present  Senior Fellow, New Mexico Center for the Advancement of Research, Engagement, & Science on Health Disparities (NM CARES HD), University of New Mexico

2/11-Present  Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico.

1/11-Present  Full Member, Population Sciences Program, University of New Mexico Comprehensive Cancer Center

12/10-7/13  Associate Director, RIOS Net; Department of Family and Community Medicine, University of New Mexico

7/09-8/13  Research Assistant Professor, Department of Family and Community Medicine, University of New Mexico.

6/04-6/09  Scientist, RIOS Net, Department of Family and Community Medicine, University of New Mexico.

8/03-Present  Adjunct Instructor, Department of Anthropology, University of New Mexico.

12/02-6/04  Post Doctoral Research Fellow, RIOS NET, Department of Family and Community Medicine, University of New Mexico.

3/03-1/04  Contract Health Services Evaluator, Community and Family Services, Albuquerque, New Mexico.

9/00-8/01  Research Associate, Office of Council Services, City of Albuquerque.

11/99-8/00  Research Assistant, Bureau of Business and Economic Research, University of New Mexico.


5/95-3/96  Field Coordinator, Institute for Social Research, Department of Sociology, University of New Mexico.
**Consulting:**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/2016-07/31/17</td>
<td>Qualitative Research Consultant, “Supporting Head and Neck Cancer Survivors in Making Shared Decisions for Lung Cancer Screening;” Richard Hoffman, MD, MPH and Nitin Pagedar, MD, MPH (CoPIs); University of Iowa Carver College of Medicine</td>
</tr>
<tr>
<td>01/2014-Present</td>
<td>Qualitative Research Design Consultant, “Gaining the Patient Perspective on Surgical Adverse Events” (PASEO) Study, Gena Dunivan, MD, PI; Department of Urogynecology, University of New Mexico</td>
</tr>
<tr>
<td>11/2014-10/2015</td>
<td>Qualitative Research Consultant, “Supporting Diabetes Self-Management with Collaborative Goal-Setting: The Role of PCPs;” Andrea Wallace, PhD (Principal Investigator) College of Nursing, University of Iowa</td>
</tr>
<tr>
<td>10/2010-9/2013</td>
<td>Qualitative Research Consultant, University of Iowa, College of Nursing. Project entitled, “Implementation of Diabetes Self-Management Support in Community-Based Primary Care; 10/2010-0/2013; Robert Wood Johnson Foundation, Grant # 68031</td>
</tr>
<tr>
<td>12/06-12/2011</td>
<td>Qualitative Research Consultant, Oregon Health Sciences University, Department of Family Medicine. “Rural Oregon Immunization Initiative,” a Centers for Disease Control grant on Childhood Immunization Practices and other Departmental projects.</td>
</tr>
</tbody>
</table>
PROFESSIONAL RECOGNITIONS AND HONORS:

07/20-Present Invited Member, New Mexico Cancer Care Alliance Advisory Board

02/20-Present Invited Member, External Advisory Committee Member, Center for Health Outcomes and Population Research CoBRE, Sanford Research

01/20-Present Invited Member, External Advisory Board, University of Oklahoma Stephenson Cancer Center

2018 Awarded the University of New Mexico Health Sciences Center Faculty Research Excellence Award in Team Science

03/18-07/18 Selected for the 2018 Training Institute for Dissemination and Implementation Research in Cancer (TIDIRC), hosted by the National Cancer Institute, NIH.

2017 Nominated for the University of New Mexico Health Science Center CTSC 2017 Excellence in Faculty Research Awards - Team Science.

06/11 Best Research Poster Award, awarded at the 2011 AHRQ PBRN Annual Research Conference, Bethesda, MD

06/10 Travel Stipend Recipient, Agency for Healthcare and Research Quality Annual Research Conference

03/08 Invited Member, Review Board for Special Edition of Education for Health

05/07 Invited Member, Review Board for Special Edition of the Journal of Cross Cultural Psychology

07/07 Fellow, NIH Summer Institute, Design and Conduct of Randomized Controlled Trials Involving Behavioral Interventions

05/07 Travel Stipend Recipient, Agency for Healthcare and Research Quality Annual Research Conference

04/02 Nominated for the Distinguished Master’s Thesis Award, The Western Association of Graduate Schools, Spring 2002

05/02 Recipient of the Distinguished Research and Scholarship Award from the Department of Community and Regional Planning, UNM, Spring 2002

05/97 Research, Projects, and Travel Grant, Office of Graduate Studies, University of New Mexico

04/96 Student Research Allocation Grant, University of New Mexico
<table>
<thead>
<tr>
<th>Date</th>
<th>Grant/Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/96</td>
<td>Graduate Research Grant, Redd Center for Western Studies, Brigham Young University</td>
</tr>
<tr>
<td>06/95</td>
<td>Graduate Research Grant, Redd Center for Western Studies, Brigham Young University</td>
</tr>
<tr>
<td>06/94-08/94</td>
<td>Fellowship Recipient, Hispanic Association of Colleges and Universities; Agricultural Research Service, United States Department of Agriculture, Beltsville, MD</td>
</tr>
</tbody>
</table>

**REVIEWER ACTIVITIES**

**Peer Review Journals:**

- *PLOS ONE, 2018-Present*
- *Preventive Medicine Reports, 2017-Present*
- *Routledge, Taylor & Francis Group (Book Review), May 2016*
- *Journal of Adolescent Health, 2016-Present*
- *Preventing Chronic Disease, 2016-Present*
- *Family Practice, 2011-present*
- *American Journal of Public Health, 2010-present*
- *Health Promotion Practice, 2010-present*
- *Preventing Chronic Disease, 2010-present*
- *Ethnicity and Disease, 2009-present*
- *Journal of General Internal Medicine, 2009-present*
- *Education for Health, 2008-present*
- *Field Methods, 2007-present*
- *North American Primary Care Research Group Annual Conference, 2006-present*
- *Journal of the American Board of Family Medicine, 2005-present*
- *Annals of Family Medicine, 2003-present*
Study Section Reviews:

External:


2019 Invited Reviewer, National Institute on Drug Abuse Special Emphasis Panel; ZDA1 HXO-H (02); Alcohol and Other Substance Use Research Education Programs for Health Professionals and NIDA Research Education Program for Clinical Researchers and Clinicians. October 28th, 2019.

2019 Ad Hoc invited Reviewer, FOA CA-18-026 (R01) “Improving the Reach and Quality of Cancer Care Rural Populations.” National Institutes of Health, National Cancer Institute. January 18th, 2019, Bethesda, MD.


2012-Present Invited Member of the Editorial Board, International Scholarly Research Network Obesity

University of New Mexico:

April 2020 Grant reviewer, American Cancer Society Institutional Review Grant; University of New Mexico Comprehensive Cancer Center

September 2011 Invited Grant Reviewer, The Robert Wood Johnson Foundation Nursing and Health Policy Collaborative, University of New Mexico, Nursing and Health Policy Interdisciplinary Faculty Research Initiative

February 2011 Invited Grant Reviewer, The Robert Wood Johnson Foundation Faculty Seed Grants, University of New Mexico

Memberships in Professional Societies:

Member of the Society for Applied Anthropology, 2003-present
PRESENTATIONS

Invited Lectures:

1. **Sussman AL.** “Engaging American Indian Tribal Communities in Cancer Genomic Screening” Sanford Research Annual Health Care Delivery and Population Health Research Symposium (Virtual). May 26, 2021

2. **Sussman AL.** “They don’t ask so I don’t tell them:” Conversations about Complementary, Traditional and Alternative Medicine.” Invited oral presentation to the New Mexico Nurse Practitioner Council Virtual Annual Conference. April 11, 2021.


11. **Sussman AL.** Creation of a Rural Cancer Survivorship Program using Project ECHO. Invited speaker to College of Population Health course, “Cancer Disparities” (PH560; Jean McDougall


16. **Sussman AL.** Building a Survivorship Care Transition Network in New Mexico using Project ECHO. Invited speaker to the University of New Mexico Comprehensive Cancer Center Research Day. University of New Mexico, Albuquerque, NM. May 19th, 2018.


22. **Sussman AL.** A Culturally Adapted Intervention to Address Risky Alcohol Use. Invited speaker to College of Population Health course, “Population Health Theory” (PH 221; Shiraz Mishra, and Cindy Blair, Instructors). April 5th, 2019. University of New Mexico, Albuquerque, NM.


25. **Sussman AL.** Connecting the “Blue Highways” to Address Cancer Health Disparities in New Mexico. Invited speaker to the Markey Research Seminar Series. Markey Cancer Center, University of Kentucky. Lexington, KY. April 12, 2017.


38. Sussman AL. Rigor in Qualitative Research. Invited panelist, Qualitative Café, University of New Mexico. Albuquerque, NM, January 12, 2012.


40. Sussman AL. Researcher Identity in Community Based Participatory Research. Invited panelist, Summer Institute in Community Based Participatory Research, University of New Mexico Health Sciences Center. Albuquerque, NM. June 2, 2011

41. Sussman AL. Community Partnerships. Invited panelist, Summer Institute in Community Based Participatory Research, University of New Mexico Health Sciences Center. Albuquerque, NM. June 3, 2011.


45. Rhyne R, Getrich C, Sussman AL, Helitzer D, Hoffman R, Warner T, Cardinali G, Cowboy L. The Role of Machismo in Colorectal Cancer Screening Between New Mexico Hispanic Sub-


Sussman AL. Anthropology in the Public Eye. Invited panelist, Annual Graduate Student Symposium, Department of Anthropology, University of New Mexico. March 27th, 2010.

Sussman AL, Getrich C. Theory building and representation in qualitative research: How do we show what we know? Qualitative Café, Department of Nursing, University of New Mexico Health Sciences Center; Albuquerque, NM. February 12, 2010.

Sussman AL. Ethical and Institutional Review Board Challenges within Community Based Participatory Research, Invited panelist, Community Engagement and Research Seminar Series, Center for Participatory Research. University of New Mexico Health Sciences Center; Albuquerque, NM. February 10, 2010.


Sussman AL. Circumstances and Communication of TM/CAM Use in New Mexico. Invited lecture to “Medical Anthropology” course, Department of Anthropology, University of New Mexico. Albuquerque, NM. March 30, 2009.


Sussman AL. Qualitative Research Methods: Focus Groups and Interviews. Medical Education Scholars. University of New Mexico Health Sciences Center. Albuquerque, NM. February 24, 2009.


57. **Sussman AL.** “Why am I doing this”—*Obesity Counseling in the Primary Care Encounter.* Research Group, Division of Family Medicine, Robert Wood Johnson Medical School, Somerset, NJ, November 6, 2007.


63. **Sussman AL.** *Focusing in on Focus Groups.* Center for Native American Health, University of New Mexico, Albuquerque, NM. November 29, 2006

64. **Sussman AL, Leverence R, Williams RL.** *Preventive Counseling for Obesity: Practical Implications for Primary Care.* New Mexico Clinical Prevention Initiative, Albuquerque, NM. October 31, 2006

65. **Sussman AL.** *Anthropology and Public Policy.* Department of Anthropology, University of New Mexico, December 2004

66. **Sussman AL.** *Urban Anthropology.* Department of Anthropology, University of New Mexico, May 2003

**Peer Review Presentations:**


12. Hsi A, **Sussman AL**, Castro E, McDonald M, Lucero A. Surviving the Typhoon; ACEs, Delinquency, & the ADOBE Program. Oral Presentation at the 102nd New Mexico Public Health Association Meeting. April 1-3, 2019. Las Cruces, New Mexico.


46. Vasquez Guzman CE, Krabbenhoft-Romney C, Williams RL, Kano M, Sussman AL, Ruybal D. Recommendations for Medical Schools on Fostering Equity in Medical Decision Making. Presented at the New Mexico Public Health Association Conference. Albuquerque, NM, April 1, 2015

47. Sussman AL, Venner K, Sanchez V, Williams RL, Getrich C, Root M, Andrews M, Hettema J. Developing Culturally Appropriate Screening and Treatment Strategies for Alcohol and Opiate Use and Primary Care Settings. Presented at the New Mexico Public Health Association Conference. Albuquerque, NM, April 1, 2015


56. Lu SW, Helitzer D, Sussman AL. Qualitative Assessment Of Dimensions Of Trauma Care. 5th Annual Academic Surgical Congress Meeting, New Orleans, LA. February 5-7, 2013.


61. Westfall J, McGinnis P, **Sussman AL**, Zittleman L, Fernald D. Practice-Based Research Networks as a Mechanism to Integrate Primary Care and Public Health into Communities of Solution. Workshop presented at the 2012 NAPCRG PBRN Conference, June 2012, Bethesda, Maryland.


96. **Sussman AL**, Shelley B, Williams RL, Segal A. “They don’t ask so I don’t tell them:” A Qualitative Study of Patient-Provider Communication about Traditional and Complementary and Alternative Medicine. 34th Annual Meeting of the North American Primary Care Research Group, Tuscon, AZ. October 2006


98. Williams RL, **Sussman AL**, Kalishman S, Quintero G, Willging C. *Views about Health Research from Indian and Hispanic Communities in New Mexico*; 18th Annual Indian Health Service Research Conference, Albuquerque, NM. April 2006

99. **Sussman AL**, Williams RL, Leverence R *Preventive Counseling in Primary Care*; Navajo Nation Health Research Review Board Conference, Window Rock, AZ, June 2005

100. **Sussman AL**, Williams RL, Leverence R *Reconceptualizing the Primary Care Encounter: Toward a Model of Competing Demands for Preventive Counseling*; Society for Applied Anthropology, Santa Fe, New Mexico, April 2005
101. **Sussman AL**, Williams RL, Leverence R. *Toward an understanding of preventive counseling and competing demands in the clinical encounter*. 32nd annual meeting of the North American Primary Care Research Group, Orlando, FL. October 2004

102. Leverence R, **Sussman AL**, Williams RL. *Obesity, competing demands and guidelines*. 32nd annual meeting of the North American Primary Care Research Group, Orlando, FL. October 2004

103. Kong A, Williams RL, Smith M, Hsi A, **Sussman AL**. *High prevalence of risk factors for diabetes and of acanthosis nigricans among young Hispanics and Native Americans*. 32nd annual meeting of the North American Primary Care Research Group, Orlando, FL. October 2004

104. **Sussman AL**. *Rethinking the Frontier: Place, Politics, and Nature in the Garden City*. American Ethnological Society, Portland, OR. March 1999

105. **Sussman AL**. *Re-Imagining the Garden City: Notes on the New West in the Last Best Place*. Rocky Mountain American Studies Association Conference, Albuquerque, NM. April 1998


PUBLICATIONS

Link to online Bibliography:

Abstracts and/or Proceedings


Articles Appearing as Chapters in Edited Volumes:

1. Vasquez Guzman CE, **Sussman AL**. From Cultural to Structural Competency: The Evolving Roles of Healthcare Providers and Medical Education Training to Address Persistent Disparities. Page-Reeves, Janet (ed.) Wellbeing as a Multidimensional Concept: Understanding Connections Between Culture, Community, and Health. Lexington Books of Rowman & Littlefield. Lanham,
Maryland. 2019.


Original research or scholarly articles in refereed journals:


**Other**

*Guidebook*: Davis S, Pandhi N, Crowder, M, Grevious, N., Ingersoll, H., Warren, B, Perry, E., **Sussman, A**, Grob, R, Catalyst Films about Health Experiences Guidebook, Center for Patient Partnerships, University of Wisconsin-Madison, University of New Mexico School of Medicine, Family & Community Medicine,
UW-Madison Institute for Clinical & Translational Research, Health Experiences Research Network, and the UW Health Innovation Program; 2020. Available at: healthexperiencesusa.org/catalystfilms

Film: Davis S, Pandhi N, Crowder, M, Grevious, N., Ingersoll, H., Warren, B, Perry, E., **Sussman, A**, Grob, R, Young Adults’ Experiences With Depression: A Catalyst Film. Center for Patient Partnerships, University of Wisconsin-Madison, University of New Mexico School of Medicine, Family & Community Medicine, UW-Madison Institute for Clinical & Translational Research, Health Experiences Research Network, and the UW Health Innovation Program; 2020. Available at: healthexperiencesusa.org/catalystfilms

**RESEARCH**

**Current Grant and Contract Funding:**

<table>
<thead>
<tr>
<th>Grant Number</th>
<th>_title</th>
<th>PI/Co-PI</th>
<th>Agency</th>
<th>Amount</th>
<th>Start Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>U2CCA252973</td>
<td>Participant Engagement – Cancer Genome Sequencing (PE-CGS) Research Center: Engagement of American Indians of Southwestern Tribal Nations in Cancer Genome Sequencing</td>
<td>Willman C, Trent J (MPI)</td>
<td>NIH/NCI</td>
<td>$355,000</td>
<td>7/1/20-6/30-25</td>
</tr>
<tr>
<td>3P30CA118100-15S2</td>
<td>National Outreach Network Community Health Educator Program</td>
<td>Willman C (PI)</td>
<td>NIH/NCI</td>
<td>$115,000</td>
<td>9/01/19-8/31/21</td>
</tr>
<tr>
<td>3P30CA118100-15S3</td>
<td>Geographic Management of Cancer Health Disparities Program</td>
<td>Willman C (PI)</td>
<td>NIH/NCI</td>
<td>$250,000</td>
<td>9/01/19-8/31/21</td>
</tr>
<tr>
<td>UG1CA189856-06</td>
<td>NCI Community Oncology Research Program Minority Underserved Community Site</td>
<td>Muller (PI)</td>
<td>NCI</td>
<td>$1,197,122</td>
<td>08/09/14-07/31/25</td>
</tr>
</tbody>
</table>

Sussman CV  

June 2021
NCORP designs and conducts trials to improve cancer prevention, cancer control, screening, and post-treatment management.
Role: Co-Investigator

1 R18 HS025345-01 $1,936,272 8/1/17-7/31/22
Salvador, Julie (PI)
AHRQ
ECHO-F Model to Expand Medication Assisted Treatment in Rural Primary Care Institution
This study is designed to assess the effectiveness of using Project ECHO in conjunction with practice facilitation to train rural primary care providers to deliver Medication Assisted Treatment.
Role: Co-Investigator

1 R01 CA192967-01A1 $2,818,314 9/1/16-8/31/21
Mishra S (PI)
NIH/NIMHD
Enhancing Prevention Pathways Towards Tribal Colorectal Health
The major aim of this study is to test the efficacy of serially implemented graded intensity interventions in American Indian communities designed to enhance annual CRC screening using the fecal immunochemical test (FIT).

**Past Grant and Contract Funding**

3P30CA118100-12S2 $737,909 9/1/15-8/31/18
Willman C (PI)
NCI/NIH
Geographic Management of Cancer Health Disparities Program
The aim of this grant is to build a research infrastructure across eight states to support cancer health disparities research and training programs.
Role: Co-Program Director

3P30CA118100-14S4 $200,000 9/1/18-8/31/19
Willman C (PI)
NIH/NCI
Creation of an Innovative Rural Cancer Survivorship Navigation Program using Project ECHO
The purpose of this study is to develop a rural cancer control program in partnership with primary care providers to facilitate survivorship care transitions of low risk breast and gynecologic cancer patients.
Role: Project Director

Rhyne, Robert (PI) $25,000 7/1/18-6/30/19
University of New Mexico Research Allocation Committee Grant
Medical Cannabis for Treating Chronic Pain: the Patient-Provider-Dispensary Interface
The aim of this study is to characterize how chronic, non-cancer pain patients make decisions regarding cannabis therapies, specifically between patients, cannabis industry workers and primary care clinicians.
Role: Co-Investigator

Baca, Melanie (PI) $50,000 7/1/18-6/30/19
University of New Mexico Transdisciplinary Research, Equity and Engagement Center for Advancing Behavioral Health, Pilot Research Project in Health Disparities
Development of a Multi-Level Intervention Framework to Reduce Disparities in Unintended Teen Pregnancy among Hispanic Adolescents  
Role: Consultant and Academic Mentor

Blair, Cindy (PI)  
University of New Mexico Clinical Translational Science Center  
Focus groups among rural and Hispanic older cancer survivors  
The purpose of this study is to conduct a qualitative community-engaged research project to identify successful recruitment and retention strategies for rural and Hispanic older cancer survivor populations in New Mexico.  
Role: Co-Investigator

Bernalillo County, NM  
Hsi, Andy (PI)  
ADOBE Project (Averting Disparities in Outcomes by Building Engagement)  
The purpose of this study is to develop a comprehensive adolescent medical home and provide medical, legal and behavioral services to youth newly discharged from the Bernalillo County Juvenile Detention Center.  
Role: Co-Investigator

1 R03 AA023652-01  
Hettema J (PI)  
NIH/NIAAA  
Meta-Regression to Identify the Impact of SBIRT Structure and Content on Outcome  
The purpose of this project is to develop an instrument to measure characteristics of SBIRT protocols that are not described in scientific reports and use meta-regression to determine their impact on outcome.  
Role: Co-Investigator

Pelvic Floor Disorder Network  
Dunivan G (PI)  
Gaining the PATient Perspective on Surgical Adverse Events (PASEo)  
The purpose of this project is to identify concepts important to patients that are not currently represented in guidelines regarding adverse events associated with pelvic reconstructive surgery.  
Role: Co-Investigator

Hawthorne Education Center (Mayo Clinic)  
Sussman A (PI)  
Steps to Evaluation with a CBPR Model  
This study is aimed at evaluation current efforts of a mature CBPR partnership between the Mayo Clinic and numerous community groups.

1 R24 HS022033 (Rhyne)  
AHRQ  
Role: Co-Investigator

University of New Mexico Pediatric Research Committee
A Community-Engaged Approach to Understanding Health Related Quality of Life and Care Management Issues Among Cancer Survivors and Their Caregivers
The aim of this study is to understand issues faced by adolescent and young adult cancer survivors undergoing treatment and their caregivers (parent/guardians) in terms of health related quality of life.
Role: Co-Investigator

University of New Mexico Comprehensive Cancer Center Pilot Grant
Mishra S (PI) $25,000 2/1/15-1/31/16
“Developing a Provider Decision Support Tool for Lung Cancer Screening”
This project is designed to develop a provider decision aid to support counseling efforts toward low dose CT scan lung cancer screening.
Role: Co-Investigator

University of New Mexico School of Medicine Surgery Research Investigator Award
McKee R (PI) $5,000 12/1/15-6/30/15
Alignment of expectations: How do patients and surgeons differ in their perception of complications?
The purpose of this study is to assess whether providers and patients are aligned in their expectations and perceptions when surgical procedures are performed and there are minor complications.
Role: Co-Investigator

3P30CA118100-09S1 $37,500 8/31/14-8/31/15
Sussman AL (PI) NIH/NCI
Expand NCI Supported Community Outreach Capacity through Community Health Educators (CHEs) of the National Outreach Network—Text Messaging as a Method to Increase Oral Chemotherapy Adherence in Hispanic Colorectal Cancer Populations: Patient and Provider Feasibility Surveys

3P30CA118100-09S1 $37,500 8/31/14-8/31/15
Sussman AL (PI) NIH/NCI
Expand NCI Supported Community Outreach Capacity through Community Health Educators (CHEs) of the National Outreach Network—Text Messaging and Phone Calls as Tools to Promote Healthy Behaviors among Hispanic Populations

1R01MD006073-01 $1,868,625 9/30/10–7/31/15
Williams (PI) NCMHD/NIH
Stereotyping in medical student decision-making: presence, origins and solutions
This study is aimed at understanding sources of potential bias in medical student decision-making.
Role: Co-Investigator

1P20MD004811-01 $939,181 5/1/10–1/31/15
Williams (Overall PI) NCMHD/NIH
NM Center for Advancement of Research, Engagement & Science on Health Disparities “Partnerships to Reduce Disparities in Substance Use Screening and Treatment”
The focus of this study is to better understand the context of screening and treatment for substance use disorders in primary care and test pilot interventions aimed at enhancing the delivery of these services.

Role: Principal Investigator

**DP09-0010501SUPP13 (Mishra S) $150,000 9/30/13-9/29/14**

Centers for Disease Control

“Low Dose CT Lung Cancer Screening: Informed Decision Making and Smoking Cessation”

This research study examined Hispanic patient and primary care provider perspectives on CT lung cancer screening and its effects on smoking cessation.

Role: Co-Investigator

**McKee (PI) $10,000 9/1/12-8/31/14**

Scholarship in Education Allocations Committee (SEAC)—Scholarship and Research Initiatives

University of New Mexico Office of Undergraduate Medical Education and the Office of Teacher and Educational Development

“Evaluation of a Curriculum to Teach Culturally Effective Care with the use of Standardized Patients”

The goal of this study is to develop a patient safety curriculum based on a needs assessment to positively affect surgical resident knowledge, attitude and practice toward patient safety.

Role: Investigator

**NIH 8UL1TR000041 $25,000 4/1/13-3/31/14**

Angela Jo, PI

University of New Mexico Clinical and Translational Science Center

Underinsurance in New Mexico Health Centers

The objective of this pilot study is to determine the prevalence of underinsurance and its impact on the lives of the affected multiethnic population at two University of New Mexico primary care clinics. Our longer term goals are to and to explore, develop and test strategies to assist underinsured patients in improving their health care.

Role: Co-Investigator

**1 S06 GM087143-01 $683,189 10/1/09-09/30/13**

NIH/NARCH V

Wallerstein N (PI)

“Promoters and Barriers to CBPR in Underrepresented Communities”

The primary goal of this study is to better understand the promoters and barriers to CBPR partnerships between academic and community partners.

Role: Co-Investigator

**1RC1 MD004692-01 9/25/09-9/24/11**

Neale (PI)

NCMHD/NIH

“Recruitment and Retention Best Practices in Primary Care Settings”

The purpose of this research is to assess best practices for recruitment and retention of ethnically diverse populations in clinical research

Role: Site Principal Investigator
NIH/NARCH/IHS
1 R01 DK072958-01 Davis (PI) 3/1/06-3/1/11
NIH/NIDDK
“Childhood Health Initiative for Lifelong Eating and Exercise”
This study is a randomized controlled trial aimed at testing a multi level community-based intervention to prevent obesity in 3 to 5 year old children.
Role: Co-Investigator

1R21CA134259-01
Sussman (PI) 10/1/08-9/30/10
NIH/NCI
"Participatory Research to Understand the Translation of HPV Vaccine Policy"
This study is designed to examine the formation of health policy relative to the HPV vaccine in New Mexico.
Role: Principal Investigator

1 R21 HL092533-01
Kong (PI) 5/1/08-4/31/10
NIH/NHLBI
“Adolescents Committed to Improvement of Nutrition and Physical Activity (ACTION)”
The major goal of this project is to create, implement and evaluate a culturally and age-appropriate obesity intervention for school-based health centers to help decrease the risk of adolescent metabolic syndrome development.
Role: Co-Investigator

Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico
Sussman (CoPI) 7/1/09-6/30/10
“Factors Influencing Decision-Making for the HPV Vaccine”
The goal of this study is to understand decision-making factors regarding acceptance or rejection of the HPV Vaccine.
Role: Co-Principal Investigator

1 R21 CA121066-01A2
Rhyne (PI) 10/1/07-9/1/09
NIH/NCI
“Colorectal Cancer Screening in Southwestern Hispanics and Native Americans”
This study is designed to examine barriers to colorectal cancer screening among Native American and Hispanic populations in New Mexico.
Role: Co-Investigator

Clinical and Translational Science Center Pilot Project Award in Clinical and Translational Research
Andrew Sussman, Florian Birkmayer (Co-PIs) 11/1/07-5/30/09
University of New Mexico Health Sciences Center
“Screening and Treatment of Alcohol and Opiate Dependence in Primary Care”
This mixed method study aims to determine successful implementation methods for screening and treatment of problem alcohol and opiate dependencies in primary care practice settings.
Role: Co-Principal Investigator
American Cancer Society Institutional Research Grant 4/1/07-3/31/08
Ellen F.T. Yee (PI)
University of New Mexico Cancer Research and Treatment Center
“Determinants of Cancer Screening in Women Veterans: The Association of Mental Illness and Chronic Pain”
The purpose of this study is to examine how women veterans with mental illness and chronic pain make screening decisions for breast, cervical and colon cancer.
Role: Co-Investigator

Tassy Parker (PI) 1/1/08-6/30/08
Center for Participatory Research, University of New Mexico Health Sciences Center
“Depression Among Off-Reservation American Women: A CBPR Qualitative Approach to Understanding Depression-Related Beliefs, Risk-Vulnerabilities and Help-Seeking”
This pilot study uses community based participatory research to examine understandings of depression among off-reservation Native American women.
Role: Qualitative Consultant

HHSN268200425211C 10/1/04-10/1/07
Robert Williams (PI)
“NIH Roadmap Initiative: Re-engineering the Clinical Research Enterprise”
The purpose of this initiative was to examine innovative strategies for speeding useful clinical research findings into practice and to expand the capabilities and scope of research networks for a broad range of clinical research.
Role: Co-investigator of pilot study on exploring clinician behavior change as a result of participation in a practice-based research network study

1R21 AT002323-01 9/15/04-3/14/07
Robert Williams (PI)
NIH/NCCAM
“Toward a clinical trial of care integration in NM”
The major goals of this study were to examine how Hispanic and Native American patients make decisions between allopathic and traditional care and to better understand communication between patients and their primary care providers on these topics.
Role: Lead Qualitative Scientist

La Tierra Sagrada Society 2005-2007
Brian Shelley (PI)
University of New Mexico Health Sciences Center
This study examined the effectiveness of a mindfulness-based intervention to achieve weight loss.
“Mindfulness in Eating & Living (MEAL): A feasibility study of a mind-body program for obesity”
Role: Qualitative Consultant

La Tierra Sagrada Society 12/09/05-12/09/06
Alberta Kong (PI)
University of New Mexico Health Sciences Center
This project was aimed at assessing the feasibility of an walking school bus project at an elementary school.
“East San Jose Elementary School Type 2 Diabetes and Cardiovascular Disease Prevention Program”
Role: Qualitative Consultant
5R21HS13496 9/30/02-9/29/05

Robert Williams (PI)
Agency for Healthcare Research and Quality
“RIOSNet: Infrastructure and Exploratory Project”
This project was designed to better understand the factors that influence preventive counseling decisions in the brief primary care clinical encounter.
Role: Lead Qualitative Scientist

University of New Mexico Cancer Research and Treatment Center 5/1/04-12/31/05
Deborah Helitzer (PI)
University of New Mexico Health Sciences Center
“Assessing HPV Vaccine Acceptability Among Adolescent Health Providers in New Mexico”
The central aim of this study was to explore the factors that influence STD and HPV counseling with adolescents among primary care providers in New Mexico.
Role: Lead Qualitative Scientist

MENTORING

Mentoring of other faculty/staff in research or scholarship:

8/1/19-Present Bernard Tawfik, MD; Assistant Professor, UNM Department of Internal Medicine, Division of Hematology/Oncology.

7/1/18-6/30/19 Melanie Baca, MD; Assistant Professor, Department of Family and Community Medicine. Formal role as Academic Co-Mentor of a pilot study titled, “Development of a Multi-Level Framework to Reduce Disparities in Unintended Teen Pregnancy Among Hispanic Adolescents.” Funded by the University of New Mexico Transdisciplinary Research, Equity and Engagement Center for Advancing Behavioral Health, Pilot Research Project in Health Disparities.

6/1/18-Present Dolores Guest, PhD; Research Assistant Professor, UNM Department of Internal Medicine, Division of Epidemiology, Biostatistics and Preventive Medicine. Member of Mentorship Committee.

9/17-6/20 Regan Riley, DO, MPH; Family Planning Fellow, UNM Department of Obstetrics and Gynecology, Mentorship on Scholarly project for Fellowship.

1/17-6/19 Lily Bayat, MD, MPH; Family Planning Fellow UNM Department of Obstetrics and Gynecology. Mentorship on Scholarly project for Fellowship.

4/17-6/30/17 Carina Heckert, PhD; Assistant Professor, Department of Sociology and Anthropology, University of Texas at El Paso. Mentor through faculty fellowship entitled, “Building Scholars Summer Sabbatical Program.”

7/1/16-6/30/17 Carina Heckert, PhD; Assistant Professor, Department of Sociology and Anthropology, University of Texas at El Paso. Mentor through funded program entitled, “BUILDing SCHOLARS Pipeline Partner Institution Faculty Supermentor
Program.”

5/16-Present  Cindy Blair, PhD; Assistant Professor, Department of Internal Medicine, University of New Mexico; Core mentor on K07 grant entitled “Improving Physical Functioning in Older Cancer Survivors through Light-intensity Physical Activity.” Submitted to the National Cancer Institute (NIH) in June 2016.

1/13-12/15  Jennifer Hettema, PhD; Mentored Patient-Oriented Research Career Development Award (K23; NIH/NIAAA) entitled, “Mentored Research on Improving Alcohol Brief Interventions in Medical Settings;” Member of Mentorship Committee

8/08-5/14  Christina Getrich, PhD; Post Doctoral Research Fellow and Staff Scientist; Lead supervisor

Teaching / Education

Ph.D. student mentoring:

1/14-7/17  Estela Vasquez Guzman, PhD; Department of Sociology, University of New Mexico; Committee on Dissertation Studies Member

5/09-8/09  Carolyn Montoya, CPNP; Doctoral student, University of New Mexico College of Nursing; recipient of Signature Program in Child Health Research Apprenticeship Award; Project Co-Supervisor

9/08-6/10  Patti Smith, Doctoral student; Consultant

Masters student mentoring:

7/20-Present  Anwar Jackson, MD; Master’s Thesis Committee on Studies Member; Master of Science in Biomedical Science Program

5/20-Present  Shashank Cingam, MD; Master’s Thesis Committee on Studies Member; Master of Science in Biomedical Science Program

1/20-Present  Divya Goyal, MD, MPH; Master’s Thesis Committee on Studies Chair; Master of Science in Biomedical Science Program.

1/20-6/20  Richard Gadomski, MD; Awarded Master of Science in Biomedical Science Program; “Suicide, Heroin Use and Resiliency Factors Amongst Transgender Adolescents in New Mexico;” Member of Thesis Committee.

1/19-7/19  Tracy McDaniel; Awarded Master of Public Health; Integrative Experience Committee member; “Growing Connections: Farm Worker Perceptions of Local Food Systems and Community Resilience.” College of Population Health, Master
of Public Health Program.

6/16-4/17  Jennifer Mings; Awarded Master of Public Health; Master’s Thesis Committee Member; “An Investigation of the Pap Smear Utilization among Homeless Women at Albuquerque Healthcare for the Homeless.”

7/16-5/17  Kanwal Qidwai, MD; Awarded Master of Science in Biomedical Science Program, with Distinction; “Barriers to Buprenorphine for Opioid Addiction in New Mexico;” Member of Master’s Thesis Committee

11/15-5/16  Neha Bhardwaj, MD; Master of Science in Biomedical Science Program Candidate; Mentor

2/15-2018  Steven Greer, MD; Master of Science in Biomedical Science Program Candidate; Master’s Thesis Committee Chair

8/14-7/15  Desirae Woods; Awarded Master of Public Health; Master’s Thesis Committee Member; “Assessing The Prescription Fruit and Vegetable intervention (FreshRX) in Albuquerque, NM.”

9/14-12/15  Meredith Root; Master of Public Health Candidate, Work Study Mentor

2/14-5/15  Ramsey Tate, MD; Awarded Master of Science in Biomedical Science Program, with Distinction; “Language Barriers Impact Prehospital Care;” Master’s Thesis Committee Chair

9/13-1/14  Sheri Lesansee; Master of Public Health Program candidate; Field Director for Practicum Experience

6/13-5/14  Christian Shaw, MD, PhD; Awarded Master of Science in Biomedical Science Program; “Implementing an Online Social Network for Health Communication;” Master’s Thesis Committee Member

3/13-11/15  Katherine Mandeville MD; Awarded Master of Science in Biomedical Science Program; “Improving Repository Electronic Medical Record Utstein Data Reporting by Emergency Medical Services;” Master’s Thesis Committee Chair

3/13-9/15  Shannor Carr, MD; Awarded Master of Science in Biomedical Science Program; Master’s Thesis Committee Member

6/12-12/13  Brenda Pereda, MD; Master of Science in Biomedical Science Program candidate; Mentor

10/11-12/13  Stephen Lu, MD; Awarded Certificate in Biomedical Science Program; Master’s Thesis Committee Member

9/09-5/12  Anzia Bennett, Graduate Research Assistant; Lead Supervisor
Undergraduate Student Mentoring

9/20-Present  Noah Lucero; Undergraduate student in the El Puente Fellowship Program; University of New Mexico; primary mentor

6/21-8/21  Samantha Ogata; Undergraduate student in the C-STEMS Summer Program; Primary Mentor.

06/16-7/17  Ruby Gomez; Undergraduate student in the McNair Scholars Program; University of New Mexico; primary mentor

4/15-5/16  Chanda Begin; Undergraduate student in the McNair Scholars Program, University of New Mexico; primary mentor

Other teaching and student mentoring activities:

10/08-5/2011  Seth Farnsworth, Medical Student; Research Project Co-Supervisor

TEACHING

Classroom, Laboratory Teaching and Tutoring (courses or blocks taught or team taught):

University of New Mexico Health Sciences Center

Community Health and Engagement Block, 2nd year Medical Students, University of New Mexico School of Medicine; Fall 2020

Masters of Science in Biomedical Science Program, Clinical and Translational Science Center

Qualitative Measurement in Clinical and Translational Research (2012-2021); Lead Instructor

Measurement in Clinical and Translational Research, (2008-2011); Co-Instructor

Facilitator, Perspectives in Medicine: Culture, Identity and Diversity, Cultural Competency Curriculum Development, Office of Diversity, February 2011

University of New Mexico

Principles of Cultural Anthropology, Department of Anthropology, University of New Mexico, Fall 2003

Introduction to Analytic Methods, Department of Community and Regional Planning, University of New Mexico, Spring 1999; Graduate Teaching Assistant

Language, Culture, Human Animal, Department of Anthropology, University of New Mexico, Spring 1996; Graduate Teaching Assistant
Introduction to Anthropology, Department of Anthropology, University of New Mexico, Fall 1995; Graduate Teaching Assistant

Urban Design Studio, Department of Community and Regional Planning, University of New Mexico, Fall 1995; Graduate Teaching Assistant

SERVICE

10/18-3/21 Member, Promotion and Tenure Committee; University of New Mexico Health Sciences Center; Three year term.

1/20 External Reviewer, Mid-Probationary Tenure Review, College of Pharmacy, University of New Mexico Health Sciences Center.

8/19-Present Population Science Clinical Working Group Committee Member, Cancer Control and Population Science Research Program, University of New Mexico Comprehensive Cancer Center, University of New Mexico Health Sciences Center.

3/19-Present Integrating Special Populations Committee member; Clinical Translational Science Center; University of New Mexico Health Sciences Center.

1/18-Present Invited Member, Incentive Compensation Committee; Department of Family and Community Medicine

7/17 Faculty hiring committee member; Associate Professor – Behavioral Health Researcher in the Department of Family and Community Medicine

9/15-Present Lead Evaluation Facilitator, Advancing Institutional Mentoring Excellence, Office for Diversity, University of New Mexico Health Sciences Center

1/13-Present Program Evaluator, Physician Assistant Program, Department of Family and Community Medicine, University of New Mexico Health Sciences Center

9/11-Present Steering Committee Member, Master of Science Clinical Research Program, University of New Mexico

7/12-10/12 Program Evaluator, Maternal and Child Health Program Quality Improvement Report, Department of Family and Community Medicine, University of New Mexico Health Sciences Center

8/12 Invited Judge, Undergraduate Pipeline Network Poster Session, University of New Mexico Health Sciences Center

1/09-2014 Member, Medical Student Research Committee, University of New Mexico Health Sciences Center
Description of scholarship, teaching and service interests:

I am a medical anthropologist and Associate Professor in the Department of Family and Community Medicine at the University of New Mexico. My efforts are concentrated in the areas of scholarship, teaching/education and service.

Scholarship: I have expertise in qualitative and mixed method research, formative assessment and process evaluation. My research has concentrated on cancer care delivery research, patient-provider communication, clinical decision making, health service delivery, community-based participatory research and health disparities in primary care and community settings. I have received institutional and extramural funding (RWJ Health Policy Center, CTSC, AHRQ, NIH) to conduct research on a broad range of topics including cancer prevention, obesity/diabetes, substance use, and complementary and alternative medicine. My research involves colleagues throughout the Health Sciences Center and with collaborators at other institutions. Within the Health Sciences Center, I have worked with faculty and staff in the Prevention Research Center, College of Nursing, Department of Obstetrics and Gynecology, Department of Surgery, College of Pharmacy, UNM Comprehensive Cancer Center, Internal Medicine, Department of Sociology and Department of Psychology. I have served as the Director of RIOS Net, a primary care practice-based research in the Department of Family and Community Medicine. At the UNM Comprehensive Cancer Center, I have served as the Founding Director of the Behavioral Measurement and Population Science Shared Resource since 2013 and in late 2018, I was appointed as Associate Director, Office of Community Outreach and Engagement in the UNM Cancer Center.

Teaching/Education: I have been an instructor in the Master of Science in Biomedical Science Program since 2008. I am the Course Director for Qualitative Measurement through which I teach a class and serve on Master's Committees for doctoral-level students. In this role, I have provided mentorship and research guidance to dozens of trainees. Within the Family Medicine Department, I have a formal role working with the Residency Program to work with Residents toward the completion of the scholarly requirements. In addition to these structured positions, I work informally with colleagues and faculty throughout the Health Sciences to provide mentorship and consultation on scientific studies, many of which utilize qualitative methods.

Service: Over the past several years, I have provided service to the UNM Comprehensive Cancer Center on faculty hiring committees and on the Population Science Clinical Working Group. Additionally, I have previously served on the Medical Student Research Committee reviewing medical student proposals. I also serve on the Master of Science of Clinical Research Steering Committee where I provide programmatic leadership and review applications to the Program. I also work within the Department of Family Medicine to provide ongoing evaluation to the Physician Assistant Program and have taken on other Service roles including evaluation of the Advancing Institutional Mentoring Excellence Program through the Office for Diversity.
ABILITY TO TEACH THE PROGRAM EFFECTIVELY

We have expert faculty in teacher preparation who have been teaching graduate licensure students through alternative licensure pathways for over 10 years.

Principal Survey Responses: 100% would recommend hiring a COEHS graduate to their colleagues, with 86% recommending to a “high” or “exceptional” degree.
RATIONALE
By establishing this graduate certificate in Elementary Education with K-8 Licensure the College of Education & Human Sciences will be able to:

- Work to decrease the teacher shortage in the state by preparing teachers who possess professional understandings, practices, and identities that enable them to provide meaningful learning experiences of the highest quality for all K-8 students.
- Recruit UNM graduate students and career changers from New Mexico and other areas of the country to become teachers through our 2-semester teacher preparation program.
- Accurately track licensure student enrollments and completions at the graduate level.
BUDGETARY IMPACT

• No new faculty hires.
• Maintain current workloads until enrollment increases, necessitating opening additional teacher preparation sections.
• No additional space, technology, or equipment needs.
Thank you for your consideration of this proposal.
NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

Date: **August 26, 2020**

**Marjori Krebs**
(Name of individual initiating Graduate Degree or Graduate Certificate)

**Professor 505-277-0602**
(Title, position, telephone number)

**mkrebs@unm.edu**
(Email address)

**Teacher Education, Educational Leadership & Policy**
(Department/Division/Program)

---

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).

Does this new degree affect any existing program? Yes ☐ No ☐ If yes, attach statement.

Proposed date to admit new students: Term **Summer** Year **2021**

---

**Required Signatures:**

- **Department Chair**
  - Cheryl Torrez
  - Date: 6/20/20

- **College Curricula Committee**
  - Hansel Burley
  - Digitally signed by Hansel Burley
  - Date: 2020.10.26.15:22:24-06'00'

- **College or School Dean**
  - Date: 9/17/20

- **Dean of Library Services**
  - Date: 9/3/20

- **Office of the Registrar—Catalog**
  - Date: 1/1/2021

- **FS Graduate Committee**
  - Date: 1/1/2021

- **Dean of Graduate Studies**
  - Date: May 12, 2021

- **FS Curricula Committee**
  - Date: May 12, 2021

- **Office of the Provost**
  - Pamela Cheek
  - Date: May 12, 2021

- **Faculty Senate**
  - Date: 

- **Board of Regents**
  - Date: 

---

**Additional Approvals for Degrees:**

- **Board of Regents**
  - Date: 

- **Council of Graduate Deans**
  - Date: 

- **Academic Council of Higher Education**
  - Date: 

- **Higher Education Department**
  - Date: 

- **State Board of Finance**
  - Date: 

---

THE UNIVERSITY OF NEW MEXICO OFFICE OF THE REGISTRAR (Revised 08/2007)
From: Dr. Pamela Cheek, Associate Provost for Student Success

To: Dr. Marjorie Krebs, Department of Teacher Education, Educational Leadership and Policy (TEELP) in the Elementary Education Program, College of Education and Human Sciences

Re: Transcripted Graduate Certificate in Elementary Education with K-8 Licensure

Date: May 27, 2020

The proposed new Transcripted Graduate Certificate in Elementary Education with K-8 Licensure is an extremely important program for the State of New Mexico. As the representative in the Office of the Provost and EVP for Academic Affairs charged with communicating provost-level approval for moving forward with development and review of the full program proposals, let me communicate my enthusiastic support of this. As you develop the graduate certificate, I hope that TEELP can consider ways of coordinating with undergraduate degree programs in other colleges, including UNM's College of Arts & Sciences and College of Fine Arts, to create streamlined pathways for students in these colleges to complete the certificate.

cc. Dr. Deborah Rifenbary, Interim Dean of the College of Education and Human Sciences
    Dr. Hansel Burley
    Robben Brown, Graduate Studies
    Michael Raine, Associate Registrar
From: Hansel Burley, Dean

To: Dr. Marjorie Krebs, Elementary Education Program, Department of Teacher Education, Educational Leadership and Policy (TEELP), College of Education and Human Sciences

RE: Support for Transcripted Graduate Certificate in Elementary Education with K-8 Licensure

Date: August 25, 2020

I fully support the proposed new Transcripted Graduate Certificate in Elementary Education with K-8 Licensure. The new certificate will prepare in-service educators and others interested in expanding their knowledge and teaching skills to better support the education of New Mexico’s youth. The payoff should be teachers with stronger skills producing better educational outcomes. Additionally, this certificate should serve as a gateway to TEELP master’s programs for in-service educators and as a postbaccalaureate finishing step for students receiving undergraduate degrees in the College of Arts and Sciences. Ultimately, students receiving this certificate will not only help raise the quality of teaching, their improved skills will help increase the number of teachers in schools. This effort has my endorsement.
September 2, 2020

Dr. Marjori Krebs  
Professor  
Department of Teacher Education, Educational Leadership & Policy

Dear Dr. Krebs,

The University Libraries has reviewed the Department of Teacher Education, Educational Leadership & Policy’s graduate certificate program in Elementary Education for K-8 Licensure. Since the Library is already supporting the teaching and research needs of the faculty and students of the established courses that comprises this certificate program, we should not need to add any new resources to continue to support these classes.

If any new courses are added to the curriculum or new faculty is added to support this certificate program, it is possible that new or additional library resources will be needed to support the teaching and research needs of students and faculty. Since the University Libraries operate with limited resources, we may have to cancel some existing resources in support of the Department of Teacher Education, Educational Leadership & Policy to meet any future needs for new information resources.

Sincerely,

Laura Soito  
Associate Professor  
Acquisitions & Electronic Resources Coordinator  
College of University Libraries & Learning Sciences  
lsoito@unm.edu  
505-277-4760

cc:  
Fran Wilkinson, Interim Dean, College of University Libraries & Learning Sciences  
Mark Emmons, Associate Dean, College of University Libraries & Learning Sciences
Graduate Certificate in Elementary Education with K-8 Licensure

**FORM D DRAFT FULL PROPOSAL**

Date _______________

In the enclosed packet you will find our request for a *Graduate Certificate in Elementary Education with K-8 Licensure.*

In accordance with the UNM Office of Graduate Studies Resources for Curriculum Forms Submissions, the proposal is being routed through:

- a) Program: Approved on April 20, 2020
- b) Department:  Approved on August 17, 2020
- c) College Graduate Committee: Approved on __________
- d) College: Approved on __________
- e) College Dean: Approved on __________
- f) Preliminary Review Memo sent to Provost’s Office:  Approved on May 27, 2020
- g) Registrar’s Office: Approved on __________
- h) Dean of Library Services:  Approved on __________
- i) Faculty Senate Graduate & Professional Committee:  Approved on __________
- j) Dean of Graduate Studies:  Approved on __________
- k) Faculty Senate Curricula Committee:  Approved on __________
- l) Office of the Provost:  Approved on __________
- m) Faculty Senate:  Approved on __________
- n) Board of Regents:  Approved on __________

This proposal is to create a new graduate certificate program with pre-existing coursework. Thank you for your consideration.

Sincerely,

Kristopher Goodrich, Chair
Department of Teacher Education, Educational Leadership, and Policy

Encl:  4 Document Sets
    Provost Preliminary Review Memo
    Form D
    Executive Summary
    Program Proposal
    Catalog Description
    Library Impact Statement
Proposal for a Transcripted Graduate Certificate in Elementary Education with K-8 Licensure

Executive Summary

The transcripted Graduate Certificate in Elementary Education with K-8 Licensure is designed for an individual holding a baccalaureate or advanced degree who seeks to pursue a New Mexico Level I Elementary Education Teaching License. This Graduate Certificate Program is open to current graduate students in other departments who seek to add this Graduate Certificate to their current programs of study, graduates with degrees in various fields, and career changers with diverse previous experiences from either the private or public sectors.

To obtain the proposed Graduate Certificate, students must successfully complete a minimum of 18 credit hours, including 12 credits of content methods courses and 6 credits of seminar and field experiences. Upon successful completion of certificate requirements and passage of state licensure tests, students are eligible to apply for a Level I Elementary Education Teaching License in New Mexico.

The Graduate Certificate in Elementary Education with K-8 Licensure will be housed in the College of Education & Human Sciences as part of the Department of Teacher Education, Educational Leadership and Policy (TEELP) in the Elementary Education Program.

New Graduate Certificate Preliminary Review Outline

1. Program Description
   a. What is the program and why should we offer it? Include the program’s major goals.

   The Graduate Certificate in Elementary Education with K-8 Licensure is designed for an individual holding a baccalaureate or advanced degree to be able to pursue a New Mexico Level I teaching license in Elementary Education. The Graduate Certificate Program is open to recent graduates from varied fields (e.g., Liberal Arts, Global Languages, STEM, etc.) or career changers with diverse previous job experiences from either the private sector (business, industry) or the public sector (federal, state, or local employees) who are now interested in teaching as a career. To obtain the proposed certificate, students must successfully complete a minimum of 18 credit hours which include 12 credits (four courses) of methods courses and six credits (over two semesters) of seminar and field experiences. (A three-credit course in the teaching of reading will be a pre-requisite required for the graduate certificate’s Reading Methods course.)
The major goals for the *Graduate Certificate in Elementary Education with K-8 Licensure* are:

- To recruit university graduate students and career changers in the New Mexico community and from other areas of the country for a post-BA licensure program that can be completed in two semesters;
- To prepare teachers who possess professional understandings, practices, and identities that enable them to provide meaningful learning experiences of the highest quality for all K-8 students; and
- To meet accountability measures within the university and outside accrediting agencies and the New Mexico Legislature for tracking program “completers.”

Currently the licensure program is embedded in the master’s program which makes tracking student progress difficult when students opt out of the master’s program after completing licensure requirements. These students are recorded as “non-completers.” A separate graduate certificate will allow the College of Education and Human Sciences to track licensure student enrollments and completions at the graduate level.

b. How does the program fit within the participating unit’s future plans?

The proposed *Graduate Certificate in Elementary Education with K-8 Licensure* is housed within the Elementary Education Program in the Teacher Education, Educational Leadership and Policy Department (TEELP) of the College of Education and Human Sciences at UNM. In the most recent TEELP (2011) Academic Program Review Self Study, among the unit’s stated “future directions” were goals for “strengthening our connections within and beyond the university” and “teacher recruitment.” The proposed *Graduate Certificate in Elementary Education with K-8 Licensure* will recruit students in various departments across campus who
Graduate Certificate in Elementary Education with K-8 Licensure

are completing bachelors’ degrees, students in graduate programs who can add this certificate as part of their program of study, and employees in area businesses and organizations thus strengthening the unit’s connections within and outside of the university.

In the 2011 Academic Program Review Committee Report for the Teacher Education Department, the review committee stated the following:

The department's self-study focuses on requests for additional resources and personnel to solve perceived problems and maintain existing programs. Our observations suggest that a more productive approach would be to rethink program design and delivery in the light of UNM’s unique mission as a research-extensive institution and then to collaborate with the Dean to allocate existing and new resources to support new models of teacher education more appropriate to the state’s flagship institution.

(2011 Final APR Committee Report, p. 1)

The proposed Graduate Certificate in Elementary Education with K-8 Licensure provides a new model of teacher education using existing resources, as well as providing research opportunities for faculty. The proposed program also has the potential to meet a number of the components of the former Dean of the College of Education’s vision for the future of teacher education at UNM as stated in the APR:

- by utilizing technological tools currently available in the college for the 18 credit course offerings,
- by focusing on data driven learner outcomes assessment through the use of the Tk20 system that has been implemented, and, as stated above,
- by providing research opportunities for faculty to study best practices models of teacher preparation.

c. How does the program fit within the UNM mission and strategic plan? Does this
program address particular research priorities?

The recent economic downturn coupled with the Covid-19 pandemic has resulted in increased unemployment and many individuals seeking retraining in order to reenter the workforce. By providing an alternative route to K-8 licensure for UNM graduate students and career changers, the program fits within the University of New Mexico mission and strategic plan by contributing to the state and national economies as well as helping graduates lead satisfying lives as they leave the program and pursue teaching positions throughout the state of New Mexico, the nation, and beyond. In addition, this program allows students in various content area degree fields across the University to add teaching credentials to their programs of study.

New Mexico is in the midst of a dire teacher shortage. As of October 2019, there were 644 teacher vacancies in New Mexico (Southwest Outreach Academic Research Evaluation & Policy Center). Of those 644 teacher vacancies, the largest need is for elementary teachers (173 teachers; 27% of the total teacher vacancies). This Graduate Certificate in Elementary Education with K-8 Licensure will enable the Department of Teacher Education, Educational Leadership and Policy to package our elementary education licensure program for potential students. These students can complete this certificate and licensure requirements within one year, thus assisting to alleviate the severe shortage of elementary education teachers in New Mexico.


According to the Labor Analysis Statistics and Economic Research website (http://laser.state.nm.us), there is a need for teachers in New Mexico. Currently (June 2020) across the state of New Mexico there are 99 openings for Elementary Teachers, and only 38 candidates, with .38 candidates per job opening.
Overall employment of kindergarten and elementary school teachers is projected to grow 7 percent from 2016 to 2026, about as fast as the average for all occupations. Rising student enrollment should increase demand for kindergarten and elementary teachers.

The number of students enrolling in public kindergarten and elementary schools is expected to increase over the coming decade, and the number of classes needed to accommodate these students should rise. As a result, more teachers will be needed to teach public kindergarten and elementary school students. (New Mexico Workforce Connection, 2020).

The University of New Mexico has a stated commitment to increase graduation rates and to provide support and structures that will facilitate increased numbers of students completing degree and certificate programs. Within the TEELP Department, there are post-BA students who come with the desire to complete the requirements for teaching licenses so that they can enter the workforce expediently. It is not uncommon for students to enroll in the MA with Alternative Route to K-8 Licensure Program, complete the licensure requirements, and then drop out of the program, thus being counted as “non-completers.” The proposed Graduate Certificate in Elementary Education with K-8 Licensure would address this issue by providing students with a licensure-only option that would allow them to have their program completion appear on their transcripts as a Graduate Certificate and allow them to enter the work force sooner.

Teacher education programs are being examined and audited as the accountability movement has turned its gaze on institutions of higher education. Federal and state agencies are asking how teachers are being prepared and what can be done to improve teacher quality in order to improve K-12 student academic achievement. Providing accurate and complete data to outside accrediting agencies, as well as for analysis by faculty for continuous improvement, is imperative. The proposed Graduate Certificate in Elementary Education with K-8 Licensure would allow for a more accurate tracking of licensure student completers. The proposed certificate program would also provide an opportunity to faculty for studying best practices in a teacher preparation program that focuses on licensure for post-BA students.
d. Does the program overlap or duplicate any existing program within UNM? In the state and/or region?

The Graduate Certificate in Elementary Education with K-8 Licensure will replace the current MA with Alternative Route to K-8 Licensure, therefore this new program does not overlap or duplicate any existing program within the University of New Mexico. All universities in New Mexico are required by the New Mexico Public Education Department to provide an alternative licensure route to teaching licensure. This Graduate Certificate satisfies this requirement.

e. What is the governance structure of the program?

Currently the alternative licensure pathway for elementary education licensure is housed within the Elementary Education Program in the TEELP Department. The Graduate Certificate in Elementary Education with K-8 Licensure will be governed by Elementary Education Program faculty and monitored and supported by the Chair of the TEELP Department. As is the practice in the College of Education and Human Sciences, the initial approval for the Graduate Certificate in Elementary Education with K-8 Licensure includes review and approval by the Elementary Education Program Faculty, the TEELP Department Faculty, the COEHS Graduate Committee made up of representatives from all academic program units within the College, the College of Education full faculty, the COEHS Dean, the UNM Senate Graduate Committee, the UNM Faculty Senate, and the Provost. No new courses are included in this proposal. The Graduate Certificate in Elementary Education with K-8 Licensure utilizes already existing courses. The courses and syllabi were approved by the New Mexico Public Education Department Professional Standards Commission in 2019.

f. For interdisciplinary programs, describe the responsibilities of each participating unit?

This is not an interdisciplinary program. The proposed program includes only the professional
education courses required for licensure in elementary education.

g. **What is the program development and implementation timeline?**

The program of studies for the *Graduate Certificate in Elementary Education with K-8 Licensure* is already in place within the MA with Alternative Route to K-8 Licensure in Elementary Education. This program of studies for licensure within the MA with Alternative Route to Licensure in Elementary Education was approved through the COE process in 2002. The timeline for formal approval of this program of studies in this Graduate Certificate is the following:

- **Fall 2020** Approval by the COE Dean, Provost, and the Dean of Graduate Studies
- **Spring 2021** Submission and review by the Faculty Senate Graduate Committee
- **Fall 2021** Submission and review by the Faculty Senate
- **Fall 2021** Approval by the Provost
- **Spring 2022** Implementation of the *Graduate Certificate in Elementary Education with K-8 Licensure*

2. **Student Impact**

   a. **How many students are projected to enroll?**

      We anticipate that approximately 30-40 new students will enroll in the program each year.

   b. **From where will these students be drawn?**

      This graduate certificate will draw from three groups of elementary licensure candidates:

      1) Interested students enrolled in graduate degree programs within the university who want to pursue a teaching license during their current program of study;

      2) Educational Assistants and substitute teachers with bachelor’s degrees who wish to become classroom teachers; and

      3) Career changers within the community who hold baccalaureate or advanced degrees and want to pursue alternative licensure and/or have obtained an intern license and want to
complete the alternative license requirements through the UNM graduate certificate pathway.

c. What are the demographic characteristics and educational goals of the target students?

Currently there are 75 students in the MAw/ARL program. As of May 2020 the MAw/ARL program has admitted 24 students to begin coursework in Fall 2020. We anticipate more students to enroll in the Graduate Certificate program because it is transcripted and can be specifically marketed to potential applicants. In addition, graduate students in other programs can add this certificate to their current graduate programs. The target employment goal of those attaining this Graduate Certificate is to be employed as elementary classroom teachers in grades K-8. The data below lists the duplicated counts by ethnicity of students in the MAw/ARL Program. Hispanic is considered an ethnicity separate from other racial categories. For the purpose of this report, they are included in the racial/ethnicity figures below.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2016-2017 N</th>
<th>%</th>
<th>2017-2018 N</th>
<th>%</th>
<th>2018-2019 N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>30</td>
<td>45%</td>
<td>40</td>
<td>66%</td>
<td>43</td>
<td>68%</td>
</tr>
<tr>
<td>White</td>
<td>44</td>
<td>66%</td>
<td>41</td>
<td>67%</td>
<td>46</td>
<td>73%</td>
</tr>
<tr>
<td>American Indian</td>
<td>18</td>
<td>27%</td>
<td>21</td>
<td>34%</td>
<td>17</td>
<td>27%</td>
</tr>
<tr>
<td>Asian</td>
<td>8</td>
<td>12%</td>
<td>3</td>
<td>5%</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>African American</td>
<td>5</td>
<td>7%</td>
<td>6</td>
<td>10%</td>
<td>8</td>
<td>13%</td>
</tr>
<tr>
<td>International Student</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>3%</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>1</td>
<td>1%</td>
<td>2</td>
<td>3%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>24</td>
<td>36%</td>
<td>35</td>
<td>57%</td>
<td>37</td>
<td>59%</td>
</tr>
<tr>
<td>Total Students</td>
<td>67</td>
<td>100%</td>
<td>61</td>
<td>100%</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>
The educational goals of the target students for the Graduate Certificate in Elementary Education with K-8 Licensure are to complete a K-8 licensure program that provides them with knowledge, skills, and dispositions to be effective classroom teachers.

d. What are the employment goals of the typical target student?

The employment goal of the typical target student for the Graduate Certificate in Elementary Education with K-8 Licensure is to be employed by a school district to teach in a K-8 classroom.

3. Curriculum Plan

a. Describe the curriculum and its impact on existing courses, including courses in other departments. NOTE: Certificates with new courses must be reviewed by the HED.

The Graduate Certificate in Elementary Education with K-8 Licensure utilizes existing courses within the TEELP Department which are currently taught within the elementary education program. There are no courses within the Graduate Certificate program that are in other departments. The table below presents the curriculum for the Graduate Certificate in Elementary Education with K-8 Licensure.

b. What instructional model(s) will be used in presenting the program?

The Graduate Certificate in Elementary Education with K-8 Licensure includes four methods courses, two seminar courses, and two field experience courses. The instructional models used in the methods courses will include instructor modeling of strategies, small group discussions and projects, interactive learning experiences, teacher observations, video analyses, field trips, guest speakers, and the use of technology to share videos of content and exemplary teaching episodes, along with teacher resource websites.
## Curriculum for Graduate Certificate in Elementary Education with K-8 Licensure Program

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 531</td>
<td>Teaching Reading to Culturally &amp; Linguistically Diverse Students II (Pre-requisite: EDUC 330: Teaching Reading to Culturally &amp; Linguistically Diverse Students I)</td>
<td>This course is designed to enable classroom teachers in the design and implementation of an effective program of reading instruction for elementary students.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC *461</td>
<td>Teaching Mathematics K-8</td>
<td>This course provides strategies and materials appropriate for traditional and innovative instructional programs in elementary school mathematics.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC *453</td>
<td>Teaching Science K-8</td>
<td>This course focuses on methods, processes, content and management of children’s science observation, exploration, discovery and invention; attitudes of inquiry and wonderment.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC *421</td>
<td>Teaching Social Studies K-8</td>
<td>This course provides an overview and development of the social studies curriculum within the contexts of the elementary school program and multicultural community settings.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 581</td>
<td>Initial Field Experience K-8 Seminar</td>
<td>This course is the discussion and analysis seminar for students in their first semester of field experience.</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 582</td>
<td>K-8 Field Experience Seminar II</td>
<td>This course is the discussion and analysis seminar for students in their second and final semester of field experience.</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 594</td>
<td>Initial Field Experience</td>
<td>This first field experience consists of one semester with two full days per week in a cooperating teacher classroom.</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 595</td>
<td>Advanced Field Experience [Student Teaching]</td>
<td>This second and final field experience consists of one semester with two days per week and one semester with five days per week in a cooperating teacher classroom.</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL GRADUATE CREDIT HOURS** 18
c. What are the expected student learning outcomes for the program? How will the learning outcomes be measured?

The student learning outcomes for the *Graduate Certificate in Elementary Education with K-8 Licensure* are to ensure that every graduate exiting the program will be able to research topics, plan developmentally appropriate and challenging lessons based upon this research, teach each lesson effectively including differentiation for culturally and linguistically diverse learners, and assess and evaluate student work along with her/his own teaching in order to better meet the needs of all students in K-8 classrooms. The following presents the specific “understandings, practices and identities” (COEHS Mission) that articulate the student learning outcomes for the proposed *Graduate Certificate in Elementary Education with K-8 Licensure*. Each of these outcomes is evaluated by supervisors and cooperating teachers during the field experience semesters using the online assessment data management system, Tk20. Students also complete a self-evaluation of these outcomes through the online Tk20 system.
Conceptual Framework for Professional Education
Professional Understandings, Practices, and Identities

The College of Education at the University of New Mexico believes that professional education should seek to help individuals develop professional understandings, practices, and identities. These understandings, practices and identities frame the lifelong learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

UNDERSTANDINGS: Understandings frame the identity and practice of educational professionals. We seek to help you better understand:

1. Human Growth and Development
   Patterns in how individuals develop physically, emotionally, and intellectually. How to provide conditions that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.

2. Culture and Language
   The nature of home, school, community, workplace, state, national, and global contexts for learning. How social groups develop and function and the dynamics of power within and among them. How language and other forms of expression reflect cultural assumptions yet can be used to evoke social change. How one’s own background and development shape understanding and interaction.

3. Content of the Disciplines
   The substance of the disciplines you teach—the central organizing concepts and factual information—and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

4. Pedagogy
   Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners. How to evaluate educational practice.

5. Technology
   Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.

6. Professional Issues
   The social and political influences on education, both historically and currently. Local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.

7. Nature of Knowledge
   How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.
8. Pedagogy
Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners. How to evaluate educational practice.

9. Technology
Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.

10. Professional Issues
The social and political influences on education, both historically and currently. Local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.

11. Nature of Knowledge
How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.

PRACTICES: These understandings enable you, as a professional, to value and engage in practices that embody the following qualities:

1. Learner-Centered
Students’ past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences. Routines promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.

2. Contextual
Experiences engage learners in ways of thinking, doing, talking, writing, reading, etc., that are indicative of the discipline(s) and/or authentic social contexts. Ideas and practices are presented with the richness of their contextual cues and information. Learners are provided with models and opportunities to reflect on their experiences and to relate their learning to other social contexts.

3. Coherent
Learning experiences are organized around the development of concepts and strategies that learners need in order to participate in other similar situations. Learners are assessed on what they had the opportunity to learn.

4. Culturally Responsive
Diversity is valued, and learners are helped to become aware of the impact of culture on how they and
others perceive the world.

5. **Technologically Current**
Available technology facilitates learning. Learners are helped to understand the effect of media on their perceptions and communication.

**PROFESSIONAL IDENTITY:** Developing a *professional identity* is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help you to develop the following attributes of a professional:

1. **Caring**
Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.

2. **Advocacy**
Committed to ensuring equitable treatment and nurturing environments for all learners.

3. **Inquisitiveness**
Habitual inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.

4. **Reflection-in-Action**
Able to analyze, assess and revise practice in light of student learning, research and theory, and collegial feedback.

5. **Communication**
Skilled in speaking, writing, and using other modes of expression.

6. **Collaboration**
Able to work cooperatively with students, parents, community members, and colleagues.

7. **Ethical Behavior**
Aware of and able to work within the ethical codes of the profession.

4. **Budgetary Impact**
   a. How many faculty are necessary for program delivery and what are their qualifications?

   No new faculty are needed for the proposed *Graduate Certificate in Elementary Education with K-8 Licensure*. All of the proposed program’s courses are existing courses which are offered on a planned schedule. Each course in the proposed program is overseen by faculty of the highest quality with expertise in the associated content area.
b. How will this program affect the workload of current faculty and support staff?

Current faculty and support staff workloads will not be changed by the proposed Graduate Certificate in Elementary Education with K-8 Licensure due to the fact that the program will utilize existing courses and instructors.

c. Will additional faculty or staff be required? What is the cost?

No additional faculty or staff will be required to implement the program.

d. What faculty and staff development services will be needed?

No additional faculty and staff development services will be needed for the proposed Graduate Certificate in Elementary Education with K-8 Licensure because all of the courses already exist and are being taught currently in the Elementary Education Program.

e. What impact will enrollments in the certificate program have on student support (GA & TA positions, scholarships, etc.)?

No new GA or TA positions, nor scholarships, will be required for implementation of the proposed program.

f. What technology, media, equipment and instructional supplies are needed to reach these learning outcomes? Are these resources available? What is the estimated cost?

No additional technology, media, equipment and instructional supplies are required for the proposed Graduate Certificate program. All existing resources are sufficient for implementing the proposed program.

g. Are there any needs for additional or renovated space?

There is no need for additional or renovated space to implement the proposed Graduate Certificate program. All existing spaces are sufficient for implementing the proposed program.
h. What student support services are likely to be needed and to what extent (CAPS, Library, ITS, advising, etc.)? What is the estimated cost?

The existing student support services will provide sufficient support for the proposed Graduate Certificate in Elementary Education with K-8 Licensure. There is no anticipated additional cost to implement the proposed program.

i. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

All students in the College of Education, including students in the proposed Graduate Certificate in Elementary Education with K-8 Licensure are charged a one-time $125 fee for the Tk20 system to house their electronic portfolios and teaching data. A $15 fee per semester allows all COE students to utilize printing in the technology centers. A $105 course fee for each semester of field experience covers the cost of supervision during the students’ student teaching experiences. Two methods course have course fees for classroom materials (EDUC 453 Teaching Science K-8 for $10, EDUC 461 Teaching Mathematics K-8 for $10).

5. Accreditation Plan

a. How does the program affect any existing accreditation and licensure requirements?

The proposed Graduate Certificate in Elementary Education with K-8 Licensure program meets the Council for the Accreditation of Educator Preparation (CAEP) accreditation requirements for elementary teacher education programs. The proposed program also meets the New Mexico Public Education Department’s requirements for a license in Elementary Education. No new accreditation or state licensure requirements are required.

b. If new accreditation is required, describe the accreditation process and the expenses involved.

No new accreditation is required.
6. Additional Information

a. Provide any additional information needed to make the case for development of a proposal.

All universities in New Mexico are required by the New Mexico Public Education Department to provide an alternative licensure route to teaching licensure. At UNM, the alternative licensure program, approved by the New Mexico Public Education in 2002, is currently nested within the MA with Alternative Route to K-8 Licensure Program. At the present time, this structure impedes enrollment of graduate students in other programs within the university from seeking alternative teaching licensure according to OGS regulations (i.e., students may be enrolled in only one graduate degree program at a time). This new graduate certificate program would allow these students to pursue a transcripted certificate in elementary licensure, obtain an intern license from the state and be hired for a full time teaching position (if desired), and still maintain graduate status in their chosen degree program. This feature of the Graduate Certificate in Elementary Education with K-8 Licensure program would make it possible for not only graduate students within the College of Education (i.e. Special Education; Language, Literacy and Socio-Cultural Studies; Educational Psychology; and Early Childhood) to work toward elementary licensure, it also means that graduate students from other colleges within the university (e.g., Engineering, History, English, Anthropology, Biology, Mathematics, etc.) could work toward adding an elementary teaching license to their graduate degrees. The Graduate Certificate in Elementary Education with K-8 Licensure provides UNM students with additional options for future employment while also bringing into teaching individuals with strong content area backgrounds to work with young children in elementary and middle schools.
**Graduate Certificate Program:**

**Graduate Certificate in Elementary Education with K-8 Licensure**

This program is for an individual interested in obtaining a K-8 elementary teaching license. A student in this program is one who has earned a Bachelor’s, Master’s or Doctoral degree.

Interested applicants should consult with an Elementary Education Faculty Advisor before applying to the Graduate Certificate Program. Students must be formally admitted to the Graduate Certificate Program in order to enroll in the Graduate Certificate Program courses.

**Students who complete the Graduate Certificate are strongly encouraged to apply these 18 credit hours toward an MA in Elementary Education.**

**Application Deadlines**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Deadline for Best Consideration</th>
<th>Applications Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer/Fall semester</td>
<td>February 1-May 1</td>
<td>Continue to be accepted</td>
</tr>
<tr>
<td>Spring semester</td>
<td>September 1-November 1</td>
<td>Continue to be accepted</td>
</tr>
</tbody>
</table>

**Admissions Criteria**

A complete online application must be submitted to the University and to the Department. Admission is based on space availability. For application information, visit the [College of Education and Human Sciences Web site](https://www.unm.edu/collegenews).  

**M.A. in Elementary Education (for Licensed Teachers)**

- Meet UNM Graduate Studies requirements;  
- Have an overall GPA of 3.0 in the last 2 undergraduate years in the major field of study; and  
- Hold a valid teaching license.

**Graduate Certificate in Elementary Education with K-8 Licensure**

- Meet UNM Graduate Studies requirements; and  
- Have an overall GPA of 3.0 in the last 60 credit hours of university coursework.

**Graduate Certificate in Elementary Education with K-8 Licensure**

**Prerequisite Course:**

EDUC 330: Teaching of Reading to Culturally and Linguistically Diverse Students I (3 undergraduate credit hours)

**Required Courses:**

18 graduate credit hours in licensure courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 330L</td>
<td>Teaching of Reading to Culturally and Linguistically Diverse Students I</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduate Certificate in Elementary Education with K-8 Licensure

EDUC 330L does not count for graduate credit, but IS a requirement for the Elementary Education (K-8) Teaching License.

<table>
<thead>
<tr>
<th>Total Prerequisite Hours</th>
<th>3</th>
</tr>
</thead>
</table>

**REQUIRED GRADUATE COURSES:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC *421</td>
<td>Teaching Social Studies K-8</td>
<td>3</td>
</tr>
<tr>
<td>EDUC *453</td>
<td>Teaching Science K-8</td>
<td>3</td>
</tr>
<tr>
<td>EDUC *461</td>
<td>Teaching Mathematics K-8</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 531</td>
<td>Teaching of Reading to Culturally and Linguistically Diverse Students II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 581</td>
<td>Initial Field Experience K-8 Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 582</td>
<td>K-8 Field Experience Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 594</td>
<td>Initial Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 595</td>
<td>Advanced Field Experiences</td>
<td>3</td>
</tr>
</tbody>
</table>

*eligible for graduate credit.

<table>
<thead>
<tr>
<th>Total Graduate Hours</th>
<th>18</th>
</tr>
</thead>
</table>

When a student has completed the licensure course requirements listed above (21 credit hours), he/she is eligible to apply for a teaching license from the State of New Mexico Public Education Department Professional License Bureau [Web site](https://coehs.unm.edu/departments-programs/teelp/elementary-education/index.html).

NOTE: Changes in state requirements or state initiatives in education may require periodic revisions of the curriculum and admissions process.

Contact:
Department of Teacher Education, Educational Leadership and Policy
Hokona Hall-Zuni, Room 128
(505) 277-9439
[https://coehs.unm.edu/departments-programs/teelp/elementary-education/index.html](https://coehs.unm.edu/departments-programs/teelp/elementary-education/index.html)
CURRICULUM FORM CHECKLIST
Complete this form and submit with curricular forms A, B, C, D

Program Level

- Individual faculty member initiates form
- Form provided to all program faculty (including affiliated faculty in other departments)
- Minimum one week for program faculty to review form and syllabus
- Program faculty vote on form at meeting or electronically
- Approved, documentation of program vote and form sent to Department Chair

Program Coordinator Initials MK
Date 8/19/20

Note: If not approved, send form back to initiating faculty member with comments for revision

Department Level

- Chair reviews for accuracy and completeness
- Form provided to all departmental faculty for minimum of one week
- Department votes on forms at meeting or electronically
- If approved, documentation of department vote and form sent to Department Chair
- Chair sends an e-mail indicating faculty vote and departmental approval to the Scheduling Coordinator

Department Chair Initials
Date 8/19/20

Note: If not approved, send form back to initiating faculty member with comments for revision

Which form should I use?
(Manual is attached)

Form A
Minor change in existing, active undergraduate and graduate courses (e.g. name or course number)

Form B
New course request for undergraduate and graduate courses

Form C
Substantial changes or revisions to graduate and undergraduate courses, degrees, majors, minors, concentrations, emphases, and transcripted certificates

Form D
New graduate degrees and new transcripted graduate certificates

Curricular forms can be found at http://registrar.yum.edu/faculty-staff-resources/index.html Under STAFF AND FACULTY RESOURCES click on CURRICULUM WORKFLOW

Revised 11/25/2014
Rationale and Need for the Certificate

- UNM’s MCRP Program has the only Indigenous Planning Concentration in US
  - Make curriculum available to planning students at other universities
  - Make certificate available to students in related disciplines at UNM

- Specialized knowledge that practitioners in planning and related fields need but may not have
  - Some practitioners work in planning without formal training
  - Most planners have no Indigenous Planning training
  - Make the courses and the certificate available to practitioners in New Mexico
  - Make courses and curriculum available to practitioners in other regions
Teaching Capacity

- Courses currently offered through the MCRP program

- Indigenous Planning courses in the MCRP program have capacity for additional students

- MA in NAS has additional courses that are included as electives

- Community and Regional Planning Department has teaching expertise and capacity now
  - One open faculty position in Indigenous Planning, requesting hire beginning Fall 2022 to replace Dr. Laura Harjo

- Qualified part time faculty members in the CRP Department and iD+Pi networks
Budget

- New costs
  - Course release and/or SAC for Certificate Director
  - One time course development stipends for faculty to redesign current courses in a hybrid modality
    - Courses will be hybrid with in person and remote options
    - CRP 442/542 Indigenous Environmental Planning offered this way Fall 2021

- Potential revenues
  - New students in the Certificate Program
  - New students through a collaborative UNM Continuing Education curriculum and certificate
Exciting Potential

- Builds on current curriculum and capacity
- Expands opportunities through hybrid courses
- Innovation in hybrid courses to meet student needs for in person courses while meeting other student needs for remote courses AND to reflect professional practice
- Collaboration with UNM Continuing Education to increase opportunities for practitioners
- Recognize and elevate UNM’s pathbreaking expertise in Indigenous Planning education
NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D

Date: 11/1/2020

Renia Ehrenfeucht
(Name of individual initiating Graduate Degree or Graduate Certificate)

Chair and Professor, Community + Regional Planning, 277-2168
(Title, position, telephone number)

rehrenfeucht@unm.edu
(Email address)

Community + Regional Planning
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:
1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).

Does this new degree affect any existing program? Yes ☐ No ☐ If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2021

Required Signatures:

<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>College Curricula Committee</td>
<td></td>
</tr>
<tr>
<td>College or School Dean</td>
<td></td>
</tr>
<tr>
<td>Dean of Library Services</td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar—Catalog</td>
<td></td>
</tr>
<tr>
<td>FS Graduate Committee</td>
<td></td>
</tr>
<tr>
<td>Dean of Graduate Studies</td>
<td></td>
</tr>
<tr>
<td>FS Curricula Committee</td>
<td></td>
</tr>
<tr>
<td>Office of the Provost</td>
<td></td>
</tr>
<tr>
<td>Faculty Senate</td>
<td></td>
</tr>
<tr>
<td>Board of Regents</td>
<td></td>
</tr>
</tbody>
</table>

Additional Approvals for Degrees:

<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Regents</td>
<td></td>
</tr>
<tr>
<td>Council of Graduate Deans</td>
<td></td>
</tr>
<tr>
<td>Academic Council of Higher Education</td>
<td></td>
</tr>
<tr>
<td>Higher Education Department</td>
<td></td>
</tr>
<tr>
<td>State Board of Finance</td>
<td></td>
</tr>
</tbody>
</table>

* Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.
Thank you for the opportunity to review this preliminary proposal; the certificate strikes me as truly visionary and has the support of Academic Affairs for further development. As you develop the proposal for the Certificate more formally, please work with Associate Registrar Michael Raine and Ms. Robben Brown in Graduate Studies to make sure that the proposal includes the appropriate number of credit hours and also meets the requirements for State of New Mexico approval.

I would suggest that it might be possible to investigate and include collaborations with the Department of Native American Studies, which is currently proposing a Ph.D. through a Form D initiated last academic year, some of the areas of strength at the UNM Law School, including the Utton Transboundary Center, and, finally, the Art and Ecology Program in the College of Fine Arts.

I look forward to seeing how this develops. Please let me know if I can be of assistance along the way.
Executive Summary

The Community and Regional Planning (CRP) Department proposes to develop a new certificate in Indigenous Planning. The intent of the certificate is to provide Indigenous planning professional development for working professionals and promote socially responsible practices that empower tribes to better manage and take control of planning, community development, and related processes.

Indigenous planning is first and foremost about strategically shaping the physical and social character of Indigenous communities by informing planning and community development to improve economic and social viability. At the core of this effort is how cultural values can be used in planning to generate and sustain places that are productive, beautiful, healthy, and safe. Indigenous peoples, or tribes, have been subjected to assimilative policies and practices for generations. Nowhere is this more evident than in the built environment.

The CRP Department uses a 7-generations planning model as the foundation of Indigenous planning pedagogy. The 7-generations model builds on Indigenous knowledge and assists communities in connecting their past, present, and future. The structure is driven by a situational demographic model: older generations are identified as great grandparents, grandparents, and parents; the middle generation are adults in their middle years; and the younger generations are comprised of children, grandchildren, and great-grandchildren. This generative model is informed by scholarship and a network of international programs and practitioners that have successfully implemented these approaches in their local situations.

Currently, CRP offers an Indigenous Planning concentration in the Master of Community and Regional Planning (MCRP) degree. This is the only Indigenous Planning concentration in a U.S. planning department. Some courses are offered as dual level courses for undergraduate students. The proposed Indigenous Planning Certificate will be the only one in the nation and is intended to offer professional development to planners throughout the country as well as those in other settler colonial societies. The certificate will have an appointed director, and be overseen by the CRP faculty as well as a professional advisory committee as needed. The certificate will be comprised of courses currently offered through the MCRP curriculum. This certificate will make the Indigenous planning curriculum available to a broader constituency of outside professionals as well as students in other graduate degree programs.

The School of Architecture and Planning averages 40 Native American students annually in both the undergraduate and graduate programs in planning, architecture and landscape architecture. In SA+P, the percentage of Native American students averages around 7.5%. By comparison, UNM averages around 5%. The representation of Native American students in SA+P has consistently outpaced other units on campus (source: informatics.unm.edu, 2020). The School of Architecture and Planning is the only program in the state that produces design and planning professionals. The certificate will help recruit and pipeline students that are underrepresented in the design and planning professions. At the same time, the certificate will
impact the way practitioners engage with Indigenous communities in this region and around the globe.

The certificate is supported by the Indigenous Design and Planning Institute (iD+Pi) which is housed in School of Architecture and Planning. Established in 2011, iD+Pi has assisted numerous tribes and generated over $3 million in funding. iD+Pi has been recognized as a leading program in design equity and its projects have been nationally showcased. The certificate would be connected to national and higher education workforce development efforts focused on creative placemaking, an area in which iD+Pi has been very active.
Library Impact Statement

This certificate includes existing courses and content areas, which are already supported by UNM Libraries. The primary impact would be an additional 10-18 students per year using library resources.
# NEW GRADUATE CERTIFICATE PROGRAM APPLICATION

## A. General Information

**Institution:** University of New Mexico, Main Campus, Albuquerque

**Name and Title of Contact Person:** Renia Ehrenfeucht, Professor and Chair, Community + Regional Planning

**Email of Contact Person:** rehrenfeucht@unm.edu

**Name of Proposed Program:** Indigenous Planning Certificate

**Name of Sponsoring Department, School, and/or College:** Community + Regional Planning Department

**Level of Proposed Program (Graduate Certificate or Post-degree Certificate):** Graduate Certificate

**Estimated Time to Complete Proposed Program**
1 year, 2 courses per semester plus summer two years, one course per semester

**Campuses to offer this degree program**
UNM Main Campus, Albuquerque

**All Program Format(s) (standard, distance education, evening, weekend and/or other)**
The courses will be taught in formats that reflect current formats used in the MCRP program. This includes standard face-to-face courses, remote courses and courses offered in the evenings. Intensive field courses will be options but not required. The intent is to develop courses where students remotely and face-to-face will be integrated into the same courses and classrooms in ways that reflects professional practice.

**Anticipated Start Date**
Fall 2021

**Proposed CIP code**
04.03

## B. Program Curriculum

**Program Description (as listed in catalog)**
Please see attached program description and curriculum

**Program Curriculum (as listed in catalog)**
Please see attached program description and curriculum

**Number of Credits Required**
15
**Program Learning Outcomes**

By completing the certificate, students will be able to:

SLO 1: Apply multiple planning tools and techniques in tribal government and community contexts

SLO 2: Analyze and adapt planning tools and techniques for Indigenous communities

SLO 3: Explain and apply principles of Indigenous planning theory including 7 Generations Planning, Futurity, Land Tenure, and Traditional Knowledge

SLO 4: Explain the evolution of planning in Indigenous communities

---

**Is this certificate designed to be stand-alone or is it intended for students that are also seeking a graduate degree?** If so, list how the courses will be shared between the two.

The certificate will be comprised of courses currently offered through the Master of Community and Regional Planning (MCRP) curriculum. This certificate will make the Indigenous planning curriculum available to a broader constituency of outside professionals as well as students in other graduate degree programs.

Students will have three options when obtaining the certificate. Students can enroll in the certificate program (without participating in the MCRP degree) and obtain the graduate certificate.

Students who obtain the certificate and then decide to pursue a MCRP degree can use all the credits towards the MCRP degree. The graduate certificate will fulfill the MCRP concentration requirements for the Indigenous Planning concentration. Students will be required to fulfill all other program requirements.

Students entering the MCRP degree will be advised about the graduate certificate, and interested students could simultaneously earn the certificate while fulfilling the MCRP degree with an Indigenous planning concentration.

Students who have completed an MCRP or another graduate degree will be able to count up to 50% of appropriate coursework towards the graduate certificate. Appropriate coursework would be required courses or on the list of approved electives at the time the student applies for the graduate certificate.

---

**Is this certificate embedded in a degree program (i.e., do the courses taken articulate to a graduate degree)?** If yes, to which degree?

The degree is associated with the Master of Community and Regional Planning, which currently has an Indigenous Planning concentration. The courses are offered as part of the MCRP courses.

Students entering the MCRP degree will be advised about the graduate certificate, and interested students could simultaneously earn the certificate while fulfilling the MCRP degree with an Indigenous planning concentration. The students would not be required to apply or obtain the graduate certificate, and they could fulfill the requirements for the Indigenous planning concentration with other courses.

---

**C. Assessment**

Describe your institution’s plan for periodic evaluation of program effectiveness. Include criteria that will be used to determine effectiveness. Max 500 words.

The student learning objectives will be assessed in the two required courses and through the final project the students complete. In the required courses, the faculty members will determine which assignments reflect attainment of the SLO, and assess that each time the course is offered for all the students who are completing the certificate.

Each year, students who are completing the certificate will complete an exit survey to assess whether they successfully attained the skills and knowledge they intended.
D. 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. Max 500 words.

*Evidence of need might include results of employer surveys, current labor market analyses and projections, or long-term need projections prepared by a relevant professional organization.*

Each Native nation has staff that engage in planning activities. Many staff members begin these positions without formal training in planning. The Indigenous Design and Planning Institute (iD+Pi) has worked extensively with different Native nations, offering technical expertise when needed. Specifically, the iTown (Indigenous Town) sequence of studios engage projects that assist community engagement activities with Indigenous communities both in the US and abroad. Examples include the Ysleta del Sur Cultural corridor land use plan, the Zuni Pueblo MainStreet ArtWalk project, the Pueblo of Taos Indigenous Comprehensive Plan, the Pueblo of Santo Domingo Comprehensive Plan, the Navajo TriChapter Regional Study, the Navajo Department of Tourism Chaco Cultural Plan, the Nambe Pueblo Historic Plaza Plan, the Cochiti Pueblo Plaza Preservation Plan, and the Menehkonekem Menominee Land Use Plan, among others. This demonstrates the need for planning expertise that is relevant and directed towards Native nations. The MCRP program has one of the few Indigenous planning concentrations in the country, and this certificate program will expand the reach of that education to more people.

If the program fills a regional workforce need, describe collaboration between your institution and regional employers in program development. Max 500 words.

The proposed IP Certificate will target and recruit among existing academic and professional networks among organizations that maintain affiliations with CRP and iD+Pi. These include the NM Tribal Planners Roundtable (membership among tribal planners throughout the State); the American Indian Council of Architects and Engineers (this includes a student professional organization in the School which includes both native and non-native students in architecture, landscape architecture and planning); the American Indian College Fund (a national organization that represents and funds tribal universities and colleges throughout the nation; and the Tribal and Indigenous Planning Discussion Group with the American Planning Association.

The CRP Department has been collaborating with Sharon Hausam, a planner with the Pueblo of Laguna. We also have established meetings with colleagues who work in Indigenous planning and could be potential instructors. In the Department’s strategic planning meetings, it also has meetings with Indigenous planners (scheduled in Nov 2020), during which the certificate will be discussed.

E. Enrollment and Graduation Projections: Establish realistic enrollment, retention, and graduation targets for this program.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Graduates</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Annual Retention Rate Target (%)</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Target 100% Graduation Rate (%)</td>
<td>3 year</td>
<td>3 year</td>
<td>3 year</td>
<td>3 year</td>
<td></td>
</tr>
<tr>
<td>Target Job Placement Rate (%)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

F. Institutional Readiness

Describe the faculty resources that are needed to initiate the program. Will any additional faculty be needed? Max 500 words.

The CRP Department has an Indigenous planning concentration in the MCRP graduate program is the only one of its kind in the nation. The sequence of courses has been developed since 2017 when the concentration was established. The concentration was established because the CRP program has two Indigenous faculty, Dr. Theodore (Ted) Jojola (Isleta Pueblo) and Dr. Laura Harjo (Muscogee-Creek). Since its inception, the CRP Department has added a third indigenous faculty member, Dr. Lani Tsinnajinnie (Diné). As such, the CRP program is the only university in the nation
which has a planning faculty with this strength. The two required courses are taught regularly by fulltime faculty members.

The certificate required two Indigenous planning electives. The Department offers additional courses taught by part
time faculty members, which will be available as electives, and courses offered through the MA in Native American Studies will also be electives.

Describe the library and other academic support resources that are needed to initiate the program. What, if any, additional resources will be needed? Max 500 words.

This certificate is based on current courses and content areas already supported by UNM Libraries. The primary impact would be an additional 10-18 students per year using library resources.

Describe the physical facilities of the institution that will be used for the first five years of the program. Will additional space or modifications of existing space be required within the first five years of program operation? Max 500 words.

The courses will be offered in George Pearl Hall and remotely using UNM’s distance learning infrastructure.

Describe the institution’s equipment and technological resources needed for the first five years of the program? What, if any, additional equipment will be needed? Max 500 words.

In order to fully offer integrated face to face and remote modalities, the certificate will require access to a smart classroom. The Indigenous Design + Planning Institute is in the process of upgrading one classroom, which will be adequate for the initial five years.

Describe any other operating resources needed to initiate the program. Max 500 words.

To offer the courses in the correct sequence and frequency for both the certificate students and UNM students in the MCRP and BAEPD degrees (for dual level courses), we would need 2-3 instructors per year at $4000-5000 per course in addition to regular teaching by CRP faculty.

Additional resources would cover one course release or stipend for a faculty member to oversee the certificate and a one-time $1500 honorarium (per course for 8 courses) for faculty members to develop the courses in the integrated face to face/remote mode.

Are there existing external facilities that will be used? Have agreements been established to ensure use of those facilities? For example, if you are offering a graduate nursing program have you established a partnership with local hospital(s) and other clinical settings? Max 500 words.

N/A

G. Projected Budget

Provide a clear analysis of the projected cost of the proposed program and the sources of funding that will support it for the first five years that the program will be offered. Include a discussion how any of the needed resources discussed in Section F will be addressed. Section G should be completed in collaboration with your institution’s financial office.

The budget for each of the first two years is $22,000. In subsequent years, the certificate would cost $12,000.

The certificate will draw on existing courses. The CRP Department has two faculty members that specialize in Indigenous Planning, and a third that supports the concentration. The certificate will need that continued faculty participation. To offer the courses in the correct sequence and frequency for both the certificate students and UNM students in the MCRP and BAEPD degrees (for dual level courses), we would need 2-3 instructors per year at $4,000-5,000 per course in addition to regular teaching by CRP faculty.

Additional resources would cover one course release or stipend for a faculty member to oversee the certificate and a one-time $1,500 honorarium (per course for 8 courses) for faculty members to develop the courses in the integrated
face to face /remote mode. In addition, the certificate would benefit from a classroom that allows students to participate from remote locations.

Additional resources will be needed for classroom upgrades. To upgrade a classroom to support hybrid modality with students interacting with remote students will cost $20,000-30,000. iD+Pi has obtained funds to upgrade one George Pearl Hall classroom through the NM Capital Outlay Legislative Fund.
Graduate Program Projected Costs

The budget for each of the first two years is $22,000. In subsequent years, the certificate would cost $12,000.

The certificate will draw on existing courses. The CRP Department has two faculty members that specialize in Indigenous Planning, and an additional faculty member that supports the concentration. The certificate will need that continued faculty participation. To offer the courses in the correct sequence and frequency for both the certificate students and UNM students in the MCRP and BAEPD degrees (for dual level courses), we would need 2-3 instructors per year at $4,000-5,000 per course in addition to regular teaching by CRP faculty.

Additional resources would cover one course release or stipend for a faculty member to oversee the certificate and a one-time $1,500 honorarium (per course for 8 courses) for faculty members to develop the courses in the integrated face to face/remote mode. In addition, the certificate would benefit from a classroom that allows students to participate from remote locations.

To upgrade a classroom to support hybrid modality with students interacting with remote students will cost $20,000-30,000. iD+Pi has obtained funds to upgrade one George Pearl Hall classroom through the NM Capital Outlay Legislative Fund.

This certificate will draw professionals and therefore attract enrollment from students who otherwise would not attend UNM.
Graduate Certificate in Indigenous Planning

Ted Jojola, Director
Department of community and Regional Planning
School of Architecture and Planning

The graduate certificate in Indigenous Planning is designed for students intend to work with Indigenous communities, in or alongside Native American lands, and with Indigenous nations. Indigenous planning is first and foremost about strategically shaping the physical and social character of Indigenous communities by informing planning and community development to improve economic and social viability. At the core, Indigenous planning draws on cultural values to generate and sustain places that are productive, beautiful, healthy, and safe. The intent of the certificate is to provide Indigenous planning professional development for working professionals and promote socially responsible practices that empower tribes to better manage and take control of planning, community development, and related processes.

Admission Requirements
Applicants must either:
- Be admitted to or be currently enrolled in a graduate program at the University of New Mexico and demonstrate related experience or interests; or
- Hold a bachelor’s degree and demonstrate in a resume and the letter of intent related experience or interests.

Application Requirements
Applicants submit the following:
- All applicants (even those currently enrolled in a program at UNM) must apply through the online application;
- A letter of interest explaining the applicant's reasons for seeking admission to the program and noting how they fulfill one of the above criteria;
- Three academic and professional letters of recommendation from people who know the applicant's educational and/or professional accomplishments and abilities;
- A CV;
- Academic transcripts for all higher education coursework.

To ensure consideration for a Fall semester admission, completed applications are due no later than March 1; for a Spring semester admission, no later than November 1. Depending on space availability, applications received after those dates may be considered.
## Curriculum

To receive the certificate, students must successfully complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP 534</td>
<td>Foundations of Indigenous Planning</td>
<td>3</td>
</tr>
<tr>
<td>CRP 573</td>
<td>Planning on Native American Lands</td>
<td>3</td>
</tr>
<tr>
<td>Electives chosen from list of Indigenous Planning courses available from the graduate advisor. Other courses can be taken with prior approval from the Director.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One final requirement, chosen among the four following: CRP 570. Indigenous Planning Summer Institute (3), only. Other 570 courses do not meet the experiential learning requirement. An Indigenous field school, if offered, could fulfill this requirement. This must be taken after CRP 534 and 573. <strong>OR</strong> CRP 588. Professional Project (3). Must be a project for an Indigenous community and must be taken after CRP 534 and 573. <strong>OR</strong> CRP 597. Capstone Planning Studio (3). Must be in an Indigenous community and must be taken after CRP 534 and 573. <strong>OR</strong> CRP 598. iTown Studio (3). The iTown studio is conducted in an Indigenous community. This must be taken after CRP 534 and 573.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
Memorandum of Agreement
Between The University of New Mexico and the
Albuquerque Institute of Mathematics and Science

This Memorandum of Agreement is entered into by and between The Board of Regents of the University of New Mexico and the Governance Council of the Albuquerque Institute of Mathematics and Science @ UNM.

Recitals:

A. The Albuquerque Institute of Mathematics and Science is a public charter school located on The University of New Mexico campus commonly referred to as AIMS@UNM. AIMS@UNM seeks to provide a rigorous academic curriculum that rivals the best programs in the country. Eligible students at AIMS@UNM will enroll concurrently at the University of New Mexico while earning their high school diploma pursuant to NMSA 1978, Section 21-1-1.2 (2015).

B. Serving New Mexico is central to UNM's mission and as part of that service, UNM is engaged in working with public schools, communities, and families to improve K-12 education.

C. AIMS@UNM and UNM agree their respective missions will be advanced by collaborating in programs that enhance the educational experience of AIMS@UNM students and enrich UNM's research and teaching activities.

D. The Agreement defines the relationship between the parties and provides a framework for the interaction between the parties.

Therefore, the parties agree as follows:

I. Governance of AIMS@UNM:

A. AIMS@UNM shall operate in accordance with the Charter Schools Act, NMSA 1978, Section 22-8B-1 through -17.1 (1999, as amended) and its charter. AIMS@UNM is responsible for its own operations and has the power to contract for needed goods and services in order to carry out the educational mission described in the charter.

B. The responsibilities of the Governance Council of AIMS@UNM include:

1. Defining the mission and guiding principles of the school;
2. Strategic planning and creation of long and short terms plans for the school's development and operation;
3. Managing school finances, excluding the development of operating budgets and approval of expenditures;
4. Selecting the director of the school and performing an annual evaluation of the director;
5. Approving policies pursuant to statute regarding students and employees;
6. Obtaining funds needed for the school's operation.

C. On consent of the incumbent AIMS@UNM Governance Council, up to four members of the Governance Council will be representatives of UNM: one member representing the UNM President; one member nominated by the Dean of the School of Engineering; one member nominated by the Dean of the College of Arts and Sciences, and one member nominated by the Dean of College of Education. The UNM President or the president's designee will serve as an ex-officio non-voting member.
II. Exclusive relationship:

The parties agree that the relationship set forth in this agreement is exclusive between them. AIMS@UNM shall not enter into a collaborative relationship with another post-secondary institution substantially similar to that provided for herein, and UNM in Albuquerque should not affiliate with another charter school in a substantially similar fashion during the term of this Agreement.

III. Services provided to the students:

A. AIMS@UNM students shall have an opportunity to enroll in UNM dual credit courses per NMSA 1978, Section 21-1-1.2 (2015).

B. New Mexico high school students at AIMS@UNM who are dually enrolled receive LoboCards that allow limited access to UNM's University Libraries and other UNM facilities, events, and activities. Dually enrolled AIMS@UNM students are eligible to become members of recreational and special interest chartered student organizations to the same extent as any other student of UNM. This eligibility does not extend to fraternities, sororities, honors societies, or organizations organized around student housing. University events open to the general public are also accessible to AIMS@UNM students.

C. AIMS@UNM students who are not dually enrolled and are under age 18 are eligible to open a "community borrower" account at the University Libraries, subject to parent/guardian authorization. The account fee will be waived for AIMS@UNM students.

IV. Location of AIMS@UNM:

AIMS@UNM shall be housed at UNM-owned facilities under a mutually agreed lease arrangement or at a mutually agreed upon alternative site.

V. Student conduct:

A. The AIMS@UNM Student Code of Conduct governs all AIMS@UNM students.

B. Dually enrolled students at UNM are also governed by the UNM Student Code of Conduct.

C. AIMS@UNM students age 18 or older who are not dually enrolled are governed by the UNM Visitor Code of Conduct while using UNM programs or facilities.

D. AIMS@UNM students under age 18 who are not dually enrolled are subject to UNM Administrative Policy 2205: Minors on Campus while using UNM programs or facilities.

VI. AIMS@UNM Employees:

All AIMS@UNM teachers, administrators and staff are employees of AIMS@UNM, subject to AIMS@UNM policies and procedures regarding hiring, retention, termination, benefits and all other matters. AIMS@UNM teachers are eligible to open a "community borrower" account at the University Libraries. The account fee will be waived for AIMS@UNM teachers.

VII. Joint AIMS@UNM-UNM Activities:

The parties mutually embrace the opportunity to collaborate in activities that will enhance the
educational experience for students attending AIMS@UNM and for UNM students interested in careers in education. The collaborative activities that the parties agree to pursue, may include, but are not limited to, the following:

A. Research: Projects designed to study and improve secondary education may be explored by UNM faculty and graduate students as well as by AIMS@UNM teachers. AIMS@UNM reserves the right to approve the propriety of research projects conducted in the school.

B. Teacher preparation and advanced professional development: UNM College of Education students may have the opportunity to intern, student teach and/or tutor at AIMS@UNM, subject to approval by AIMS@UNM. UNM faculty and pre-service teachers in physical education may engage with AIMS@UNM students in their physical education classes. The College of Education Institute of Professional Development may offer professional development activities for AIMS@UNM teachers and administrators.

C. Advancement: UNM and AIMS@UNM may collaborate on proposals for federal, state and private grants. The parties may also collaborate in promoting their partnership and may, where appropriate, work cooperatively on fund raising projects. The UNM Foundation may explore offering its assistance in developing a plan to secure private support for such partnerships.

D. Other: The School of Engineering, College of Education and College of Arts and Sciences may provide opportunities for advanced AIMS@UNM students to participate in research projects with UNM faculty or graduate students in University laboratories. School of Engineering, College of Education and College of Arts and Sciences faculty may offer guest lectures in AIMS@UNM classes and/or mentor students. As mutually agreed between the parties, other ancillary student services and programming, including outreach for admission, financial aid, career services, and academic advisement and Student Health Center educational programs may be arranged for AIMS@UNM students.

VIII. Insurance:

AIMS@UNM shall maintain liability insurance coverage at least equal to the minimum liability amounts set forth in New Mexico Tort Claims Act, NMSA 1978, Section 41-4-1 through -30 (1976, as amended). The insurance must be written by a company authorized to do business in New Mexico and must identify and protect UNM as an additional named insured. The insurance must remain in force for the life of this Agreement, including all extensions or renewals. UNM reserves the right to require proof of insurance. AIMS@UNM is responsible for maintaining Worker’s Compensation for its employees as required by State law during the life of this Agreement, including all extensions and renewals.

IX. Liability:

As between the parties, each party acknowledges that it will be responsible for claims or damages arising from personal injury or damage to persons or property to the extent those claims or damages result from negligence of its employees or agents. The liability of the parties shall be subject in all cases to the immunities and limitations of the New Mexico Tort Claims Act.

X. Indemnification:

AIMS@UNM agrees to defend, indemnify and hold harmless UNM, its officers, agents and employees from and against any loss, claims, damage or liability of any kind, including attorneys’
fees and costs brought against said parties arising out of or in connection with this Agreement, except to the extent that such loss, claim, damage or liability arises in whole or in part from the gross negligence or willful misconduct of UNM.

XI. Financial Independence:
Any exchange of, or provision of, financial or other resources between UNM and AIMS@UNM shall be pursuant to this Agreement, or otherwise bargained for in arm-length fashion and contained in a written agreement. Neither party, by virtue of this Agreement, assumes any responsibility for the debts, liabilities, obligations or responsibilities of the other party.

XII. Third Parties:
Nothing in this Agreement, express or implied, is intended to confer any rights, remedies, claims, or interests upon a person not a party to this Agreement.

XIII. Relationship the Parties:
Nothing in Agreement will be deemed or construed by the parties, or by any third party, as creating the relationship of principal and agent, partners, joint ventures, or any other relationship, between the parties.

XIV. Notices:
Notices to the parties shall be given in writing to the following addresses or such address, as either party shall provide the other in writing.

AIMS@UNM: Chair, AIMS@UNM Governance Council
933 Bradbury SE
Albuquerque, NM 87106

UNM: Office of the University President
MSC0S 3300
1 University of New Mexico
Albuquerque, New Mexico 87131-0001

XV. Terms and Agreement:
This Agreement will become effective on the day the Agreement is signed by all parties. The Agreement will continue in effect for four (4) years or December 31, 2025, whichever is later, unless terminated earlier as provided for herein, and may be renewed by written agreement of the parties. Either party may terminate this Agreement by delivering written notice to the other party at least ninety (90) days in advance of termination, with the date of termination not taking effect until
either at the end of the AIMS@UNM school semester in session at the time of notice, or upon the expiration of the ninety (90) days, whichever is later.

For the Governance Council of AIMS@UNM

____________________________________  __________________
DATE

For The Regents of the University of New Mexico

____________________________________  __________________
DATE
INFORMATION
ITEMS
The Power of Social Justice Work on Campus: Results from UNM’s Racial and Intersectional Microaggressions (RIMA) Survey

Updates from the Division for Equity and Inclusion
Presentation to SSTAR
Assata Zerai, Ph.D.
Vice President for Equity and Inclusion Professor of Sociology
University of New Mexico
Fall 2021
*Being an upstander means acknowledging experiences of individuals experiencing RIMAs and offering to serve as an ally and advocate.
Racial & Intersectional Microaggressions (RIMAs) +
Definition and Effects

- Research has shown that racial and intersectional microaggressions (RIMAs), “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color”, PWD, & Queer and Trans folks (Sue, et al., 2007) are a threat to inclusive climates in higher education.

- Though RIMAs can be subtle and may be dismissed by perpetrators (Harwood, et al 2010, 2012), their effects can affect Black, Indigenous, and People of Color (BIPOC, to include Latinx/Hispano, Asian American and Pacific Islander (AAPI), and multiracial individuals) emotionally and physically (Pierce 1969, 1970, 1974; Solorzano 1998; Sue, et al 2003; Sue 2010). Unfortunately, RIMAs create inequities in education, employment, health care, and housing. Implicit bias can contribute to RIMAs (NEA Center for Social Justice).
What does “intersectional” refer to in RIMA?

- In DEI, VP Zerai and colleagues are adding to the *racial* microaggressions literature (Sue et al 2007; Lewis 2019) by describing how such experiences are *intersectional*—i.e. shared by individuals who are Persons with Disabilities (PWD); and who are lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual (LGBTQIA) and **amplified** when an individual occupies a combination of marginalized social locations.

- For more information on the concept of intersectionality, see Kimberlé Crenshaw’s “Demarginalizing the Intersection of Race and Sex” and her presentation to the National Association of Independent Schools: https://www.youtube.com/watch?v=ViDtnfQ9FHc
WHAT’S AT STAKE?

RIMAs and bias impact students’ sense of belonging and reproduce structural inequality in higher education

- RIMAs and Implicit Bias against BIPOC, PWD, LGBTQIA, & women students:
  - Limits access to research assistantships (Moss-Racusin, et al., 2012)
  - Decreases quality of letters of recommendation (Madera, et al., 2018)
  - Limits reviewers for papers and grant proposals (Hostra et al., 2020)
  - Students told to drop classes or switch majors (Lewis, et al., 2019)
  - Students may withdraw from interactions with faculty, Tas, & staff - miss out on key social capital (Nadal. et al., 2014; Lewis, et al., 2019)
  - Students may leave the university (Lewis, J.A., et al., 2019; Williams 2019, 2020)
DEI and OIA administered the Racial & Intersectional Microaggressions (RIMA) online survey at UNM

- The RIMA survey explores the experiences of BIPOC (Black, Indigenous and People of Color, to include individuals identifying as Asian/API, Latinx, and/or Multiracial), Persons with Disabilities (PWD), and LGBTQIA undergraduate and graduate students at UNM.

- Disability may be a physical impairment, chronic pain or illness, neurodiversity, and/or mental health or c/s/x (consumer/survivor/ex-patient).

- OIA created a stratified sample of students who are BIPOC and those who have accessed the LGBTQ-Resource Center or Accessibility Resource Center.

- UNM IRB approved the survey that was administered Spring 2021.

https://campusclimate.unm.edu/initiatives/rimasurvey.html
### Overall Sample Selection and Response Rates

<table>
<thead>
<tr>
<th>Category</th>
<th>Number Flagged for Sample</th>
<th>Number flagged who responded</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIPOC</td>
<td>4,480</td>
<td>532</td>
<td>11.9%</td>
</tr>
<tr>
<td>Persons with Disabilities</td>
<td>1,305</td>
<td>206</td>
<td>15.8%</td>
</tr>
<tr>
<td>LGBTQIA</td>
<td>246</td>
<td>67</td>
<td>27.2%</td>
</tr>
</tbody>
</table>

Note: students could select more than one category.
### Overall Sample Response by Campus and Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>ABQ/Main %</th>
<th>HSC %</th>
<th>Gallup %</th>
<th>Los Alamos %</th>
<th>Taos %</th>
<th>Valencia %</th>
<th>All # by Race &amp; Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>7.5%</td>
<td>8.0%</td>
<td>61.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>7.1%</td>
<td>74</td>
</tr>
<tr>
<td>AAPI*</td>
<td>4.6%</td>
<td>21.0%</td>
<td>3.8%</td>
<td>9.1%</td>
<td>9.1%</td>
<td>7.1%</td>
<td>61</td>
</tr>
<tr>
<td>Black or African American</td>
<td>6.9%</td>
<td>6.5%</td>
<td>3.8%</td>
<td>9.1%</td>
<td>0.0%</td>
<td>7.1%</td>
<td>54</td>
</tr>
<tr>
<td>Hispano/Latinx</td>
<td>33.1%</td>
<td>51.4%</td>
<td>19.2%</td>
<td>45.5%</td>
<td>72.7%</td>
<td>57.1%</td>
<td>299</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.1%</td>
<td>10.1%</td>
<td>11.5%</td>
<td>27.3%</td>
<td>18.2%</td>
<td>21.4%</td>
<td>44</td>
</tr>
<tr>
<td>White/Other</td>
<td>28.8%</td>
<td>2.9%</td>
<td>0.0%</td>
<td>9.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>141</td>
</tr>
<tr>
<td><strong>Total # per campus</strong></td>
<td><strong>473</strong></td>
<td><strong>138</strong></td>
<td><strong>26</strong></td>
<td><strong>11</strong></td>
<td><strong>11</strong></td>
<td><strong>14</strong></td>
<td><strong>673</strong></td>
</tr>
</tbody>
</table>

Percentages total to 100% for each campus.

*AAPI includes Asian, Asian American and Native Hawai’ian.
### Analyses Available for All Students by College or Degree Program: RIMA Survey March-April 2021

<table>
<thead>
<tr>
<th>Program College or Type</th>
<th>Total N (excluding some grad students)</th>
<th>Total N including graduate programs</th>
<th>Too Few for Separate Analysis</th>
<th>Analyses Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Campus Colleges/Schools:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Architecture and Planning</td>
<td>5</td>
<td>9</td>
<td>*</td>
<td>Full report</td>
</tr>
<tr>
<td>Arts and Sciences College</td>
<td>136</td>
<td>169</td>
<td>pending</td>
<td></td>
</tr>
<tr>
<td>College of Education and Human Sciences</td>
<td>13</td>
<td>33</td>
<td>specialized available</td>
<td>COEHS report</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>36</td>
<td>54</td>
<td>specialized available</td>
<td>SOE report</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>36</td>
<td>38</td>
<td>specialized available</td>
<td>CFA report</td>
</tr>
<tr>
<td>College of University Libraries and Learning Sciences</td>
<td>1</td>
<td>8</td>
<td>*</td>
<td>Full report</td>
</tr>
<tr>
<td>School of Law</td>
<td>5</td>
<td>5</td>
<td>*</td>
<td>Full report</td>
</tr>
<tr>
<td>Anderson School of Management</td>
<td>44</td>
<td>44</td>
<td>specialized available</td>
<td>ASM report</td>
</tr>
<tr>
<td>University College</td>
<td>21</td>
<td>22</td>
<td>specialized available</td>
<td>UC report</td>
</tr>
<tr>
<td>University Studies (in University College)</td>
<td>14</td>
<td>14</td>
<td>specialized available</td>
<td>UC report</td>
</tr>
<tr>
<td><strong>Grad Programs Only:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>96</td>
<td>0</td>
<td>269 when selecting grad and professional students to include all colleges</td>
<td>GS report</td>
</tr>
<tr>
<td><strong>HSC:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Medicine</td>
<td>58</td>
<td>58</td>
<td>specialized available</td>
<td>HSC * MD reports</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>38</td>
<td>38</td>
<td>specialized available</td>
<td>HSC &amp; Nursing reports</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>31</td>
<td>31</td>
<td>*</td>
<td>HSC report</td>
</tr>
<tr>
<td>College of Population Health</td>
<td>11</td>
<td>14</td>
<td>*</td>
<td>HSC report</td>
</tr>
<tr>
<td><strong>AA, Certificate or Non-Degree:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degree seeking</td>
<td>55</td>
<td>55</td>
<td>specialized available</td>
<td>Branch Campus report</td>
</tr>
<tr>
<td>Certificate Program</td>
<td>2</td>
<td>2</td>
<td>*</td>
<td>Full report</td>
</tr>
<tr>
<td>Non-degree</td>
<td>71</td>
<td>71</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td>673</td>
<td>665</td>
<td></td>
<td>Full report</td>
</tr>
</tbody>
</table>

**Other available specialized reports:**
- Black students at UNM: NA 61 specialized available AASS report
- Students with Disabilities at UNM: NA 206 specialized available ARC report
- LGBTQ students at UNM: NA 67 pending LGBTQ-RC report
### All Students - Level Percent

<table>
<thead>
<tr>
<th>Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>6.6%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>13.2%</td>
</tr>
<tr>
<td>Junior</td>
<td>14.6%</td>
</tr>
<tr>
<td>Senior</td>
<td>24.3%</td>
</tr>
<tr>
<td>Master’s</td>
<td>14.4%</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>5.8%</td>
</tr>
<tr>
<td>Professional</td>
<td>10.3%</td>
</tr>
<tr>
<td>Not indicated</td>
<td>10.9%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

### ALL BIPOC Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIPOC only</td>
<td>238</td>
<td>46.2%</td>
</tr>
<tr>
<td>BIPOC &amp; LGBTQIA</td>
<td>52</td>
<td>10.1%</td>
</tr>
<tr>
<td>BIPOC &amp; PWD</td>
<td>32</td>
<td>6.2%</td>
</tr>
<tr>
<td>All Three</td>
<td>37</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

### All Non-BIPOC LGBTQIA

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBTQIA only</td>
<td>31</td>
<td>6.0%</td>
</tr>
<tr>
<td>LGBTQIA &amp; PWD</td>
<td>39</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

### All Persons with Disabilities (PWD)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PWD only</td>
<td>36</td>
<td>7.0%</td>
</tr>
<tr>
<td>Tribal Affiliations noted amongst Native American Students (n=72)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acoma</td>
<td>Mexico</td>
<td></td>
</tr>
<tr>
<td>Apache</td>
<td>Miami of Indiana</td>
<td></td>
</tr>
<tr>
<td>Coahuiltecan</td>
<td>Ohkay Owingeh</td>
<td></td>
</tr>
<tr>
<td>Cherokee</td>
<td>Omaha Tribe of Nebraska</td>
<td></td>
</tr>
<tr>
<td>Chickasaw</td>
<td>Osage</td>
<td></td>
</tr>
<tr>
<td>Choctaw</td>
<td>Potawatomi</td>
<td></td>
</tr>
<tr>
<td>Cochiti Pueblo</td>
<td>Santa Clara Pueblo</td>
<td></td>
</tr>
<tr>
<td>Comanche</td>
<td>Seminole</td>
<td></td>
</tr>
<tr>
<td>Crow Tribe of Montana</td>
<td>Sioux</td>
<td></td>
</tr>
<tr>
<td>Diné-Navajo Nation</td>
<td>Southern Cheyenne</td>
<td></td>
</tr>
<tr>
<td>Genizaro (no tribe)</td>
<td>Tigua</td>
<td></td>
</tr>
<tr>
<td>Ho-Chunk Nation of Wisconsin</td>
<td>Tohono O'Odham (Pima)</td>
<td></td>
</tr>
<tr>
<td>Laguna Pueblo</td>
<td>Unknown due to colonization</td>
<td></td>
</tr>
<tr>
<td>Lenca</td>
<td>Ute</td>
<td></td>
</tr>
<tr>
<td>Lumbee</td>
<td>Winnebago Tribe of Nebraska</td>
<td></td>
</tr>
<tr>
<td>Mescalero</td>
<td>Zuni</td>
<td></td>
</tr>
<tr>
<td>Meso American</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**All students, Q: “I have felt excluded on this campus because of my race.”**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Never</th>
<th>Less than once a year</th>
<th>A few times a year</th>
<th>About once a month</th>
<th>A few times a month</th>
<th>Once a week or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American/Indigenous</td>
<td>57.8%</td>
<td>17.8%</td>
<td>11.1%</td>
<td>6.7%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Asian/Asian American</td>
<td>57.0%</td>
<td>18.3%</td>
<td>12.8%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>50.0%</td>
<td>12.0%</td>
<td>24.0%</td>
<td>0.0%</td>
<td>8.0%</td>
<td>6.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hisp/о/Latinx</td>
<td>62.9%</td>
<td>20.4%</td>
<td>7.2%</td>
<td>3.0%</td>
<td>4.2%</td>
<td>2.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Middle East/North Africa</td>
<td>50.0%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>16.7%</td>
<td>16.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>50.0%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>16.7%</td>
<td>16.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Other</td>
<td>57.0%</td>
<td>18.3%</td>
<td>12.8%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White</td>
<td>68.1%</td>
<td>20.1%</td>
<td>5.6%</td>
<td>2.1%</td>
<td>3.5%</td>
<td>0.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White and Hisp/о/Latinx</td>
<td>66.4%</td>
<td>20.7%</td>
<td>5.2%</td>
<td>2.6%</td>
<td>4.3%</td>
<td>0.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

A majority of individuals have never felt excluded at UNM because of their race, those who are least likely to feel excluded identify as White (68%), White and Hispanic/Latino (66%), and Hispanic/Latino (63%). Conversely, African American/Black, Middle Eastern/North African and Native Hawaiian students were the most likely to have felt excluded because of their race; half of students in each of these three racial groups have felt excluded at UNM because of their race.
All students, Q: "I have had my contributions have been minimized in the classroom because of my race".

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Never</th>
<th>Less than once a year</th>
<th>A few times a year</th>
<th>About once a month</th>
<th>A few times a month</th>
<th>Once a week or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-White Hispanic/Latinx</td>
<td>62.6%</td>
<td>11.1%</td>
<td>9.1%</td>
<td>7.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Native American/American Indian</td>
<td>71.9%</td>
<td>7.0%</td>
<td>10.5%</td>
<td>3.5%</td>
<td>3.5%</td>
<td>3.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Asian/Asian American Pacific Islander</td>
<td>68.8%</td>
<td>10.4%</td>
<td>14.6%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Black</td>
<td>48.8%</td>
<td>9.8%</td>
<td>7.3%</td>
<td>12.2%</td>
<td>12.2%</td>
<td>9.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White Non Hispanic</td>
<td>73.1%</td>
<td>23.1%</td>
<td>3.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>70.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White Hispanic/Latinx</td>
<td>75.4%</td>
<td>13.2%</td>
<td>5.30%</td>
<td>1.8%</td>
<td>1.8%</td>
<td>2.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Middle East/North Africa</td>
<td>50.0%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>16.0%</td>
<td>16.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>67.2%</td>
<td>12.3%</td>
<td>8.1%</td>
<td>4.4%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
## RIMA Racial and Ethnic Categories Analyzed

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage within total sample</th>
<th>Percentage within Hispanic/Latino Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous (AIAN)</td>
<td>11.0%</td>
<td>NA</td>
</tr>
<tr>
<td>Black/African American</td>
<td>8.9%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Non-White Hispanic/Latinx</strong></td>
<td>22.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td><strong>White and Hispanic/Latinx</strong></td>
<td>23.0%</td>
<td>73.8%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>17.1%</td>
<td>NA</td>
</tr>
<tr>
<td>Asian/Asian American Pacific Islander (AAPI)</td>
<td>9.1%</td>
<td>NA</td>
</tr>
<tr>
<td>Multiracial</td>
<td>6.5%</td>
<td>NA</td>
</tr>
<tr>
<td>Middle East/North Africa (MENA)</td>
<td>1.3%</td>
<td>NA</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.0%</td>
<td>NA</td>
</tr>
</tbody>
</table>
Students' experiences with Microaggressions at an R1 Hispanic Serving Institution (HSI) by Race: Never (or less than once a year): “I have felt excluded on this campus because of my race.”

<table>
<thead>
<tr>
<th>Race/ethnicity (Black/MENA students-reference category)</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latinx-White</td>
<td>1.869</td>
<td>0.407</td>
<td>21.141</td>
<td>1</td>
<td>0.000</td>
<td>6.484</td>
</tr>
<tr>
<td>Hispanic/Latinx Non-White</td>
<td>0.844</td>
<td>0.368</td>
<td>5.252</td>
<td>1</td>
<td>0.022</td>
<td>2.325</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1.793</td>
<td>0.814</td>
<td>4.859</td>
<td>1</td>
<td>0.028</td>
<td>6.01</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.929</td>
<td>0.417</td>
<td>4.966</td>
<td>1</td>
<td>0.026</td>
<td>2.533</td>
</tr>
<tr>
<td>Asian/Asian American Pacific Islander</td>
<td>0.965</td>
<td>0.44</td>
<td>4.818</td>
<td>1</td>
<td>0.028</td>
<td>2.625</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.831</td>
<td>0.685</td>
<td>1.469</td>
<td>1</td>
<td>0.226</td>
<td>2.295</td>
</tr>
<tr>
<td>Constant</td>
<td>0.038</td>
<td>0.298</td>
<td>0.016</td>
<td>1</td>
<td>0.899</td>
<td>1.038</td>
</tr>
<tr>
<td>-2 Log Likelihood</td>
<td>422.984</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probability &gt; chi2</td>
<td>0.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total sample size</td>
<td>405</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependent variable is recoded 1 = "never" or "less than once a year" and 0 = "a few times a year", or more for variable: "I have felt excluded on campus because of race"
Students' experiences with microaggressions at an R1- HSI by Race: Never (or < annually): “I have had my contributions minimized in the classroom because of my race.”

<table>
<thead>
<tr>
<th>Race/ethnicity (Black/MENA students-reference category)</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic-White</td>
<td>1.34</td>
<td>0.417</td>
<td>10.33</td>
<td>1</td>
<td>0.001</td>
<td>3.819</td>
</tr>
<tr>
<td>Latinx-NonWhite</td>
<td>0.435</td>
<td>0.384</td>
<td>1.283</td>
<td>1</td>
<td>0.257</td>
<td>1.545</td>
</tr>
<tr>
<td><strong>White Non-Hispanic</strong></td>
<td>2.206</td>
<td>1.092</td>
<td>4.078</td>
<td>1</td>
<td>0.043</td>
<td>9.079</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.76</td>
<td>0.45</td>
<td>2.857</td>
<td>1</td>
<td>0.091</td>
<td>2.138</td>
</tr>
<tr>
<td>Asian/Asian American Pacific Islander</td>
<td>0.765</td>
<td>0.472</td>
<td>2.624</td>
<td>1</td>
<td>0.105</td>
<td>2.15</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.55</td>
<td>0.754</td>
<td>0.531</td>
<td>1</td>
<td>0.466</td>
<td>1.732</td>
</tr>
<tr>
<td>Constant</td>
<td>0.577</td>
<td>0.312</td>
<td>3.416</td>
<td>1</td>
<td>0.065</td>
<td>1.78</td>
</tr>
<tr>
<td>-2 Log Likelihood</td>
<td>391.201</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probability &gt; chi2</td>
<td>0.003</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total sample size</td>
<td>405</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependent variable is recoded 1 = "never" or "less than once a year" and 0 = "a few times a year", or more for variable: "I have felt contributions minimized because in classroom because of race"
Students were asked open ended questions about their experiences. Sets of questions were customized to address BIPOC, PWD and LGBTQIA concerns.

Describe a situation in which you felt uncomfortable, insulted, invalidated or disrespected by a comment that had:

- “Racial overtones”
- “Homophobic or Transphobic overtones;”
- “Ableist overtones (ableism is discrimination and bias against Persons with Disabilities)”

- Some were unwilling to answer; e.g., “I don't feel comfortable answering because of potential retaliation.”
- Others indicated that they had largely positive experiences. These are all listed at the end of this section of the slide deck.
RIMAs with focus on Racial themes

Students marginalizing their BIPOC peers
- Lack of bystander intervention on part of classmates: BIPOC student uncomfortable being put in the situation of confronting use of “n word” when they did not witness this
- Insensitivity: Colloquial use of “ghetto” and making fun of certain neighborhoods
- Classmates avoiding BIPOC students in other venues
- Stereotypes expressed against BIPOC students
  - Harassment of BIPOC students during group work
  - Assumptions that Native students do not pay tuition
  - Affirmative action assumptions

Concerns with faculty behavior, access to mentors, & campus policy
- Criminality and suspicions directed toward BIPOC students & concerns about campus security: Perception of disparate treatment due to racialized assumptions concerning criminality
- Students’ perceptions that faculty and administration practice color-evasive racism (i.e. assuming they “do not see race” and thus dismissing experiences of BIPOC students), and communicate implicit and explicit messages that certain groups do not belong
  - Racially insensitive statements
  - Expressions of surprise concerning academic accomplishments of BIPOC students
  - Faculty dismissal of impact of racism on BIPOC students
  - Lack of Black mentors
"NOTHING ABOUT US WITHOUT US" (James Charlton 1998): MICROAGGRESSIONS RELATED TO DISABILITY
Accessibility Resources Center (ARC) and Students with Disabilities Sample Demographics

Includes students who have utilized the Accessibility Resources Center (ARC):

- Some of whom are Persons with Disabilities (PWD)
- Survey description for students to elect to answer questions referring to PWD: “The goal of the RIMA survey is to explore the experiences of ... Persons with Disabilities (including individuals with mental health or serious health diagnoses), undergraduate and graduate students at UNM and design appropriate interventions to enhance UNM’s inclusive climate. A representative sample of students from racial and ethnic minority groups in addition to students who have accessed the LGBTQ Resource Center or the Accessibility Resource Center [is] invited to complete the survey.”
- Report uses ARC and PWD interchangeably to refer to sample of 206 ARC students.
- Note that disability, may be a physical impairment, chronic pain or illness, neurodiversity, and/or mental health or c/s/x (consumer/survivor/ex-patient).
Students who felt excluded on campus and/or invisible because of their disability

<table>
<thead>
<tr>
<th></th>
<th>Felt excluded on campus because of disability (n)</th>
<th>Felt excluded on campus because of disability (%)</th>
<th>Felt invisible because of disability (n)</th>
<th>Felt invisible because of disability (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>60</td>
<td>49.6</td>
<td>64</td>
<td>52.5</td>
</tr>
<tr>
<td>Less than once a year</td>
<td>11</td>
<td>9.1</td>
<td>12</td>
<td>9.8</td>
</tr>
<tr>
<td>A few times a year</td>
<td>25</td>
<td>20.7</td>
<td>19</td>
<td>15.6</td>
</tr>
<tr>
<td>About once a month</td>
<td>5</td>
<td>4.1</td>
<td>10</td>
<td>8.2</td>
</tr>
<tr>
<td>A few times a month</td>
<td>12</td>
<td>9.9</td>
<td>5</td>
<td>4.1</td>
</tr>
<tr>
<td>Once a week or more</td>
<td>8</td>
<td>6.6</td>
<td>12</td>
<td>9.8</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>100.0</td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Half of our students who have utilized ARC have never felt excluded because of disability (50%). And unfortunately half have felt excluded, including 9% who have felt excluded less than once a year.

A little over half of our students who have utilized ARC have never felt invisible because of disability (53%). However a sizable proportion have felt invisible (47%. Including 10% who have felt invisible less than once a year.)
Students who are Persons with Disabilities (PWD) and Experiences with: Stereotypes, Insulting Comments, Ableism, Treatment as Intellectually Inferior, and Feeling Unwelcomed

<table>
<thead>
<tr>
<th></th>
<th>Subject of stereotypes in classroom because of disability</th>
<th>Experienced negative/insulting comments based on disability</th>
<th>Have experienced ableism on campus</th>
<th>Made to feel intellectually inferior on campus because of disability</th>
<th>Feel unwelcomed on campus because of disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>62.3%</td>
<td>62.3%</td>
<td>53.3%</td>
<td>62.2%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Less than once a year</td>
<td>12.3%</td>
<td>15.6%</td>
<td>13.1%</td>
<td>11.8%</td>
<td>11.7%</td>
</tr>
<tr>
<td>A few times a year</td>
<td>9.0%</td>
<td>7.4%</td>
<td>15.6%</td>
<td>10.1%</td>
<td>10.0%</td>
</tr>
<tr>
<td>About once a month</td>
<td>5.7%</td>
<td>5.7%</td>
<td>9.8%</td>
<td>5.9%</td>
<td>5.8%</td>
</tr>
<tr>
<td>A few times a month</td>
<td>4.1%</td>
<td>4.9%</td>
<td>3.3%</td>
<td>4.2%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Once a week or more</td>
<td>6.6%</td>
<td>4.1%</td>
<td>4.9%</td>
<td>5.9%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Students who are Persons with Disabilities (PWD) and Experiences with: Offensive Language, Not Being Taken Seriously in Classes, Being Treated Negatively, and Isolation

<table>
<thead>
<tr>
<th></th>
<th>Experienced someone using offensive language on campus because of disability</th>
<th>Experienced not being taken seriously in classes because of disability</th>
<th>Feel people treat them negatively on campus because of disability</th>
<th>Feelings of isolation because of disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>66.1%</td>
<td>57.6%</td>
<td>61.3%</td>
<td>42.4%</td>
</tr>
<tr>
<td>Less than once a year</td>
<td>17.8%</td>
<td>11.9%</td>
<td>7.6%</td>
<td>9.3%</td>
</tr>
<tr>
<td>A few times a year</td>
<td>9.3%</td>
<td>12.7%</td>
<td>13.4%</td>
<td>20.3%</td>
</tr>
<tr>
<td>About once a month</td>
<td>2.5%</td>
<td>4.2%</td>
<td>6.7%</td>
<td>6.8%</td>
</tr>
<tr>
<td>A few times a month</td>
<td>.8%</td>
<td>7.6%</td>
<td>5.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Once a week or more</td>
<td>3.4%</td>
<td>5.9%</td>
<td>5.0%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Full ARC Sample Major Themes: “Disability is Diversity”

- Ableism on the part of faculty targeting students
  - Some students dropping courses others persisting despite ableism
  - Still others considering leaving UNM or their department
- Some students noting that departmental leaderships are slow to step in to help with accommodations and other issues
- Lack of accommodations is a repeated theme
  - Many faculty indicate that they don’t believe student
  - Some dismiss students’ requests for accommodations
  - Some refuse to accommodate
  - Some “forget” to accommodate students repeatedly
- Impact of Lack of Accommodations on Education
  - Humiliation
  - Lack of feeling that they belong
  - Considering dropping out
  - Noticing when apology has not been offered
  - Questioning ability to work in field post graduation
- Concerns about lack of bystander and leadership interventions
- Concerns about lack of access to distance learning (pre-covid) also raised, and how distance learning enhanced PWD student outcomes
- Concerns about faculty Outing PWDs and Intrusive Questioning from colleagues once disability is revealed
- Harassment, Verbal Assaults, and Discrimination, Including transgressive interactions
- Assumptions about lack of intelligence and lack of work ethic
- Various limitations on student experience due to ableism
- Interactions outside the classroom
  - With Advisement
  - At on-campus employment
  - With UNMPD
- Lack of Physical Accessibility
- Accessibility for Deaf Students
- Positive Experiences
UNM Students’ Experiences with Microaggressions related to Sexual Orientation, Gender Identity and Expression (SOGIE)
I have felt excluded on campus because of my sexual orientation, gender identity and/or gender expression (SOGIE)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>130</td>
</tr>
<tr>
<td>Less than once a year</td>
<td>38</td>
</tr>
<tr>
<td>A few times a year</td>
<td>23</td>
</tr>
<tr>
<td>About once a month</td>
<td>10</td>
</tr>
<tr>
<td>A few times a month</td>
<td>10</td>
</tr>
<tr>
<td>Once a week or more</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
</tr>
</tbody>
</table>

The majority of students completing the survey have *never* felt excluded on campus because of SOGIE (59%). This is great news for the LGBTQ-RC. Queer and Trans students in survey were identified largely from individuals who have participated in LGBTQ-RC programming. It is important to continue outreach efforts to the 24% who indicated they have felt excluded on campus a few times a year or more (in addition to the 17% who have felt excluded even less than once a year). These results also indicate the need for all faculty, staff and students to complete our Safe Zone workshops.
Queer and Trans (LGBTQIA) students experiencing support, negative/insulting comments, and/or feelings of isolation on basis of SOGIE

<table>
<thead>
<tr>
<th></th>
<th>Have felt support by university environment as a LGBTQIA student</th>
<th>I have experienced negative or insulting comments based on SOGIE</th>
<th>Feelings of isolation because of SOGIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>31.7%</td>
<td>66.2%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Less than once a year</td>
<td>9.6%</td>
<td>17.8%</td>
<td>15.6%</td>
</tr>
<tr>
<td>A few times a year</td>
<td>14.2%</td>
<td>6.4%</td>
<td>12.3%</td>
</tr>
<tr>
<td>About once a month</td>
<td>14.2%</td>
<td>5.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>A few times a month</td>
<td>11.5%</td>
<td>1.8%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Once a week or more</td>
<td>18.8%</td>
<td>2.7%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Gender [and Race-Gender] RIMAs:

• “An attending (physician) mentioned 'not realizing I was smart' as feedback for a presentation I gave with new evidence suggestions for treatment. I spoke up just as much if not more through the week as my male counterpart.”

• “I… had an advisor tell me that as a Black woman, I should think about doing nursing instead of medicine because of how hard it would be for me navigating those spaces.”
UNM students as targets of misgendering, transphobia, and dismissal of Sexual Orientation, Gender Identity and Expression (SOGIE) experiences

• “Transphobic undertones are just so rampant in my academic program. People are really well intentioned, but they just act like trans people don't exist ... and show notable discomfort (uncomfortable laughing, grimacing) when I bring up trans bodies and experiences...”

• “Being misgendered regularly despite having my pronouns worn or in my zoom name”

• “Once in a class, I said 'trans women are women' and the professor said 'not for everyone though’”
<table>
<thead>
<tr>
<th>Location</th>
<th>What are some places ON CAMPUS where you feel uncomfortable</th>
<th>What are some places ON CAMPUS that you avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Lots and Structures</td>
<td>15.00%*</td>
<td>8.30%</td>
</tr>
<tr>
<td>Fraternity/Sorority housing</td>
<td>13.30%</td>
<td>15.00%</td>
</tr>
<tr>
<td>Classrooms and labs</td>
<td>13.30%*</td>
<td>1.70%</td>
</tr>
<tr>
<td>On the bus/public transportation</td>
<td>11.70%</td>
<td>8.30%</td>
</tr>
<tr>
<td>Academic departments</td>
<td>10.00%</td>
<td>8.30%</td>
</tr>
<tr>
<td>Campus Bathrooms</td>
<td>8.30%*</td>
<td>3.30%</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>6.70%</td>
<td>5.00%</td>
</tr>
<tr>
<td>The Student Union Building (SUB)</td>
<td>6.70%</td>
<td>3.30%</td>
</tr>
<tr>
<td>Other places on campus</td>
<td>5.00%</td>
<td>6.70%</td>
</tr>
<tr>
<td>Libraries</td>
<td>5.00%</td>
<td>5.00%</td>
</tr>
<tr>
<td>Johnson Gym/Field</td>
<td>5.00%*</td>
<td>5.00%</td>
</tr>
<tr>
<td>University Football Stadium</td>
<td>3.30%</td>
<td>8.30%</td>
</tr>
</tbody>
</table>

Please do not distribute. Sensitive data herein.
UNM Students’ Responses to Experiences as Targets of RIMAs
As a result of RIMAs, how much of the time have you:

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Never</th>
<th>Less than once a year</th>
<th>A few times a year</th>
<th>About once a month</th>
<th>A few times a month</th>
<th>Once a week or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost interest in your daily activities</td>
<td>43.1%</td>
<td>26.5%</td>
<td>10.0%</td>
<td>10.8%</td>
<td>7.3%</td>
<td>2.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Lost interest in your coursework</td>
<td>39.3%</td>
<td>25.8%</td>
<td>11.4%</td>
<td>12.3%</td>
<td>8.5%</td>
<td>2.7%</td>
<td>100%</td>
</tr>
<tr>
<td>Felt lacking of energy and strength</td>
<td>38.6%</td>
<td>24.1%</td>
<td>9.5%</td>
<td>14.1%</td>
<td>8.5%</td>
<td>5.2%</td>
<td>100%</td>
</tr>
<tr>
<td>Felt less self-confident</td>
<td>32.9%</td>
<td>27.1%</td>
<td>11.9%</td>
<td>13.1%</td>
<td>10.0%</td>
<td>5.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Had a bad conscience or feelings of guilt</td>
<td>50.2%</td>
<td>24.0%</td>
<td>8.8%</td>
<td>6.5%</td>
<td>6.9%</td>
<td>3.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Felt that this was not the right institution for you</td>
<td>59.1%</td>
<td>18.9%</td>
<td>6.6%</td>
<td>7.5%</td>
<td>4.6%</td>
<td>3.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Had difficulty in concentrating (e.g. when reading textbook or course materials)</td>
<td>37.7%</td>
<td>23.8%</td>
<td>11.0%</td>
<td>11.4%</td>
<td>9.9%</td>
<td>6.2%</td>
<td>100%</td>
</tr>
<tr>
<td>Felt very restless</td>
<td>43.4%</td>
<td>23.2%</td>
<td>10.8%</td>
<td>11.2%</td>
<td>7.5%</td>
<td>3.9%</td>
<td>100%</td>
</tr>
<tr>
<td>Felt subdued or slowed down</td>
<td>45.2%</td>
<td>24.7%</td>
<td>10.4%</td>
<td>9.8%</td>
<td>6.8%</td>
<td>3.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Had trouble sleeping at night</td>
<td>44.0%</td>
<td>21.0%</td>
<td>10.0%</td>
<td>8.9%</td>
<td>7.7%</td>
<td>8.5%</td>
<td>100%</td>
</tr>
<tr>
<td>Suffered from reduced appetite</td>
<td>59.6%</td>
<td>18.2%</td>
<td>8.3%</td>
<td>5.6%</td>
<td>5.8%</td>
<td>2.5%</td>
<td>100%</td>
</tr>
<tr>
<td>Suffered from increased appetite</td>
<td>62.4%</td>
<td>17.8%</td>
<td>5.4%</td>
<td>8.7%</td>
<td>3.5%</td>
<td>2.1%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Black Students’ Responses: How have you felt as a result of experiences being targeted by RIMAs?

<table>
<thead>
<tr>
<th>As a result of RIMAs, how much of the time have you:</th>
<th>Never</th>
<th>Less than once a year</th>
<th>A few times a year</th>
<th>About once a month</th>
<th>A few times a month</th>
<th>Once a week or more</th>
<th>Once a month or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost interest in your daily activities</td>
<td>38.6%</td>
<td>22.8%</td>
<td>3.5%</td>
<td>17.5%</td>
<td>12.3%</td>
<td>5.3%</td>
<td>35.10%</td>
</tr>
<tr>
<td>Lost interest in your coursework</td>
<td>34.5%</td>
<td>31%</td>
<td>5.2%</td>
<td>8.6%</td>
<td>8.6%</td>
<td>12.1%</td>
<td>29.30%</td>
</tr>
<tr>
<td>Felt lacking of energy and strength</td>
<td>29.3%</td>
<td>29.3%</td>
<td>12.1%</td>
<td>5.2%</td>
<td>10.3%</td>
<td>13.8%</td>
<td>29.30%</td>
</tr>
<tr>
<td>Felt less self-confident</td>
<td>27.1%</td>
<td>30.5%</td>
<td>5.1%</td>
<td>13.6%</td>
<td>13.6%</td>
<td>10.2%</td>
<td>37.40%</td>
</tr>
<tr>
<td>Had a bad conscience or feelings of guilt</td>
<td>48.3%</td>
<td>25.9%</td>
<td>10.3%</td>
<td>1.7%</td>
<td>8.6%</td>
<td>5.2%</td>
<td>15.50%</td>
</tr>
<tr>
<td>Felt that this was not the right institution for you</td>
<td>50%</td>
<td>20.7%</td>
<td>3.4%</td>
<td>12.1%</td>
<td>1.7%</td>
<td>12.1%</td>
<td>25.90%</td>
</tr>
<tr>
<td>Had difficulty in concentrating (e.g. when reading textbook or course materials)</td>
<td>40.7%</td>
<td>22%</td>
<td>3.4%</td>
<td>3.4%</td>
<td>6.8%</td>
<td>23.7%</td>
<td>33.90%</td>
</tr>
<tr>
<td>Felt very restless</td>
<td>43.1%</td>
<td>19%</td>
<td>10.3%</td>
<td>5.2%</td>
<td>10.3%</td>
<td>12.1%</td>
<td>27.60%</td>
</tr>
<tr>
<td>Felt subdued or slowed down</td>
<td>40.7%</td>
<td>27.1%</td>
<td>8.5%</td>
<td>5.1%</td>
<td>10.2%</td>
<td>8.5%</td>
<td>23.80%</td>
</tr>
<tr>
<td>Had trouble sleeping at night</td>
<td>42.4%</td>
<td>18.6%</td>
<td>11.9%</td>
<td>6.8%</td>
<td>5.1%</td>
<td>15.3%</td>
<td>27.20%</td>
</tr>
<tr>
<td>Suffered from reduced appetite</td>
<td>52.5%</td>
<td>20.3%</td>
<td>8.5%</td>
<td>6.8%</td>
<td>3.4%</td>
<td>8.5%</td>
<td>18.70%</td>
</tr>
<tr>
<td>Suffered from increased appetite</td>
<td>61%</td>
<td>16.9%</td>
<td>6.8%</td>
<td>5.1%</td>
<td>1.7%</td>
<td>8.5%</td>
<td>15.30%</td>
</tr>
</tbody>
</table>

The majority of Black students have lost interest in daily activities or coursework, felt lack of energy, less confident, had difficulty concentrating, felt restless, subdued, or had trouble sleeping due to RIMAs at UNM. Note: last column indicates those experiencing these ill effects once a month or more (total of previous 3 columns)
Students’ Positive Experiences at UNM as BIPOC, LGBTQIA, & Persons with Disabilities (PWD)
Positive Racial Experiences:

Microaffirmations related to race

- “Because I am Native American, I feel like there are other Native American students root for me to succeed and it’s a great feeling. I never felt uncomfortable, the question asked if I have ever felt expected to perform better because of my race. I do because I feel like I represent many people in my small tribe.”

- “I have never felt uncomfortable at UNM because of my race. If anything, I felt supported in my efforts to succeed as a Hispanic female.”

- “My 'incident that was racially motivated' was for GOOD! The university and professors have always been supportive in my academic goals and have been positive every step of the way since I stepped foot on campus in 2014. Every classroom had the same type of positive feeling, if YOU tried hard and did what YOU had to do with studying, you will pass and if there were any questions at all, they were always answered in a kind and [respectful] fashion.”
Positive Sexual Orientation, Gender Identity and Expression (SOGIE) Experiences

- “This has not happened to me. I have always felt very welcomed here as a member of the LGBTQIA community. I feel very comfortable and at home here. I can freely express who I am and who I love here. It is amazing. I have never experienced this anywhere else I’ve been.”

- “I hold leadership roles despite my sexual orientation. I am fortunate to have never felt hindered to pursue any opportunity on campus.”
Positive and Mixed Experiences shared by Students with Disabilities

- “The ARC has been an invaluable resource with amazing people who have greatly contributed to my success.”
- “I have ARC accommodations and the department has been an honest godsend but it’s still not enough. Even with an advocate for my intellectual Disabilities, I don’t have one for my physical Disabilities which is also a huge part of learning difficulties for me.”
- “I kept my disability information to myself and did not inform anyone apart from ARC. I found ARC to be a supportive experience and any comments people made with ableist tones were not made aware of my issues.”
- “I was supported and encouraged by several faculty members because of my disability.”
We invite Faculty to Reflect on their Classroom Practices

“Growth mindset” also applies to our ability to create a more inclusive classroom!

- **Classroom Sense of Belonging**: Who do you informally interact with before and after class? Who do you ignore?
- **Class Participation**: Who do you call on? Who volunteers? Why are some students silent? Do you incorporate student ideas into lecture?
- **Monitor Group Projects**: Do you form the groups, or do you let students form their own? How do you monitor group work?
- **Intervene in Class Discussion**: How do you respond to stereotypes? Do you respond with nervous laughter? Do you create a learning opportunity? Do you have a plan?
- **Encourage students to share power**: Tell them it is o.k. to speak up when you do or say something that is offensive.
• DEI is leading workshops to practice interrupting RIMAs.
• See link to toolkits for interrupting RIMAs on the basis of survey results & the social sciences and higher education scholarship, https://goto.unm.edu/usx02

• “Upstander “workshops have shown positive results.
• BIPOC students increase in positive racial identity, “meaning they got emotionally stronger” (Williams 2020; Williams et al., 2012).
• All students: “decreased (offensive) behaviors, and ... reported a decrease in biased thoughts” (Williams 2020; Kanter et al., 2018).
• Focus of workshops is to build community.
• Faculty, students, & staff get the opportunity to practice interrupting RIMAs and demonstrate that each of us defines all of us.
• Note: an upstander acknowledges experiences of individuals experiencing RIMAs and is willing to serve as an ally and advocate.
See excerpt from the toolkit for interrupting RIMAs here.

For full toolkit, see https://goto.unm.edu/us02

<table>
<thead>
<tr>
<th>TOOL: INTERRUPTING RACIAL AND INTERSECTIONAL MICROAGGRESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIMA THEME AND EXAMPLE</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Alien in One’s Own Land</strong></td>
</tr>
<tr>
<td><strong>Ascription of Innate Ability versus Hard Work:</strong></td>
</tr>
<tr>
<td>To an AAPI person, “Of course you got an ‘A’, you are Asian!”</td>
</tr>
<tr>
<td><strong>Color-Evasive Racism:</strong></td>
</tr>
<tr>
<td>“I don’t see race.”</td>
</tr>
<tr>
<td><strong>Myth of Meritocracy:</strong></td>
</tr>
<tr>
<td>“Everyone can succeed in this society, if they work hard enough.”</td>
</tr>
<tr>
<td><strong>Pathologizing Expression &amp; Communication Styles:</strong></td>
</tr>
<tr>
<td>To Black student, “Why do you have to be so loud/animated? Just calm down.”</td>
</tr>
<tr>
<td><strong>Second-Class Citizen</strong></td>
</tr>
</tbody>
</table>
| You notice that your female colleague is frequently interrupted during a committee meeting | | **Assumptions about intelligence and academic success**

<table>
<thead>
<tr>
<th><strong>TOOL: INTERRUPTING RACIAL AND INTERSECTIONAL MICROAGGRESSIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RIMA THEME AND EXAMPLE</strong></td>
</tr>
<tr>
<td><strong>Assumptions about intelligence and academic success</strong></td>
</tr>
<tr>
<td>To a BIPOC woman: “I would’ve never guessed that you are a scientist.” Or: “You read well!”</td>
</tr>
<tr>
<td>ASSUMPTIONS ABOUT INTELLIGENCE &amp; ACADEMIC SUCCESS</td>
</tr>
</tbody>
</table>

Sources: Harwood et al (2010); Zerai et al (2021); Adapted from: Kenney (2014); Kraybill (2008); LeBaron (2008); Peavey (2003); Sue (2010).
More information about the RIMA survey and how to interrupt microaggressions

UNM RIMA Survey Website:
campusclimate.unm.edu/initiatives/rimasurvey.html

*Interrupting Microaggressions Toolkit:
https://diverse.unm.edu/assets/docs/handouts-11062020.pdf

*SOGIE Microaggressions: Overview
https://diverse.unm.edu/resources/handouts.html

*Presentation on RIMAs & Implicit Bias:
https://diverse.unm.edu/assets/docs/essdeipresentation11062020.pdf

*Dr. Sue on PBS News Hour
https://www.pbs.org/newshour/show/how-unintentional-but-insidious-bias-can-be-the-most-harmful
Resources from UNM DEI+

- Handouts:
  - RMAs: An Overview
  - Interrupting RMAs
  - SOGIE microaggressions: overview
  - Case development for Racial Bias in Medicine Small Group Session
  - Facilitator Guide


- LGBTQRC.UNM.EDU
- LGBTQRC.UNM.EDU Confidential Advocate

- Disability and leadership: Engendering visibility, acceptance, and support: https://www.heidrick.com/Knowledge-Center/Publication/Disability_and_leadership_Engendering_visibility_acceptance_and_support
Thank you!

LGBTQ Resource Center
505.277.54288
lgbtqrc@unm.edu

Men of Color Initiative (MOCI)

INSTITUTE FOR THE STUDY OF “RACE” & SOCIAL JUSTICE
race.unm.edu

DIVISION FOR EQUITY & INCLUSION

WE INVITE YOU TO CONTACT US:
505.277.1238
DIVERSE@UNM.EDU
DIVERSE.UNM.EDU

DIVERSE@UNM.EDU
Division for Equity and Inclusion (DEI) Acronyms

- Black, Indigenous and People of Color (BIPOC), to Include Asian/API, Latinx, & Others
- Diversity, Equity, Accessibility, & Inclusion (DEAI)
- Ethnography of UNM (EUNM)
- Lesbian, Gay, Bisexual/Pansexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA)
- Liaisons for Equity, Advocacy & Diversity (LEAD) Council of Associate Deans for Diversity (& related titles)
- Minority Serving Institution (MSI)
- National Center for Faculty Development and Diversity (NCFDD) Faculty Success Program (FSP)
- Office For Federal Contract Compliance Programs (OFCCP)
- UNM Office of Institutional Analytics (OIA)
- Person(s) with Disabilities/Disabled Persons (PWD)
- Queer and Trans People of Color (QTPOC)
- Racial and Intersectional Micro-aggression(s) [RIMA(s)], to include racial, class, sexual orientation, gender identity and expression, and ableism (discrimination and bias against Persons with Disabilities)
- Sexual Orientation, Gender Identity and Expression (SOGIE)
- Underrepresented Racial/Ethnic Minority (URM), to include Native American/American Indian, Black/African American, & Latinx/Chicanx/Hispano
- Vice President for Equity and Inclusion (VPEI)
An incomplete list of references


---. *Intersectionality as Critical Social Theory* (Durham, NC: Duke University, 2019).


An incomplete list of references (continued)


----. 2019. “‘Working the cracks’ in academia and beyond: Cultivating ‘race’ and social justice convergence spaces, networks, and liberation capital for social transformation in the neoliberal university.”


Quay, Lisa 2017. Leveraging Mindset Science to Design Educational Environments that Nurture People’s Natural Drive to Learn. APLU.

Sisneros, Samuel. Student Activism and the Three Peoples Paintings Challenging Settler Mythology at the University of New Mexico. Aztlán: A Journal of Chicano Studies 44:1 Spring 2019
https://digitalrepository.unm.edu/ulls_fsp/143
Rouillon, Vanessa Isabel Calderon. 2013. Reconfiguring Racial Uplift: Church-sponsored African American Rhetorical Work In The Early Twentieth Century [Dissertation] University of Illinois at Urbana-Champaign


Woodson, Carter G. *The Mis-Education of the Negro*, (Book Tree, 2006).


<table>
<thead>
<tr>
<th>TOOL: INTERRUPTING RACIAL AND INTERSECTIONAL MICROAGGRESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RIMA THEME AND EXAMPLE</strong></td>
</tr>
<tr>
<td><strong>THIRD-PARTY INTERVENTION EXAMPLE</strong></td>
</tr>
<tr>
<td><strong>COMMUNICATION APPROACHES</strong></td>
</tr>
<tr>
<td><strong>Alien in One’s Own Land</strong></td>
</tr>
<tr>
<td>To Latinos or AAPI folks from U.S.: “Where are you really from?”</td>
</tr>
<tr>
<td>“I’m just curious. What makes you ask that? I already told you that I am from Colorado.”</td>
</tr>
<tr>
<td><strong>INQUIRY:</strong> Ask the speaker to elaborate. This will give you more information about where they are coming from, and may also help the speaker to become aware of what they are saying.</td>
</tr>
<tr>
<td><strong>KEY PHRASES:</strong> “Say more about that.” “Can you elaborate on your point?” “It sounds like you have a strong opinion about this. Tell me why.” “What is it about this that concerns you the most?”</td>
</tr>
<tr>
<td><strong>Ascription of Innate Ability versus Hard Work:</strong></td>
</tr>
<tr>
<td>To an AAPI person, “Of course you got an ‘A’, you are Asian!”</td>
</tr>
<tr>
<td>“It sounds like you think I get A’s because I am AAPI, and not because I studied. What makes you believe that?”</td>
</tr>
<tr>
<td><strong>KEY PHRASES:</strong> “Say more about that.” “Can you elaborate on your point?” “It sounds like you have a strong opinion about this. Tell me why.” “What is it about this that concerns you the most?”</td>
</tr>
<tr>
<td><strong>Color-Evasive Racism:</strong></td>
</tr>
<tr>
<td>“I don’t see race.”</td>
</tr>
<tr>
<td>“When you say that, it does not acknowledge my experiences, culture, [if applicable:] and language.”</td>
</tr>
<tr>
<td><strong>PARAPHRASE &amp; REFLECT:</strong> Reflecting on essence of what the speaker has said by briefly restating in your own words demonstrates your desire to understand them and reduces defensiveness. Reflect with speaker on both content and feelings as appropriate.</td>
</tr>
<tr>
<td><strong>KEY PHRASES:</strong> “So, it sounds like you think…” “You’re saying…” “You believe…”</td>
</tr>
<tr>
<td><strong>Myth of Meritocracy:</strong></td>
</tr>
<tr>
<td>“Everyone can succeed in this society, if they work hard enough.”</td>
</tr>
<tr>
<td>“So, you feel that everyone can succeed if they work hard enough. Can you share examples?”</td>
</tr>
<tr>
<td><strong>KEY PHRASES:</strong> “So, it sounds like you think…” “You’re saying…” “You believe…”</td>
</tr>
<tr>
<td><strong>Pathologizing Expression &amp; Communication Styles:</strong></td>
</tr>
<tr>
<td>To Black student, “Why do you have to be so loud/animated? Just calm down.”</td>
</tr>
<tr>
<td>“It appears you were uncomfortable when ___ said that. I’m thinking that there are many styles to express ourselves. Let’s talk about how we can honor all styles of expression.”</td>
</tr>
<tr>
<td><strong>REFRAME:</strong> Create a different way to look at a situation.</td>
</tr>
<tr>
<td><strong>KEY PHRASES:</strong> “What would happen if …?” “Could there be another way to look at this…?” “Let’s reframe this…” “How would you feel if this happened to your _____?”</td>
</tr>
<tr>
<td><strong>Second-Class Citizen</strong></td>
</tr>
<tr>
<td>You notice that your female colleague is frequently interrupted during a meeting</td>
</tr>
<tr>
<td>“Responder addressing the group: ___ brings up a good point. I didn’t get a chance to hear all of it. Can we ask ___ repeat it?”</td>
</tr>
<tr>
<td><strong>INQUIRY &amp; ACCURATE INFO:</strong></td>
</tr>
<tr>
<td><strong>KEY PHRASES:</strong> “What does a scientist look like? “She has a Ph.D.; she should be able to read well!”</td>
</tr>
<tr>
<td><strong>Assumptions about intelligence and academic success</strong></td>
</tr>
<tr>
<td>To a BIPOC woman: “I would’ve never guessed that you are a scientist.” Or: “You read well!”</td>
</tr>
<tr>
<td>“I’m wondering what message this is sending her. Do you think you would have said this to a White male?”</td>
</tr>
<tr>
<td><strong>Sources:</strong> Harwood et al (2010); Zerai et al (2021); Adapted from: Kenney (2014); Kraybill (2008); LeBron (2008); Peavey (2003); Sue (2010); Annamma et al (2017).</td>
</tr>
<tr>
<td>RIMA THEME AND EXAMPLE</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
</tbody>
</table>
| **Myths about Meritocracy** | “How might we consider and mitigate the impact of implicit bias to ensure that we have a fair hiring process in regards to gender and race?” | **STRATEGIC QUESTIONS:** Ask the speaker to elaborate. This will give you more information about where they are coming from, and may also help the speaker to become aware of what they are saying.  
**KEY PHRASES:** “Say more about that.”  
“Can you elaborate on your point?”  
“It sounds like you have a strong opinion about this. Tell me why.”  
“What is it about this that concerns you the most?” |
| Unsolicited comments to Black student from a White student: “I think Affirmative Action is unfair” | “How does what you just said honor your colleague?” | |
| Attending physician to BIPOC woman medical student in response to her presentation in which she proposed a new treatment: “I didn’t know you were smart!” (despite fact that she spoke up as much as male students during rounds that week) | “What impact do you think your statement has on this student and on dynamics among medical students? Have you considered taking the gender and science implicit associations test? How might you rephrase your feedback next time?” | |
| **Representative for the Entire Race (or SOGIE or PWD)** | “June, we would love your opinion, as much as we would appreciate opinions from the rest of class; in fact, let us open up this question to the entire class and then take a look at informed perspectives from the literature.” | **REDIRECT:** Shift focus to a different person  
**KEY PHRASES:** “Let’s shift the conversation…”  
“Let’s open up this question to others…”  
“Let’s consult the academic literature on this one instead of relying on opinions.” |
<p>| U.S.-born AAPI student whose heritage is from Japan being expected to comment on Chinese culture | “I have been called a [SOGIE expletive] by fellow students on several occasions. This typically happens in residence halls after hours”. To affected student: “I am sorry to hear that, [name]. Would you like us to host a SafeZone (SOGIE awareness) workshop in your residence hall?” To individual committing RIMA: “That language is offensive and unacceptable” | <strong>ACKNOWLEDGEMENT OF EXPERIENCE:</strong> Being an upstander means acknowledging experiences of individuals experiencing RIMAs and offering to serve as an ally and advocate. We must confront hate speech head on. |
| <strong>Second Class Citizen</strong> | Asking questions to find language that does not marginalize on basis of race and class. Provides a learning opportunity on the power of words and the way we use them. | <strong>STRATEGIC QUESTIONS:</strong> Asking questions to help speaker find language that does not marginalize on basis of race and class. Provides a learning opportunity on the power of words and the ways we use them. |
| Calling things “ghetto”; other examples include calling things “white trash”. | | |</p>
<table>
<thead>
<tr>
<th>RIMA THEME AND EXAMPLE</th>
<th>FIRST or THIRD-PARTY INTERVENTION EXAMPLE</th>
<th>COMMUNICATION APPROACHES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lack of Bystander Intervention</strong></td>
<td><strong>On part of classmates:</strong> BIPOC student uncomfortable being put in the situation of confronting use of “n word” when they did not witness this.</td>
<td><strong>INQUIRY &amp; ACCURATE INFO:</strong> It is not the job of BIPOC students to intercede when someone uses a racial epithet. There are university and legal processes to handle this and even federal procedures to investigate hate speech. <strong>KEY PHASES:</strong> “Let us help you find more appropriate parties to whom to report your concerns.”</td>
</tr>
<tr>
<td><strong>On part of faculty:</strong> When BIPOC, WOC, women student(s) report academic bullying &amp; harassment from other students during group work</td>
<td>“Thank you for bringing this to my attention. It is a bit taxing for you to expect me to intercede when I wasn’t even there when it happened. You can file an ethics point grievance or tell our professor.”</td>
<td><strong>INQUIRY &amp; ACCURATE INFO:</strong> Share studies providing evidence of strength of diverse work groups. Model an effective group work process by discussing RIMA survey results and asking class to devise a rubric for inclusive group work.</td>
</tr>
<tr>
<td><strong>On part of university administration:</strong> Faculty delays or dismals of requests for academic accommodations from PWD</td>
<td>“It is vital that we create an inclusive process for group work. Research shows that diverse groups can create the best outcomes. Your colleagues will assess your group work participation.”</td>
<td><strong>ACCURATE INFO:</strong> Notification of policy and acting on policy (and ADA) violations. Enhancing compliance by assessing units. Remind faculty that all students deserve equitable access to education.</td>
</tr>
<tr>
<td><strong>SOGIE-Evasive Trans/homophobia</strong></td>
<td>“Transphobic undertones are just so rampant in my academic program. People are really well intentioned, but they just act like trans people don't exist ... and show notable discomfort (uncomfortable laughing, grimacing) when I bring up trans bodies and experiences...”</td>
<td><strong>ACCURATE INFO:</strong> A 2016 survey indicates that .6% of U.S. adults are transgender. However, it is severely underreported, as shown by recent YRRS data. The suicide rates for LGBTQIA folks are 5 times higher than the national average. For trans folks, 41% attempt suicide at least once. Transphobia and acting to interrupt it is a matter of life and death.</td>
</tr>
<tr>
<td>“Being misgendered regularly despite having my pronouns worn or in my zoom name”</td>
<td>“According to Youth Risk and Resilience Survey (YRRS) data for NM, in 2017 6.3% identified along the trans spectrum. This means that in a student body of 20,000 it is possible that over 1,000 students are transgender. In order to enhance inclusiveness, we need to do all that we can to make sure everyone feels they belong.”</td>
<td><strong>INQUIRY &amp; ACCURATE INFO:</strong> Ask whether individual committing RIMA is aware of target’s preferred pronouns. Organize a SafeZone workshop; share Dr. Ben Barres’ story <a href="https://mitpress.mit.edu/books/autobiography-transgender-scientist">https://mitpress.mit.edu/books/autobiography-transgender-scientist</a></td>
</tr>
</tbody>
</table>

Sources: Harwood et al (2010); Zerai et al (2021); Adapted from: Kenney (2014); Kraybill (2008); LeBron (2008); Peavey (2003); Sue (2010); Annamma et al (2017; Williams Institute 2016).
ACRONYMS: AAPI-Asian/Asian American and Pacific Islander; BIPOC-Black and Indigenous People of Color; LGBQIA-Lesbian, Gay, Bisexual/Pansexual, Transgender, Queer/Questioning, Intersex, Asexual PWD-Persons with Disabilities; RIMA: Racial and Intersectional Microaggression; SOGIE-Sexual Orientation, Gender Identity or Expression; YRRS-Youth Risk and Resilience Survey

CONSIDERATIONS (from Harwood et al 2010):
• The communication approaches are most effective when used in combination with one another, e.g., using impact and preference statements, using inquiry and paraphrasing together, etc.
• Separate the person from the action or behavior. Instead of saying “you're racist”, try saying “that could be perceived as a racist remark”. Being called a racist puts someone on the defensive and can be considered “fighting words”.
Avoid starting questions with “why”; it puts people on the defensive. Instead try “how” or “what made you ...”.
• When addressing a microaggression, try to avoid using the pronoun “you” too often-it can leave people feeling defensive and blamed. Use “I” statements describing the impact on you instead or refer to the action indirectly, e.g., “when ___ was said ...” or “when ___ happened ...”.
• How you say it is as critical as what you say, e.g., tone of voice, body language, etc. The message has to be conveyed with respect for the other person, even if one is having a strong negative reaction to what's been said. So it is helpful to think about your intention when interrupting a microaggression, e.g., do you want that person to understand the impact of his/her action, or stop his/her behavior, or make the person feel guilty, etc. Your intention and the manner in which you execute your intention make a difference.
• Sometimes humor can defuse a tense situation.
KUNM Radio

Radio Board Annual Report

April 1, 2020 through June 2021
Listeners per week

The Radio Board reviews publicly available data from Nielsen Audio, Inc and CPB (Corporation for Public Broadcasting) to examine trends in listenership and voluntary listener contributions to KUNM. This is important because KUNM’s contributing listeners and local program sponsors provide about $1.5 million of the station’s annual cash budget of about $2.1 million.

2018 - 92,800 listeners
2019 - 83,000 listeners
2020 - 96,100 listeners
2021 - 89,800 listeners  (Spring estimate only - 2021)

*On average, listeners spend 5 hours per week with KUNM. In 2021, people will spend 23.6 million hours listening to KUNM. KUNM’s signal reaches 1,115,000 New Mexicans. Currently, we are reaching about 8% of our potential audience.*

(Source: Nielsen age 12+, full week cumulative audience in total service area)
KUNM tracks the number of individual donors contributing to the radio station each fiscal year for reporting to CPB. This information was reviewed by the Radio Board for this report.

<table>
<thead>
<tr>
<th></th>
<th>Donors</th>
<th>Total</th>
<th>Average Gift</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY17</td>
<td>8,380</td>
<td>$ 1,054,450</td>
<td>$ 126</td>
</tr>
<tr>
<td>FY18</td>
<td>8,150</td>
<td>$ 1,043,180</td>
<td>$ 128</td>
</tr>
<tr>
<td>FY19</td>
<td>8,149</td>
<td>$ 1,217,075</td>
<td>$ 149</td>
</tr>
<tr>
<td>FY20</td>
<td>7,903</td>
<td>$ 1,302,203</td>
<td>$ 165</td>
</tr>
<tr>
<td>FY21</td>
<td>8,250 (est)</td>
<td>$ 1,475,214</td>
<td>$ 179</td>
</tr>
</tbody>
</table>

Note: Starting in FY19, KUNM began receiving planned gifts that have been “in the works” for about a decade. Planned gifts are in greater amounts than typical annual gifts, driving up the average gift amount.
The Radio Board met monthly by Zoom throughout this time. The Board provided important feedback to KUNM regarding emergency programming, limited in-studio operations, and service to our listeners. In particular, the Radio Board showed flexibility in structuring accountability for emergency broadcast pre-emption lasting beyond the 13-week pre-emption rules in the Radio Board’s bylaws.

The Radio Board spoke with key KUNM volunteers to discuss broadcasting from home versus live, in-studio broadcasting. The Radio Board provided valuable feedback from the KUNM listeners perspective with strong advice on plans to reopen the station to staff, volunteers and the community.

The Office of the Provost oversaw the Radio Board’s biennial election for representatives from our contributing listeners. Fourteen candidates nominated themselves for four open seats. The Radio Board elected David Hanson (UNM professor of Biology) as Chair with Don McIver (elected by KUNM volunteers) and Hannah Epstein (UNM staff) joining in the Radio Board leadership team.
• The Radio Board has undertaken a deep review of potential services that KUNM may provide using the station’s HD2 (digital second channel) for broadcasting. The Board has engaged in technical training related to content on the HD2 channel.

• The Radio Board is also engaged with management on public input for programming changes that will adhere to the spirit of the Regents Bylaws for the Radio Board on program changes. An additional HD channel will add another full day of content for broadcast.

• KUNM continues to see success as a self-supporting department at UNM. Revenues have exceeded expenses for the past 25 years. The station has an emergency reserve of $500,000 (2.5 months operating expenses) along with anticipated planned gifts totaling just over $2,000,000.
Recommendations

• KUNM continue expanding its streaming and digital content, including increasing digital availability of all programming, podcasting many locally-produced programs and promoting its internet services.

• That station management provide the Radio Board with any recommended changes to the KUNM program schedule, including proposed programming on its HD2 platform.

• KUNM should take a cautious approach to reopening its facilities to the public considering the spread of COVID and its variants.

• The Radio Board, along with station staff and volunteers should work together to modernize the 1998 Volunteer Grievance Procedure for dispute resolution when needed.
Conclusions

KUNM remains a vital part of the University of New Mexico and the New Mexico media landscape. The Radio Board remains committed to its role as an advisor to the station.

We thank the Regents, the Office of the Provost, along with UNM leadership and staff for their on-going support for KUNM’s services to the community.

The Radio Board acknowledges the many challenges faced by KUNM staff, students and volunteers during this time. The death of interim News Director Hannah Colton in November 2020 has deeply impacted Hannah’s family, friends, and the KUNM community. She was 29-years-old. Given the complexities of our time, the KUNM Radio Board offers its support and encouragement for the on-going work of maintaining a safe and healthy work environment, in service to our listeners.

This report was prepared and reviewed by the Radio Board and approved at its meeting on September 7, 2021.
Renewal of License Authorization

This is to notify you that your Application for Renewal of License 0000146546, was granted on 09/21/2021 for a term expiring on 10/01/2029.

This is your License Renewal Authorization for station KUNM

Facility ID: 6083
Location: ALBUQUERQUE, NM

REGENTS OF THE UNIVERSITY OF NEW MEXICO
KUNM Radio, MSC06 3520 1 University of New Mexico
Albuquerque, NM 87131-0001