THE UNIVERSITY OF NEW MEXICO

BOARD OF REGENTS
STUDENT SUCCESS, TEACH & RESEARCH COMMITTEE

MEETING AGENDA

April 29, 2021
1:00 PM
Virtual Meeting

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING and RESEARCH COMMITTEE MEETING
April 29, 2021 – 1:00 p.m.
Virtual Meeting

AGENDA

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

II. Approval of Summarized Minutes from Previous Meeting **TAB A**

III. Reports/Comments:

Provost's Administrative Report
i. James Holloway, Provost & EVP for Academic Affairs
Member Comments
Advisor Comments

IV. Action Items:

A. Proposed Legislation to amend Article VI, Section 2: Council Chair Elections of GPSA Constitution **TAB B**
Nikhileswara Reddy Naguru, GPSA President

B. **Proposed Legislative Action: Proposed Legislation to amend Article VIII. Amendments to GPSA Constitution** **TAB C**
Nikhileswara Reddy Naguru, GPSA President

C. Proposed changes to the Staff Council Constitution to amend Article III, Sections 2 and 3; Article IV, Sections 1 and 4 **TAB D**
Nancy Shane, UNM Staff Council President

D. Posthumous Degree for Glenda Lewis **TAB E**
Robben Baca, Graduate Academic Affairs Specialist

E. 2021 Spring Degree Candidates **TAB F**
Finnie Coleman, President, Faculty Senate

F. Form D PhD in Health Equity Sciences **TAB G**
Kristine Tollestrup, Professor, College of Population Health
Nina Wallerstein, Professor, College of Population Health

G. **Appoint Dr. Gulshan Parasher, MD as the inaugural holder of the Robert G. "Reg" Strickland Distinguished Chair of Digestive Health and Science** **TAB H**
Dr. Mark Unruh, Department Chair of Internal Medicine

H. Recommendations For Consent Agenda Items on Full Board of Regents' Agenda **TAB I**
Kim Sanchez Rael, Chair, Regents' SSTAR Committee

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING and RESEARCH COMMITTEE MEETING
April 29, 2021 – 1:00 p.m.
Virtual Meeting

V. Information Items:

I. Resolution on Divestment **TAB J**
Finnie Coleman, President, Faculty Senate

J. Resolution on Green Initiatives **TAB K**
Finnie Coleman, President, Faculty Senate

VI. Public Comment

VII. Adjournment

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
April 1, 2021 – 1:00 p.m.
Virtual Meeting

Meeting Summary

Committee members present: *Regent Kim Sanchez Rael, Chair, Regent Doug Brown, Student Regent Randy Ko, Finnie Coleman, President, Faculty Senate, and Nancy Shane, President Staff Council*

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

I. Call to Order – Confirmation of a Quorum, Adoption of the Agenda
Motion to Approve: Regent Doug Brown
Second: Student Regent Randy Ko
Motion: Approved

II. Approval of Summarized Minutes from Previous Meeting **TAB A**
Motion to Approve: Regent Doug Brown
Second: Regent Randy Ko
Motion: Approved

III. Reports/Comments:

Provost Administrative Report
Pamela Cheek, Associate Provost for Student Success (presenting report on behalf of Provost)

- Enrollment:
  - Applications received increased by 63 when compared to last year.
    - Increase of 29% in offers of admission to first-year students
  - NM applications are down 10%
    - Increase of 13% in offers to NM residents compared to previous year.
  - Non-resident applications are up 12%
    - Increase of 55% in offers to residents from other states
  - Transfer application increased 3.52% for Fall 2021; Summer increased by 23%
  - Master's application increased 8% for Fall 2021; Summer increased by 45%
  - Doctoral applications increased 28% for Fall 2021; Summer increased 70%
  - Course Modalities Main Campus for Fall 2021: 20% online, 11% will be hybrid, and 69% face to face.
    - Regent Brown expressed concern over the justification of fees for online courses now compared to when they were first introduced. Would like an analysis of the fees and the differential tuition. Answer: Dr. Cheek: We are in a situation where online courses are part of the total mix. It is no longer a separate curriculum. Academic technologies are tremendously expensive whether used in a face-to-face context or in an entirely online context. All of the regularly used classrooms are being outfitted with streaming capability so that courses can be streamed as they are being taught. The technology, issues related to having a new learning management system canvas which you know, is really promising. Smart classrooms and then the capacity again to offer, we could even say now traditional online is expensive. I am grateful to the Regents and to you for flagging the need to really examine those fee structures.
  - New Student Orientation registration, primarily for freshman, is at an all-time high relative to the past four years.
  - Transfer Students: Provost Holloway established a Collaborative Academic Affairs working group with CNM and UNM to facilitate the transfer process between the two institutions. Data will be analyzed to identify key transfer pathways. We will also

address the needs of the transfer population and make a recommendation about a 3-year transfer goal look like.

- Nancy Shane: Are courses that ate not transferring from CNM to UNM largely STEM or something else? Answer: Dr. Cheek: All academic courses that are taken by a student at an accredited university transfer to UNM, especially if they are taken at another New Mexico institution. Some courses may not count to the major being sought, but would count as part of their university requirement credit. These courses are not only STEM.

- UNM Goldwater Scholars:
  - UNM had 4 nominees, all women, for the highly competitive 2021 Goldwater Foundation awards. Ryla Josephine Cantergiani, Anna Janicek, Abigail Pribisova and Sophia Salbato were all named winners and are among 410 awardees from across the United States.

Member Comments
Regent Rael Sanchez: I just wanted to briefly make a comment primarily for Regent Ko's benefit, but also for all of the members of the STAR Committee. This committee is unique amongst the Regents, because we have not just the Regents who are full voting members of this committee. The Provost, the President of the Staff Council, Nancy Shane and the President of the Faculty Senate, Finnie Coleman are all full voting members. As a Regent, this is very exciting and inspiring to me from a perspective of shared governance

Advisor Comments
No Comments

IV. Action Items:

A. Form C - AAS Computational Mathematics (VA)(New) **TAB B**
Laura Musselwhite, Dean: Valencia County Branch
Elaine Clark, Associate Professor, Mathematics
Motion to Approve: Doug Brown
Second: Randy Ko
Motion: Approved

B. **Form C - UG Minor: Human Services (New)** **TAB C**
Kristopher Goodrich, Associate Dean: COEHS
Motion to Approve: Doug Brown
Second: Randy Ko
Motion: Approved

C. Form C - CERT Community Safety & Human Security (New) **TAB D**
Ken Carpenter, PhD
Academic Coordinator for the National Securities Study Program (NSSP)
Motion to Approve: Doug Brown
Second: Finnie Coleman
Motion: Approved

D. Form C - CERT Process Technology (GA)(New) **TAB E**
Jon Saatvedt, M.S.
Visiting Lecturer
Motion to Approve: Doug Brown; pending identification of sustainable funding sources
Second: Randy Ko:
Motion: Approved. Subject to identification of sustainable funding source

V. Information Items:

A. Transfer Students **TAB F**
Dan Garcia, Vice Provost for Enrollment Management
Vice President Garcia provided information on students transferring into UNM.

- Approximately 40% of our undergraduate population are transfer students. Each year around 7,000 transfer students are enrolled at UNM. Over the past five years, we have received an average of 2,400 new transfer students each year; of those, approximately 1,400 each year are from 2-year institutions from inside NM. Fall 2020: Students from NM two-year institutions averaged 55 incoming transfer credits. There are continued efforts involving recruitment strategies, efforts, and tools towards the transfer student admissions.

B. Differential Tuition: Process of Approvals **TAB G**
Nicole Dopson
Nicole Dopson, Director, Financial Operations for Academic Affairs

- Director Dopson, provided policy information to the committee as it relates to differential tuition. She also provided information on the approval process for differential tuition; to include a flow chart. There are currently 14 unites with existing differential tuition for the 2020-2021 academic year. Units with differential tuition must undergo a review every 3 years.

VI. Public Comment
None.

VII. Adjournment @ 2:59pm
Motion to Approve: Randy Ko
Second: Doug Brown
Motion: Approved

Graduate and Professional Student Association (GPSA)
University of New Mexico

BILL # 2021-01 **SPRING 2021 SESSION**

■ Constitution ☐ Bylaw

Legislative Action: Proposed Legislation to amend ***Article VI, Section 2: Council Chair Elections*** of GPSA Constitution

Introduced by: GPSA President Nikhileswara Reddy Naguru

1st Reading: Aaron Cowan
2nd Reading: LSC
3rd Reading: GPSA Council

Referred To: Legislative Steering Committee, LSC
Committee Action: Passed and recommend to Council.
Council Action: Approved on Feb 13, 2021 meeting

GPSA Members' approval:

In favor: 167, Oppose: 50, Abstain: 35

Approved by majority during 2021 General Elections that happened from 29th March- 2nd April 2021.

Board of Regents:

In favor: Oppose: Abstain:

Bill Summary:

The purpose of this constitutional change is to give freedom to the council to decide when the council chair elections should take place.

Be it enacted by the Graduate and Professional Student Association at the University of New Mexico that the following be amended in ***Article VI, Section 2: Council Chair Elections*** *of the GPSA Constitution:*

ARTICLE VI. ELECTIONS

Section 2. Council Chair Election

A. An election of the Council Chair shall occur at ~~the April~~ **a scheduled** Council meeting.
B. The Council Chair is elected by a majority of votes of eligible representatives ~~at the April~~ **present at that** meeting.

Graduate and Professional Student Association (GPSA)
University of New Mexico

BILL # 2021-02 **SPRING 2021 SESSION**

■ Constitution ☐ Bylaw

Legislative Action: Proposed Legislation to amend ***ARTICLE VIII. AMENDMENTS*** of GPSA Constitution

Introduced by: GPSA President Nikhileswara Reddy Naguru

1st Reading: Aaron Cowan
2nd Reading: LSC
3rd Reading: GPSA Council

Referred To: Legislative Steering Committee, LSC
Committee Action: Passed and recommend to Council.
Council Action: Approved on Feb 13, 2021 meeting

GPSA Members' approval:

In favor: 193, Oppose: 35, Abstain: 24

Approved by majority during 2021 General Elections that happened from 29th March- 2nd April 2021.

Board of Regents:

In favor: Oppose: Abstain:

Bill Summary:

The purpose of this constitutional change is to remove the restriction on when GPSA can consider constitutional amendments.

Be it enacted by the Graduate and Professional Student Association at the University of New Mexico that the following be amended in ***Article: VIII AMENDMENTS, Section: 1 Amendments*** *of the GPSA Constitution:*

ARTICLE VIII. AMENDMENTS

Section 1. Amendments

Requires a two-thirds (2/3) approval by Council Representatives present at a regular Council meeting, plurality approval by GPSA members voting in ~~the General~~ **an** ~~E~~**e**lection, and approval by the Board of Regents.

UNIVERSITY OF NEW MEXICO STAFF COUNCIL CONSTITUTION

ARTICLE I: NAME

The name of the organization is the University of New Mexico Staff Council.

ARTICLE II: STATEMENT OF PURPOSE

Section 1. **Purpose.** The purpose of the University of New Mexico Staff Council is to represent the interests of all staff, and to serve as an important source of input into the issues and decisions of the University as they relate to the general welfare of the staff of the University of New Mexico (UNM). The Staff Council shall represent UNM staff to the University administration, and the Staff Council president shall serve as an advisory member of the Board of Regents.

Section 2. **Authority.** The Staff Council shall not replace or supersede the UNM Personnel Policies and Procedures but shall make recommendations to adopt or amend such policies and procedures. The Staff Council shall make recommendations regarding conditions of employment and shall work toward improving wages, hours and conditions of employment for the staff. UNM staff may participate, as individuals, in the Staff Council notwithstanding their employment in a position subject to a collective bargaining agreement. The Staff Council shall not supersede or replace collective bargaining units officially recognized by the University, nor shall it have any authority with respect to University collective bargaining agreement.

ARTICLE III: MEMBERSHIP

Section 1. **The University Staff**

(A) Any staff member employed by UNM in a regular, contract, or term position; who is at least half-time status; and who has worked at the University for at least six months is eligible both to run for membership on the Staff Council and vote for staff councilors, except those employed at the UNM branch campuses. The Council encourages full and equal participation and no staff member shall be denied full and equal participation for reasons of race, color, national origin, religion, ancestry, sex, age, physical and mental disability, serious medical condition, spousal affiliation, sexual orientation and gender identity.

(B) The UNM Staff Council shall be composed of 60 elected representatives from among staff. Each grade of staff shall have representation. The total number of representatives from the grades shall be 30 and shall be elected in odd numbered years. Each staff precinct, as determined by the Staff Council, shall have representation. The total number of representatives from the precincts shall be 30 and shall be elected in even-numbered years.

(C) A councilor may be removed for cause (malfeasance, misfeasance or nonfeasance) by an affirmative vote of forty councilors.

(D) Persons eligible to vote in Faculty elections shall not be considered staff. Staff holding temporary part-time faculty appointments shall be considered staff for purposes of this article.

Section 2. **UNM Organization Liaisons.** The Presidents, or their designees, of the Associated Students of UNM (ASUNM), Graduate and Professional Students Association (GPSA), Faculty Senate, Retiree Association, and the Alumni Association may serve as liaisons to the UNM Staff Council.

Section 3. **Administrative Staff Liaison.** The President of the University shall designate a senior administrative staff member to serve as a liaison to the Staff Council.

ARTIVLE IV: ELECTIONS AND VACANCIES

Elections shall be held in the spring semester. Elected members shall serve two-year terms. In the event of a vacancy in a seat on the Staff Council, the Speaker shall nominate a replacement from among the staff members in the vacant grade or precinct. Nominees shall require an affirmative vote of two-thirds of the Council members present before they are seated. Nominees shall serve for the remainder of the elected term to which they are appointed. The Council may adopt appropriate rules to carry out and enforce this article.

ARTICLE V: OFFICERS

Section 1. The Staff Council shall elect from its membership a President, a President-Elect, a Speaker and a Treasurer.

Section 2. The President shall serve as the Council's external representative to the University Community.

Section 3. The Speaker shall preside at all meetings of the Staff Council and provide for the orderly control of those meetings.

Section 4. The Treasurer shall develop and maintain accounting procedures and records for approval by the Council.

Section 5. The President-Elect shall assist the President, and shall automatically succeed to the Office of the President should there be a vacancy in that Office. Upon the succession of the President-Elect to the Office of the President, the Staff shall elect a new President-.

ARTICLE VI EXECUTIVE COMMITTEE

Section 1. An Executive Committee shall be established, composed of the Staff Council President, President-Elect, Immediate Past President, Speaker, Treasurer, two Members-at-Large representing grades, and two Members-at-Large representing precincts.

Section 2. The Executive Committee shall set the agenda for all Staff Council meetings and represent Council decisions to the University. The Committee will receive issues for consideration of the Staff Council for entities outside the Council and make appropriate referrals to Staff Council committees. All referrals will be reported to the Council by the Speaker.

Section 3. Should a vacancy occur on the Executive Committee, the Staff Council will fill the vacancy at its next meeting.

Section 4. A Staff person shall be assigned to the Staff Council to provide administrative support, and shall be a non-voting member of the Executive Committee.

ARTICLE VII: MEETINGS

The Staff Council shall hold an annual organizational meeting in the spring for the election of officers.

ARTICLE VIII: CONSTITUTION AND AMENDMENTS

Section 1. **Constitution.** The Constitution shall become effective on the date of ratification. Ratification requires two-thirds approval by Council members present at the Council meeting called for ratification, majority approval by staff voting in the ratification election and approval by the Board of Regents.

Section 2. **Amendments.** Amendments to this constitution may be proposed by UNM staff at a regular Staff Council meeting. Ratification of an amendment requires approval by two-thirds of the Staff Council members present at the ratification meeting, and majority approval by staff voting in the ratification election, and approval by the Board of Regents. Amendments become effective on the date of ratification by the Regents.

Section 3. **Authority.** This Constitution, including all amendments, shall be subject to modification by and approval of the Board of Regents of the University.

Approved by the UNM Board of Regents September 8, 1992
Amended: August 10, 1993
Amended: September 13, 1994
Amended: May 10, 2011
Amended: February 14, 2017
Amended: August 2, 2018

GRADUATE STUDIES

DATE: April 1, 2021

TO: Operations Committee of the Faculty Senate

FROM: Nikki Jernigan, Ph.D., Chair
Senate Graduate & Professional Committee

RE: Posthumous Degree

At its April 1, 2021 meeting the Senate Graduate & Professional Committee voted to approve a request to grant a posthumous degree to Glenda Lewis (100009263). Please see the attached email from detailing this request for Ms. Lewis.

The Senate Graduate & Professional Committee's approval is based primarily on the two conditions specified in the faculty handbook relative to the granting of posthumous degrees. Ms. Lewis had completed the coursework required for the degree and her academic record is in good standing. Therefore, we request that the Faculty Senate support the awarding of a posthumous Doctor of Philosophy in Language, Literacy & Sociocultural Studies to Glenda Lewis. We also request that this item be put on the Senate's agenda at the earliest convenience.

Thank you,

Nikki Jernigan

Attachment

GRADUATE STUDIES

April 16, 2021

Senate Graduate & Professional Committee:

The University of New Mexico recently lost an exceptional student, community worker, colleague and friend. I grew to know Glenda during her time as GPSA President and while a Project Assistant for Project New Mexico Graduates of Color. Glenda had been ready to defend her dissertation when the COVID-19 pandemic fell upon us. Toward the end of 2020 Glenda was diagnosed with stage 4 cancer.

Being born and raised in New Mexico, Glenda has always been a strong supporter of UNM and all that it stands for. She received her BA in American Studies in 2002, her MA in Secondary Education in 2010.

I am formally requesting the PhD in Language, Literacy & Sociocultural Studies be awarded posthumously to Glenda Lewis (100009263).

Sincerely,

Robben C. Brown
Academic Affairs Specialist
& Mgr., Academic Advisement

Supported and approved by the faculty of the department.

Carlos Lopez Leiva
Interim Dept. Chair
LLSS

OFFICE OF THE UNIVERSITY SECRETARY

April 27, 2021

TO: Board of Regents Academic Student Affairs and Research Committee

FROM: Rick Holmes, Office of the University Secretary

SUBJECT: Spring 2021 Degree Candidates

The Faculty Senate approved the Spring 2021 Degree Candidates at their April 27, 2021 Faculty Senate meeting. Included is the list of the Spring 2021 Degree Candidates. Please do not publish the candidates that are on the privacy flag list.

campus	Degree	Frequency
ABQ	**Baccalaureate Degree**	2504
ABQ	**Doctoral Degree**	219
ABQ	**First-Professional Degree (Medicine)**	88
ABQ	**Masters Degree**	483
ABQ	**Post Second. Cert/Dipl <1 yr.**	25
ABQ	**Post Second. Cert/Dipl >1 < 2 (Ugrad)**	29
ABQ	**Post-Masters Cert**	30
GA	**Associate Degree**	148
GA	**Post Second. Cert/Dipl <1 yr.**	3
GA	**Post Second. Cert/Dipl >1 < 2**	29
LA	**Associate Degree**	16
LA	**Post Second. Cert/Dipl <1 yr.**	10
LA	**Post Second. Cert/Dipl >1 < 2**	2
TA	**Associate Degree**	15
TA	**Post Second. Cert/Dipl <1 yr.**	1
VA	**Associate Degree**	55
VA	**Post Second. Cert/Dipl <1 yr.**	13
Total		3670*

**Final number of conferred degrees will be slightly lower due to changes in student degree status that occur until the end of the semester.*

Please place this item on the next Board of Regents ASAR Committee meeting agenda for consideration.

Thank you.

Attachments

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D

UNIT PREPARES IN QUADRUPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: November 1, 2020

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

Dr. Nina Wallerstein
(Name of individual initiating Graduate Degree or Graduate Certificate)

Professor, Dr. PH 505-272-4173
(Title, position, telephone number)

nwallerstein@salud.unm.edu
(Email address)

College of Population Health
(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).
5. Library Impact Statement.

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:

Department Chair	Kristine Gebbie	Date 11-1-2020
College Curricula Committee		Date
College or School Dean	Tracie C. Collins, MD, MPH, MHCDS	Date 11-1-2020
Dean of Library Services		Date 12-16-2020
Office of the Registrar—Catalog		Date
FS Graduate Committee	Nikki Jernigan — Nikki Jernigan 2021.02.25 15:13:44 -07'00'	Date
Dean of Graduate Studies	Julie Coonrod — Digitally signed by Julie Coonrod Date: 2021.02.25 15:06:28 -07'00'	Date
FS Curricula Committee	Angeline Delucas, DNP, MPH, RN	Date
Office of the Provost	Paul Z Chu	Date 02–12–2021
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

For Registrar's Office ONLY:
Entered Banner
Entered Catalog
Copies Mailed

Executive Summary - Preliminary Review
Doctor of Philosophy (PhD) Degree in Health Equity Sciences (HES)
College of Population Health, UNM
February 18, 2020

The University of New Mexico's College of Population Health (COPH) is proposing a new cooperative PhD degree in "Health Equity Sciences" (HES) in partnership with New Mexico State University's College of Health and Social Services. The new degree will capitalize on each institution's strengths in order to develop a wider range of educational and research opportunities within the state. The PhD in HES will integrate the rich history of public health with the newer discipline of population health and the human and social sciences, and provide graduates with a competency-based degree that will prepare them to become the health leaders, managers, and researchers of tomorrow. The new degree will "advance health and health equity across New Mexico" (and beyond), which is consistent with the vision of the Health Sciences Center's Strategic Plan 2018-2023, as well as the goals in the University of New Mexico's 2019-2020 Strategic Plan. This PhD is vitally important because one of New Mexico's greatest barriers to improved health and well-being is that the state is data-rich but information-poor, where data resources are not translated into "real-time" systems reform. A PhD in HES addresses this need for formal advanced training of health researchers, professionals, and advocates in epidemiology/socio-epidemiology and biostatistics, socio-behavioral intervention, prevention and evaluation sciences, community based participatory research, global health systems and policy equity sciences, and the translation of research results into interventions, health care system reform, and policies for improved health equity.

The new PhD will build upon the existing degree programs offered through the COPH, such as the accredited Master of Public Health (MPH) degree which has been offered since 1994, and the Bachelor of Science in Population Health (BSPH) degree started in 2015. This PhD offers unique training within the University and the state, and will attract students from a wide range of academic backgrounds because of the interdisciplinary nature of public and population health. The PhD in HES will be a 66-credit hour program of study, comprised of core and concentration course work and 18 dissertation hours. The program is designed to be flexible and responsive to the needs of individual students, with five concentrations including: Epidemiology, Applied Statistics, Health Education with colleagues from UNM's College of Education, Community Based Participatory Research (CBPR), and Global Health Equity (including health systems and policies).

The curriculum includes a core in advanced research methods, applied research skills, doctoral seminar, and concentration courses. Research methods include advanced epidemiology/biostatistics, rigorous quantitative and qualitative methods in prevention, intervention, and health policy research. Training will be based in translational, participatory, theory-driven and culturally-centered designs for diverse populations. Skill-building courses include data analysis software packages (SAS,STATA, etc), among others. Doctoral seminars will be student-driven journal clubs and employ diverse case studies (drawing from our rural/frontier, tribal, & U.S.-Mexico border partners). Concentration courses are tailored with students choosing their pathway with approvals by an advisor from NMSU and/or UNM, and the student's doctoral committee. After completing 25 credits, students will take a comprehensive exam and present their dissertation proposal.

Table 1: Proposed Ph.D. in Health Equity Sciences

	CORE Classes					
	Advanced Research Methods	Doctoral Seminars	Skills Building	Concentrations and Dissertation	MPH Credit Transfer	Total Credits
Required	3	3	3	12		21
Elective	15				12	27
Dissertation				18		18
Total credits	18	3	3	30	12	66

Evidence of Need and Duplication: The health sector continues to grow with no signs of declining. Alongside this growth is an unprecedented opportunity and need to develop population-based health solutions that can address the growing burden of chronic conditions. As the nation enrolls 32 million previously uninsured individuals, there is an urgent need to build evidence on what works, for who, under what conditions, and at

what cost. NM is positioned to be an innovator in this arena by building this evidence base and preparing researchers, administrators, managers, and policy and population health data analysts.

According to the Bureau of Labor Statistics (2019), between 2018-2028, the demand for public and population health personnel will outpace most other professions. For example, the demand for health system administrators and biostatisticians will grow 17.6% and 30.7% respectively – a rate that exceeds the growth of the overall job market by $3^1/_2$ to 6 times. In addition, a 2015 NM Department of Workforce Solutions Report showed the largest gains in employment will come from health services, with a 10.5% increase in jobs since 2008. Further, shortfall projections developed in 2008 (by the Association of Schools of Public Health) there is already a large shortfall of public health workers. At the time, it was estimated that 250,000 additional public health workers would be needed by 2020, which equated to three times the current number of graduates for a period of 10-15 years, including doctoral-level researchers.

Given the heterogeneity with our unique populations in NM, and considering the challenges and cultural assets, the timing for this degree is long overdue. This is an unprecedented period of change and opportunity for growing the public/population health workforce. Health reforms at the national, state and tribal levels have shifted towards value based health systems that reward innovation and implementation of evidence-based programs, innovative care delivery models, and community interventions that accelerate prevention and tackle the social determinants of health. A new cadre of PhD-trained professionals with applied research experience is needed for collecting, analyzing, and translating population health data; as well as evaluating multi-level health care and policy interventions that advance health equity for diverse communities. The PhD in HES will build a robust research workforce for working with other stakeholders to advance systems and policy change. The PhD at UNM (in cooperation with NMSU) will fill a critical gap in an under-represented workforce in the South, U.S.-Mexico border region and Mountain West health care, public health systems and health policy pool. In a 2019 survey of UNM's current MPH students and alumni, 63% indicated serious interest in a PhD, with specific interest in: analytics (24.5%); community health and health systems/policy (16%); global (12%); population health (12%); and Native American research (10%). Potential employers include: universities, public agencies, private insurance and accountable care organizations, for-profit and non-profit hospitals and health care systems, local/state/tribal governments, non-profit organizations, rural and/or U.S.-Mexico border public health offices, and Albuquerque Area and Navajo Tribal Epidemiology Centers.

There are no similar programs offered within NM. The WICHE regional graduate program opportunities are few, distant, and limited to general public health doctoral programs, or designed specifically for clinical practitioners such as nurses and laboratorians.

Inter-Institutional Collaboration and Cooperation: The new degree will be a cooperative program with NMSU. The two institutions will have common admission standards but conduct admission separately. The admitting university will be the student's "home" for the majority of their core requirements and comprehensive exams. Students will have the ability to cross-enroll at the partner university for selected classes, and the option to select a concentration and complete their dissertation at the partner university. Their dissertation chair will be from their home institution, but students will have the option to work with a primary research mentor from the partner school that will serve as co-chair to their committee.

Evaluation and Assessment: Each course has specific learning objectives, with student progress measured by successful completion of the course. Doctoral students must pass both a comprehensive examination after completing 24 credits from advanced core courses and their doctoral examination after completing their dissertation. Graduates and employers will be surveyed one-year after completion of degree to determine employment status and satisfaction with doctoral level training.

Projected Enrollment and Costs The faculty are ready to offer the new program, and pending approval, will start recruiting immediately. The plan is to start with 5 doctoral students initially. Once the PhD-HES is well established, we anticipate having over 20 students enrolled in the program, with 4+ PhD degrees being granted each year. It will take 4 to 5 years to establish the program, and at least 4 years before reaching 20 students in residence, however not all of these students will be full-time.

The anticipated yearly revenue as the program ramps up is as follows: year 1 = $25,779, year 2 = $51,559, year 3 = $77,339, and year 4 = $94,525. Projected start-up costs will include new staff support at 1.5 FTE who will assist with marketing, admissions, tracking of student progress, and processing of fellowships.

Todd W Hynson

From: Paul B Roth
Sent: Thursday, February 20, 2020 7:01 AM
To: Amy J Levi
Cc: Julie Coonrod; Chamiza Pacheco de Alas; Todd W Hynson; Tracie C Collins
Subject: Re: Request to proceed with the development of the PhD program at the College of Population Health

Yes. Please proceed

Sent from my iPhone

> On Feb 19, 2020, at 4:17 PM, Amy J Levi <AmyLevi@salud.unm.edu> wrote:
>
> Please let us know if the College of Population Health, under the direction of Dr. Tracie Collins, may proceed with the development of a proposal for the PhD program described in the attached Preliminary Review.
>
> Thank you!
>
> Amy
>
> Amy Levi, PhD, CNM, WHNP-BC, FACNM, FAAN
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NEW GRADUATE PROGRAM APPLICATION

A. General Information

Institution: University of New Mexico - College of Population Health

Name and Title of Contact Person: Tracie Collins MD, MPH, MHCDS
Dean and Professor

Email of Contact Person: TCCollins@salud.unm.edu

Name of Proposed Program: Ph.D. in Health Equity Sciences (HES)

Name of Sponsoring Department, School, and/or College: College of Population Health

Level of Proposed Program: Doctoral Degree

Estimated Time to Complete Proposed Program: 4-6 years full time

Campuses to offer this degree program: Albuquerque (North Campus) Health Sciences Center

All Program Format(s): *(standard, distance education, evening, weekend and/or other)* – Standard, distance education, and evening

Anticipated Start Date: Fall 2021

Proposed CIP code

B. Program Curriculum

Collaboration Spotlight

Education & Training

UNM and NMSU share a long history of collaborative public health work in research, training, education, leadership, and service dating back to the mid-1900's. The partnerships have included joint educational activities and research, as well as exchanges between the two universities for undergraduate and graduate students.

- UNM and NMSU are the only schools in NM offering public health education for under-graduate and graduate levels.
- NMSU lent its expertise to the development of UNM's Bachelor of Science in Public Health capstone class and project, since it has had a Bachelor's of Community/Public Health degree since the late 1970s.
- Both programs advise potential MPH students about the options at both schools (e.g. epidemiology vs border health).
- Traineeships sponsored by the Region 6 Public Health Training Center allow students to participate in exchange experiences at both schools.
- UNM's MPH students can take online classes through NMSU, and NMSU's MPH students can take in-person classes at UNM. These credits easily transfer, since both programs have the same accreditation standards, and apply to the degree they are working toward.
- NMSU offers an undergraduate and graduate minor in US-Mexico Border health and UNM offers a 400/500 level US-Mexico Border Health course.

Program Description (as listed in catalog)
The University of New Mexico's College of Population Health and New Mexico State University's College of Health and Social Sciences are proposing a cooperative Doctor of Philosophy in Health Equity Sciences (Ph.D.-HES). The doctorate program brings together two of New Mexico's most prestigious academic institutions to offer a unique and cutting-edge opportunity for doctoral-level study.

UNM and NMSU share a long history of collaborative public health work in research, training, education, leadership, and service dating back to the mid-1900s. Much of this work has focused on US-Mexico Border public health practice, services, and policy development, including joint educational activities and research, as well as exchanges between the two universities for undergraduate and graduate students. This longstanding partnership has set the stage for the collaborative doctoral program.

The program capitalizes on each institution's strengths. The cooperative structure gives students access to faculty and institutional resources on both campuses, creating a more comprehensive range of educational and research opportunities within the state. Both universities have comparable bachelor's degree programs (Public Health at NMSU and Population Health at UNM), and both have Master of Public Health degree programs; the Ph.D. in HES is a natural extension of these two programs.

The new doctorate will integrate the rich history of public health, with the newer discipline of population health, and the human and social sciences to provide graduates with a rigorous competency-based degree. The advanced comprehensive training will prepare graduates for positions in various settings - such as local, state, federal, and global governmental and non-governmental agencies, public health and social justice organizations, health care provider organizations, and higher learning institutions.

2020 marks a watershed year for health regionally, nationally, and globally. The current COVID-19 pandemic has highlighted the disproportionate impact of health and social crises upon underserved and marginalized populations, many of which experience historical trauma that becomes exacerbated during times of duress. According to the NM Department of Health, our own New Mexican Native community is experiencing death from COVID-19 at rates 19 times that of all other populations combined— a chilling example.

The death of George Floyd and the many others who came before him illuminate once more the pervasiveness of structural racism within our culture. The demand for learning, the desire to help, and the aspiration for research competencies and knowledge to address the dual pandemic of COVID-19 and racism is high. The need for this degree is urgent.

At the end of the program, graduates will have the skills and experience necessary to address these growing and complex problems that underlie health and healthcare inequities, as well as emerging future threats.

Collaboration Spotlight

Collaborative ventures in border health disparities remain a lynchpin for cross-university research projects.

US-Mexico Border Health Centers of Excellence Consortium

- A four-border state partnership focused on bridging evidence with practice in the delivery and training of the health professional workforce from prevention and primary care to treatment.
- One of several successful outcomes of the consortium included a faculty forum with participants from both UNM and NMSU, which engaged over 100 public health stakeholders. Participants discussed and shared community-based practices and evidence-based programs to tackle behavioral health and chronic conditions in the border region.

NM Cares Health Disparities Center (UNM) & Southwest Institute for Health Disparities Research (NMSU)

- From 2010 to 2015, the two centers co-sponsored several community-academic training sessions, such as training for researchers, students, and community health workers.
- One of these trainings took place as part of the Border Health Disparities Conference hosted by NMSU. During the conference, over 50 participants completed a two-part training developed by promotores de salud on research ethics and best practices in bidirectional community-based participatory research.

Graduates will acquire the skills to address complex health problems by:

- developing a strong understanding of culturally competent and culturally humble community-based research design and evaluation
- becoming skilled in diverse research methodologies (quantitative and qualitative) and statistical analyses
- identifying new synergies that leverage resources and transdisciplinary science by integrating public health with population health and social sciences perspectives
- conducting research to assess political-structural and social determinant inequities among diverse and underrepresented populations in the state, the border, southwest region, tribal communities, the U.S., and globally
- advancing new lines of intervention research, policy development, and service that will contribute to improved health equity and health status within the state, the border, southwest region, tribal communities, the U.S., and globally.

This will be the first program in the nation to offer a doctoral-level degree in Health Equity Sciences (HES).

Program Curriculum *(as listed in catalog)*
The Ph.D. in HES will be a 66-credit hour program of study broken down into core and concentration coursework and dissertation hours. It will be flexible and responsive to the needs of individual students with multiple concentration options to choose from at UNM, NMSU, or a jointly run concentration between the two institutions in Biostatistics.

The core curriculum will be similar at both institutions and includes advanced research methods, applied research skills, a doctoral seminar, and concentration courses. The core features classes in advanced epidemiology and biostatistics that emphasize rigorous quantitative and qualitative research methods, as well as classes in prevention, intervention, and health policy research. Training will be based in translational, participatory, theory-driven, and culture-centered designs for diverse populations. Skill-building courses include data analysis software packages (SAS, STATA, AtlasTi, etc), among others. Doctoral seminars will be student-driven journal clubs and employ diverse case studies (drawing from our rural/frontier, tribal, & U.S.-Mexico border partners).

The admissions criteria (see below) will be the same across the two institutions to foster reciprocity through the use of the State's Cross Enrollment Agreement. Students will choose either NMSU or UNM as their degree-granting institution (their "home" institution) to which they will apply and complete core coursework predominantly at that institution. Participation in research projects will commence during the first year with mentorship provided by faculty at either institution. After 48 credit hour requirements, students will take a comprehensive exam at their home institution after which (if completed successfully), they will begin work toward their dissertation. The comprehensive examinations will be similar for the core material. However, since the two universities have different concentrations, the concentration portion of the examination will differ depending upon the concentration the student selects.

Students will also select a concentration from either institution at that time, and the balance of coursework will be in fulfillment of that concentration.

The dissertation committee chair will be a faculty member from the degree-granting (home) institution; however, students may select a co-chair who serves as an additional mentor from the other institution if it makes sense for their chosen path. At least two committee members (chair and one other) will be from the degree-granting institution. Faculty at either institution may opt to have a joint appointment, but this is not required. An oral defense will follow the written dissertation.

The expected length of time is four years to complete, during which students will hold graduate assistantships and be involved in research and teaching. Students will have the opportunity to apply for a variety of graduate assistantships, including research assistantships. Many will be graduate assistantships supporting the undergraduate courses. Our BSPH student differential will be used to fund these graduate assistantships. We currently do not have enough master's level students to fill our needs for assistantships in all of our undergraduate and graduate courses. The doctoral students will have the needed training in more specialized topics such as epidemiology to assist with those classes at the master's level.

Ph.D. in Health Equity Sciences - Credit Hour Requirements

The program focuses on full-time students who already have a master's degree from a CEPH-accredited MPH program. The program will also accept students with a master's degree from other disciplines. However, in some instances, students with a bachelor's level degree will be considered for admittance. These students will be required to take an additional 13 MPH-specific credit hours. The Biostatistics concentration also has prerequisite requirements for students with a non-statistics degree.

	Masters Level Courses	Advanced Research Methods	Doctoral Seminar	Skill Building	Concentration & Dissertation	TOTAL Credits
Bachelor Students	13 Credit Hours	6 Required 12 Elective 18 Total	3	2	12 Concentration 18 Dissertation	**66**
Post Graduate Other Masters	Up to 13 hours can be applied to total Ph.D. requirement	6 Required 12 Elective 18 Total	3	2	12 Concentration 18 Dissertation	**66**
MPH Degrees	13-18 hours can be applied toward total Ph.D. requirement	6 Required 6-12 Elective 18 Total	3	2	12 Concentration 18 Dissertation	**66**

Master's Level Prerequisites (13 credits)		
Course	**Title**	**Credits**
PH 501	Determinants of Health Equity in Public Health	4
PH 502	Epidemiology and Biostatistics I	4
PH 538	Epi and Biostats Lab	2
PH 552	Interventions in Health Equity	3
	Total	*13*
Biostatistics Concentration Prerequisites (if entering with non-statistics degree)		
STAT 561	Probability and its Applications	3
STAT 553	Statistical Inference	3

Ph.D. in Health Equity Sciences

A collaborative degree program offered by
the University of New Mexico and New Mexico State University

Shared Admissions Criteria
Applicants Reviewed at each University

Shared Opportunities for Research at UNM and NMSU from Year One

University of New Mexico **66 Credit Hours**		**New Mexico State University** **66 Credit Hours**
Core Coursework **at Home Institution** **23 Credit Hours**	**Transferable** ⟷ **core**	**Core Coursework** **at Home Institution** **23 Credit Hours**
Comprehensive Exam **at Home Institution**		**Comprehensive Exam** **at Home Institution**

13 credit hour pre-requisites Master's level courses

Shared Options for Concentration Coursework
12 Credit Hours
Concentrations can be completed at either institution, or students can take advantage of the jointly offered Biostatistics concentration.

- Community Based Participatory Research (UNM)
- Health Program Administration & Policy (NMSU)
- Epidemiology (UNM)
- Underserved and Marginalized Populations (NMSU)
- Global Health Equity and Policy (UNM)
- Community Health Education (UNM)
- Biostatistics (UNM/NMSU)

Dissertation
18 Credit Hours
The dissertation is completed at students' "home" institution

University of New Mexico **Graduation**	**New Mexico State University** **Graduation**
Home Institution Grants Degree	Home Institution Grants Degree

Advanced Research Methods Core Courses for UNM students (6 credits quantitative methods required plus 12 additional credits = 18 credits total)		
Course	**Title**	**Credits**
Required for ALL concentrations (3 credits)		
PH 539	Advanced Biostatistics **or** EDPY 603 Applied Statistical Design and Analysis **or** NMSU's CEP 636 Advanced Statistics	3
ALL concentrations must select one option from the following four (3 credits)		
STAT 574	Biostatistical Methods: Survival Analysis and Logistic Regression Multivariate Analyses	3
PH 537	Advanced Epidemiologic Methods	3
Nursing 613	Mixed Methods Research	3
PH 684	Advanced Health Policy Analysis	3
BIOSTATISTICS Concentration Students - REQUIRED Courses (6 credits)		
EDPY 604	Multiple Regression Techniques as Applied to Education	3
EDPY 608	Multilevel Modeling	3
All concentrations must select four options (12 credits) from the following EXCEPT BIOSTATISTICS CONCENTRATION – select two options (6 credits)		
PH 556	Community-Based Participatory Research	3
PH 558	Intervention Research with Marginalized Populations	3
C&J 604	Qualitative Research Methods **or** CRP 513 **or** LLSS 605 **or** Nursing 607	3
EDPY 515	Survey and Questionnaire Design and Analysis Sampling Theory and Practice **or** STAT 572	3
STAT 556	Advanced Statistical Inference I (UNM)	3
STAT 576	Multivariate Analysis	3
PSY 604	Latent Variable Modeling (UNM)	3
PSY 605	Advanced Latent Variable Modeling (UNM)	3
PH 660	Special Topics	3

Skill Building Courses (2 credits total)		
Course	**Title**	**Credits**
Required for all concentrations (1 credit)		
PH 511	Dissertation proposal writing	1 credit
Required for Epidemiology concentration (1 credit)		
OILS 583	Teaching Methods (registered as OILS 583 Graduate Teaching)	1 credit
All concentrations must select two options from the following four (2 credits) EXCEPT EPIDEMIOLOGY CONCENTRATION which will select one additional option		
OILS 583	Teaching Methods (registered as OILS 583 Graduate Teaching)	1 credit
PH 593	Grant writing training (registered as PH 593 Independent Study)	1 credit
PH 660: Special Topics	Qualitative Analytic Packages (NVivo, AtlasTi, etc.) Policy Implementation Research and Evaluation Research Health Informatics Quantitative Statistical packages (SAS, R, SPSS, Stata)	1 credit

Doctoral Seminars (3 credits required for all concentrations)		
Course	**Title**	**Credits**
PH 690	Doctoral Seminars/Journal Club (topics to be determined)	3 credits (1 credit per semester)

COMPREHENSIVE EXAM REQUIRED AFTER 48 CREDITS AND INCLUDES THE PROPOSAL DEFENSE

Doctoral Dissertation: (18 credits required for all concentrations)		
PH 699	**Dissertation Hours**	**18 Credits**

FINAL ORAL DISSERTATION DEFENSE AND PRESENTATION REQUIRED FOR DOCTORAL DEGREE

Concentration Descriptions

Biostatistics (Shared UNM and NMSU)

This shared concentration will provide instruction on using advanced statistical concepts and procedures to measure health-related constructs and analyze data sets ranging from small-scale research project outputs to large population-scale epidemiological databases. Students successfully completing this program will be able to: (a) quantitatively address a novel or complex problem by developing an innovative statistical methodology or adapting existing methods to a new problem; (b) demonstrate mastery of advanced statistical theory and applications; (c) understand and implement innovative statistical approaches emerging in the literature to biomedical and public health or social issues; (d) communicate the results of statistical analyses to individuals with varying degrees of statistical knowledge; (e) recognize strengths and weaknesses of proposed approaches, including alternative designs, data sources, and analytic methods; (f) determine the data best suited to address public health or social issues, program planning, and program evaluation; and, (g) contribute to the body of knowledge in the field of biostatistics by submitting an article for publication in a peer-reviewed journal.

Community Based Participatory Research (CBPR) Concentration (UNM)

The concentration in Community Based Participatory Research (CBPR), alternatively called community-engaged research (CEnR), is based on a philosophical foundation of community capacity building, empowerment, and participatory approaches to research to promote social justice and equity in health. The concentration emphasizes a full range of research methods, including indigenous, decolonizing, and critical methodologies. Students will complete course work in the conceptual and theoretical foundations of CBPR; in rigorous quantitative, qualitative, and mixed methods research; in challenges to traditional power inequities in research design and implementation, in bidirectional participatory intervention development based on psycho-social-structural theories and evaluation, and special topics of their choosing. Local, national, tribal, and global research opportunities are available for doctoral students with faculty and community partners, across the life course, across geographic and social identity diversities, and across distinct health issues and social-political contexts. Some courses are shared with the Community Health Education Concentration.

Community Health Education Concentration (in collaboration with UNM College of Education Program in Health Education)

The concentration in Community Health Education emphasizes a strong foundation in psycho-social theory and methods so that students establish a specialty focus on community health intervention and health education research, and critical thinking in advancing health equity built on the science of cultural alignment, community methodologies, social determinant pathways to health, geographic and regional diversity, and evidence-based practices and practice-based approaches. The concentration provides students with a unique research skill-set that builds on capacity to maximize the communities' research potential as well the students' by building bi-directional research and leadership skills anchored in the principles of social justice, health

equity and generational sustainability grounded in local epistemologies with communities. Some courses are shared with the CBPR concentration.

Epidemiology Concentration (UNM)
The concentration in epidemiology provides rigorous training in epidemiologic methods and educates students to become independent, productive, and creative research scientists in the field of epidemiology. Graduates of this program will be prepared to assume prominent positions in research, teaching, or health administration and are trained to address some of the most urgent public health issues facing us today.

Global Health Equity and Policy Concentration (UNM)
The concentration in Global Health Equity (GHEP) prepares students in multi-disciplinary research competencies and skills to tackle complex global public health issues that can be applied to their research, practice and policy careers. Based in deep roots in the communities we serve and in principles of social justice and human rights, we encourage transdisciplinary course work in a wide variety of global health-related areas such as: trauma related migration, international drug and sex trafficking, political and economic determinants of health, comparative primary care systems, design and evaluation of prevention strategies from a social justice approach (HIV/AIDS, obesity, vaccines, maternal and child health), community resiliency interventions to tackle violence, causes of diseases and health conditions including poverty, colonialism and neoliberalism. Students will also engage in virtual and/or place-based observatories for conducting independent and mentored research, in support of effective and evidence-based health policy, planning, decision-making and action in public health and health systems.

Health Program Administration and Policy (NMSU)
This concentration will provide instruction on the administration of policy and the management and organization of health programs and agencies of varying sizes. By using a systems approach, the intersectional factors that influence the functioning of such organizations will be identified and analyzed. Specific attention will be given to administrative structures, operations, financial management, and quality assurance in public health departments, hospitals, multi-institutional systems, integrated health systems, and strategic alliances.

Underserved and Marginalized Populations (NMSU)
This concentration will provide a survey of underserved and marginalized populations found regionally, nationally, and globally with specific focus on the economic, social, cultural, and environmental factors that contribute to disparity. These factors continue to impact these groups due to a history of discrimination, exclusion, and marginalization. Students will learn this history and consider solution-focused strategies that encourage equity, agency, and empowerment.

Elective Courses Specific to Concentration To Be Selected in Consultation with Advisor and Committee: Each course is not mutually exclusive to the focus area, but we have depth in each of these areas. (12 credits required)		
Concentration	**Title**	**Credits**
Biostatistics (joint UNM/NMSU) (choice of courses determined with faculty mentor)	PSY 650: ST: Analysis of Data (UNM) PSY 650: ST: Hierarchical Linear Modeling (UNM) PSY 650: ST: Meta-Analysis (UNM) PSY 650: ST: Quasi-Experimental Design (UNM) A ST 6XX: Linear Models (NMSU) A ST 6XX: Bayesian Theory (NMSU) A ST 6XX: Time Series (NMSU) A ST 6XX: Computational Statistics (NMSU) **REQUIRED** PH 630: *Biostatistics Interdisciplinary Capstone Course (6 credit hours over two semesters)*	12 Including the two-semester Capstone Course

Community Based Participatory Research (UNM) (choice of courses determined with faculty mentor)	PH 556: Community-Based Participatory Research (required) PH 558: Intervention Research with Marginalized Populations Nursing 613: Mixed Methods PH 651: Public Health Research and Social Justice HED 560: Community Health Perspectives: Critical Dialogue with New Mexican Communities with New Mexican Communities PH 657: CBPR Research Lab (up to two semesters) PH 690: CBPR Seminar Other elective courses available through the Race and Social Justice Institute and other related departments	12
Community Health Education (UNM) (choice of courses determined with faculty mentor)	HED 506: Health Education Theory HED 571: Advanced Community Health Research HED 582: Advanced Multicultural Health PH 651: Public Health Research and Social Justice HED 576: Evaluation and Measurement HED 560: Community Health Perspectives: Critical Dialogue with New Mexican Communities HED 598: Directed readings in HED	12
Epidemiology (UNM) (choice of courses determined with faculty mentor)	PH 524: Social Epidemiology PH 528: Infectious Disease Epidemiology PH 529: Introduction to Developmental Epidemiology PH 531: Perinatal Epidemiology PH 621: Special Topics in Advanced Epidemiology (topics could include those in the list below). One will be offered each semester and schedule will be provided on the website: • Advanced Analytic Epidemiology • Evaluating Epidemiologic Literature • Cancer Epidemiology GEOG 581L: Introduction to GIS for Graduate Students Other elective courses available through other UNM colleges and departments	12
Global Health Equity and Policy (GHEP) (UNM) (choice of courses determined with faculty mentor)	PH 681: Global Health Systems and Policies PH 554: Health Policy, Politics and Social Equity PH 582: Global Indigenous Health PH 583: Adv Topics in Health Sector and Globalization PADM 562: Health Governance and Global Perspectives PH 660: Special Topics in GHEP (topics could include those in the list below). One will be offered each semester and schedule will be provided on the website: • Transnational Migration, Health and Trauma • Environmental Health Policy • Global Health & Political Epidemiology • Gendered Justice, Intersectionality and Leadership in Global Health	12

	• Global Health Observatory Data (web and in-person based) Other elective Courses available through UNM colleges and departments	
Health Program Administration and Policy (NMSU)	Courses available at NMSU	12
Underserved and Marginalized Populations (NMSU)	Courses available at NMSU	12

Shared Admissions Criteria:
The admissions criteria will be the same across the two institutions to foster reciprocity that allows students to enroll in courses at either university. Students will choose either NMSU or UNM as their degree-granting institution (their "home" institution, to which they will apply) and complete core coursework predominantly at that institution. The admission criteria include the following:

1. Applicants must hold a graduate master's degree, with preference given to applicants holding an MPH degree from a CEPH-accredited program or other health- or medical-related degree. However, in some instances, students with a bachelor's level degree will be considered for admittance.
2. Documented experience in the form of research, job experience, completion of a master's thesis, and/or other similar experience including work in non-governmental agencies (NGOs)
3. GPA of 3.0 or higher
4. One graduate-level coursework in statistics or biostatistics.
5. Two-page Statement of Interest describing professional experience, research interests, career aspirations, and experiences that have prepared the applicant for doctoral work.
6. Three letters of recommendation: one from a faculty member who has worked with the applicant in a research capacity, one from a faculty member who taught a class attended by the applicant, and one from an individual of the applicant's choosing.
7. Preference will be given to applicants who have submitted a thesis during their master's coursework or have completed a comparable extended project or publication.

Is there a certificate embedded in the degree program? If so, list certificates and courses required. **NO**

If this is a master's degree, does it articulate to a doctoral degree program? If yes, to which doctoral program? **N/A**

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.

Each course has specific learning objectives, with student progress measured by the successful completion of the course. Doctoral students must pass a comprehensive examination, available after completing 48 credits, and then their doctoral examination after completion of their dissertation.

Also, one year after graduation, alumni will be surveyed to determine employment status and the types of jobs graduates secure. The survey will also include questions about workforce preparedness and how they are applying their skills in their position, as well as questions about possible gaps in programming or suggestions for future programming.

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. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED and/or the State Board of Finance of need for the program.

In 2008 the Association of Schools and Programs of Public Health (ASPPH) and the Health Resources and Services Administration (HRSA) estimated that 250,000 additional public health workers would be needed by 2020, which at the time equated to three times the current number of graduates for 10-15 years, including doctoral-level researchers. According to the Bureau of Labor Statistics (2019), between 2018-2028, the demand for public and population health personnel will outpace most professions. For example, the need for health system administrators and biostatisticians will grow 17.6% and 30.7%, respectively – a rate that exceeds the growth of the overall job market by $3^1/_2$ to 6 times, respectively. The Bureau of Labor Statistics also states that employment of epidemiologists is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations. Epidemiologists are likely to have good job prospects overall. In recent years, the New Mexico Department of Health has found it difficult to retain doctorally trained epidemiologists who are familiar with the state's diverse and unique health issues.

Also, the New Mexico Department of Workforce Solutions *2019 State of the Workforce* report indicates that the most significant gains in employment from recent years have come from the education and health services sector. From 2014-2018 this sector saw a 12% increase in jobs (based on average yearly growth). In 2017, the healthcare and social assistance sector comprised the largest employing industry in New Mexico at 17.3%, outpacing the #2 employing industry by nearly 6%. Growth projections show that the health care and social assistance sector in New Mexico will grow by 19.5% over the 2016-2026 time period, necessitating 25,960 new employees. This growth at the national, regional, and local level translates to a shortfall of health professionals.

There is also demand within UNM's current students and alumni. In a 2019 survey of UNM MPH students and alumni, 31 indicated serious interest in a Ph.D., with a specific interest in analytics (24.5%); community health and health systems/policy (16%); global (12%); population health (12%); and Native American research (10%).

This state faces enormous health challenges, including an aging population that is underserved and often disconnected, with low literacy levels, and experiencing many social determinants leading to poor health outcomes. We also face excess rates of substance abuse, teen pregnancy, food insecurity, adverse childhood events, and chronic conditions such as diabetes and hypertension. The cultural and ethnic diversity, coupled with much of the population living in rural or frontier areas, presents unique challenges to those working to improve the health of the state's residents. The need for health professionals schooled in the principles of equity and social justice is urgent.

Doctoral students in this program will learn about these health challenges, develop skills to recognize the commonalities of such challenges locally, regionally, across the nation, and around the globe, and serve as leaders in creating solutions that have the potential to work in individual communities. Doctoral graduates are also vital to the development of sound health policies and the analysis of existing policies.

NM can be an innovator in this arena by preparing researchers, administrators, managers, and policy and population health data analysts. Graduates will have the advanced training to become the health researchers and professionals that usher in a new era for health. More than ever, there is a need for multidisciplinary teams that can address large-scale, complex health issues.

If the program fills a regional workforce need, describe collaboration between your institution and regional employers in program development. Max 500 words.

A Ph.D. in Health Equity Sciences will fill a critical gap in New Mexico, the Southwest, and Mountain West health care and public health systems labor market. Potential employers for new graduates include the following.

- Universities
- Albuquerque Area and Navajo Nation Tribal Epidemiology Centers
- Public agencies providing human services or with responsibility for protecting the environment
- Private sector insurance companies and accountable care organizations
- For-profit and non-profit hospitals and health care systems
- Tribal governments
- Non-profit organizations

The COPH Advisory Council includes members of the community, employers of graduates of the college, leaders in the public health and health care communities, community preceptors, and other interested parties with expertise in training practitioners. One of the goals of the Council is to stay up to date on the local and regional employment trends and solicit feedback about training needs. When graduates move into the workforce, ongoing input from employers will play a role in identifying potential gaps in training or education, so that UNM graduates are more competitive in the job marketplace. The Advisory Council will also act as a network of employers that host undergraduate and master's level students for internships and practicum experiences and provide employment opportunities for graduates of the new Ph.D. program.

E. Duplication

Identify where similar degree programs are offered by other public higher education institutions in New Mexico in the box below. Max 500 words.

There are various health and public health-related undergraduate and master's level programs at UNM and throughout the state. Still, a doctoral-level study of public health or health equity sciences is not available at UNM or within the state. The new degree, in cooperation with New Mexico State University, will allow both of the institutions to leverage their strengths and resources while providing a rigorous curriculum delivered on both campuses. One unified program across the two institutions fulfills the need for a doctoral-level study with this focus. It does so without over-saturating the state with two similar programs or creating competition between the two institutions. Neither university is currently offering anything that compares to a degree in Health Equity Sciences. The current, related doctorate programs within the state include the following listed below.

<u>University of New Mexico</u>

- Biomedical Sciences (PH.D.-BIOM)
- Physical Education, Sports and Exercise Science (PH.D.-PESE)
- Statistics (PH.D.-Stat)
- Nursing and Nursing Practice (PH.D.-NUR and DNP)
- Medical Doctor
- Political Science (PH.D.-POLS)

<u>New Mexico State University</u>

- Nursing and Nursing Practice (Ph.D. Nursing and DNP)

<u>New Mexico Highlands, New Mexico Tech, and Eastern New Mexico University</u>

- No related doctorate programs

If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program in the box below. Max 500 words.

N/A

List any nearby non-New Mexico institutions of higher learning where the program is being planned or offered, particularly WICHE member institutions. Max 500 words.

The WICHE regional graduate program opportunities are listed below. These opportunities are limited to general public health doctoral programs or designed specifically for clinical practitioners such as nurses and laboratorians.

Northern Arizona University
- Interdisciplinary Health

University of Arizona
- Biostatistics
- Environmental Health Sciences
- Epidemiology
- Health Behavior Health Promotion
- Ph.D. minor in Public Health – designed for students from other doctoral degree programs who wish to obtain graduate training in Public Health

University of Colorado – Denver, Anschutz Medical Campus
- Public Health

University of Hawaii at Manoa
- Public Health

University of Nevada, Reno
- Public Health
- Statistics and Data Science

University of Utah
- Public Health
- Population Health Studies

F. Enrollment and Graduation Projections: Establish realistic enrollment, retention, and graduation targets for this program.

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	4	5	5	5	5
Continuing Students		4	9	14	15
Graduates				4	5

Annual Retention Rate Target (%)	Target 100% Graduation Rate (%)	Target Job Placement Rate (%)
100		

G. Institutional Readiness

Describe the faculty resources that are needed to initiate the program. Will any additional faculty be needed? Max 500 words.

The program will start small with an initial class of four students at each institution and ramp-up to a total of 20 students by year five. At this rate, the current College of Population Health (COPH) faculty is sufficient to provide a quality, mentor-based program at a 1:1 ratio of faculty to students. In year one, the new Ph.D. program will borrow from the existing MPH program (1 FTE faculty and .25 FTE staff) and spread out the workload to ensure that students have sufficient mentorship and guidance. The doctoral student mentees will be an asset for supporting faculty research, including opportunities to solicit training center grants that only are available to doctoral-granting institutions. The benefits of doctoral students far outweigh the faculty mentorship's time-cost in supporting an expansion of research in the College.

The new program will attract two types of students – those with an MPH or related master's degree (preferred) and those with a bachelor's degree. Before their admittance, students with a bachelor's degree will need to take 14 credit hours before officially starting the doctoral program. This tuition revenue, along

with tuition revenue from the doctoral students, will help support the program and make it possible for the COPH to hire new staff as outlined in the table below.

Additional faculty will start at the beginning of FY2021, FY2022, and FY2023 to supplement the existing COPH faculty and take on mentorship responsibilities for doctoral students. The new positions will not require additional funding, because the Executive Vice President guaranteed these in an agreement negotiated by Dean Collins when the University hired her in 2019. The new Executive Vice President is honoring the commitment to these new positions and would like to accredit the college. This will require a minimum of 21 faculty.

	YEAR 1*	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Faculty	+1FTE	+1FTE	+1FTE			
Staff		+1FTE	+0.5FTE	+1FTE		+0.25FTE

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.

Additional library resources are not needed for the proposed Ph.D. in Health Equity Sciences. The Health Sciences Library and Informatics Center (HSLIC) actively collaborated with the MPH Program, even before it granted degrees, to develop a comprehensive selection of materials to support master's level students. During the first decade of its existence the MPH Program also contributed monies to build these collections. Therefore, the library currently provides access to the necessary journals and required material for graduate courses in the COPH that will continue to be used in the Ph.D. program. While these resources are currently available, there is no guarantee that the library will be able to afford these resources in the future, because of severe budget cuts. Population Health faculty are generating a list of core journals for HSLIC Faculty to consider in their evaluation of resources moving forward. The working relationship between faculties will continue to facilitate support for the needed range of resources in public health and population health.

In addition to what is offered at UNM's HSLIC, NMSU also offers comprehensive library services.

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.

Additional educational facilities are not needed for the new doctoral program in the first five years. The third Domenici educational building completes the development of the HSC educational complex, and it provides a completely equipped set of lecture, seminar, and workshop spaces that offer opportunities for lecture capture, conference webinars, and small group work. The new facility that is currently being designed for COPH and the College of Nursing has dedicated space for doctoral students, as well as shared meeting spaces.

NMSU offers similar classroom and additional distance educational facilities for our UNM students who choose to take their concentrations with a faculty mentor at NMSU.

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.

The new doctorate program does not require additional technological resources in the first five years. The HSC educational complex has the equipment to handle student lectures, labs, and seminar classes.

However, as the program grows and the COPH hires new faculty and staff, the new employees will need computers. These expenses are minimal, with $2,000 budgeted per laptop, and covered by new tuition revenue.

Describe any other operating resources needed to initiate the program. Max 500 words.

None – N/A

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.

External facilities are not needed for the new doctoral program. Faculty and mentee field research will be developed on an individual basis with the current array of community organizations, public agencies, private sector, health care systems, and tribal partners from around the state. New partnerships will be developed as needed with agreements specific to each research project.

H. 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 G** will be addressed. **Section H** should be completed in collaboration with your institution's financial office.

The Start-up costs are based on the program enrollment listed below and detailed in the attached budget. The new doctorate program is intentionally starting small so that it does not incur any new, unsupported expenses. The strategic growth allows the new program to borrow resources from the existing Master's in Public Health Program (MPH). As an added bonus, we expect the new doctorate to attract additional MPH students (approximately 4 new students per year or 10%) to the university, so these new enrollments are listed and included in the start-up projections.

Student Enrollment Projections

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	New	Ret	New	Ret	New	Ret	New	Ret	New	Ret	New	Ret
Ph.D. Students*	4		5	4	5	9	5	14	5	15	5	15
Credit Hours	*36*		*36*	*36*	*54*	*72*	*54*	*126*	*18*	*180*	*18*	*198*
Pre-req students	4		4		4		4		4		4	
Credit Hours	*56*		*56*		*56*		*56*		*56*		*56*	

*Assumes all students will be full-time

New Faculty and Staff Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Faculty	1FTE	1FTE	1FTE			
Staff		1FTE	.5FTE	1FTE		.25FTE

In years 1-6, the program will borrow 1FTE and .25FTE resources from the MPH program

By year 6 there will be a total of 4FTE Faculty and 3FTE Staff

I. ESTIMATED REVENUE

a. Tuition – Ph.D. Students – the new doctorate program will start small, with four full-time students in the first year, and then scale up to five new students per year. A full-time course load is nine credit hours per semester or 18 per year. Assuming four students in year one, and a cost of $297.90 per credit hour (a 4% increase over the current school year), this equates to revenue of $21,449 in the first year. Year-over-year the tuition revenue estimates are adjusted 4% to account for tuition increases. By year six, Ph.D. students will generate nearly $190,000 in tuition revenue.

b. Tuition – Bachelor's students taking pre-requisites – The COPH Faculty expect the doctorate to attract bachelor level students that want to by-pass an MPH and go directly to the Ph.D. program. In their first year, these students will take 14 credit hours. Therefore, the budget includes revenue for four students per year starting in year two, which will generate an additional $17,349 in tuition revenue each year.

c. Instruction & General (I & G) – In the first year, the new doctorate will borrow faculty (1FTE) and staff (.25FTE) resources from the MPH program. Since there will only be four students, the existing MPH faculty and staff can easily absorb the additional workload to mentor and provide support for these new students. In years two through six, the MPH program will continue to share resources. However, as new faculty and staff are hired specifically for the doctorate program, the responsibilities will shift to these dedicated personnel.
d. Training Grant – with the new doctorate program, the COPH will be eligible for training grants, such as the National Institutes of Health's T32 grant program. Faculty expect to apply for a training grant in year two or three to support students. A T32 grant would not only be a prestigious award, but it would support student research at UNM. T32 training grants provide money for tuition and fees and other training-related expenses such as conference and professional meeting attendance. As part of this grant, the university will receive a percentage to support grant administration. The proposed budget includes a T32 award starting in year four. An award of $230,000 has the potential to support six pre-doctoral students. However, the success of the program does not rely on a training grant. Faculty and staff positions are fully supported whether the COPH successfully applies for a T32 or other type of grant.
e. Other – 3FTE New Faculty @ $150,000 each – The College's new Dean negotiated three new faculty positions as part of her new hiring package in 2019. The Provost guaranteed these positions, and the first will be hired in FY2021.

II. EXPENSES

a. Faculty Salaries – Faculty salaries are calculated based on $150,000 per 1FTE, with an annual increase of two percent. Again, as stated above, the new doctorate program will borrow from the MPH program to mentor new Ph.D. students so that the program can begin without additional faculty. Funding guaranteed by the Provost will allow the COPH to hire three other faculty in fiscal years 2021, 2022, and 2023. These positions will become part of the COPH's I & G funds in subsequent years.
b. Staff Salaries – In the first year, an existing member of the MPH staff will help support the Ph.D. program on a part-time basis (.25FTE). As the program grows, the new tuition revenue will support hiring new staff members; with one additional staff FTE in Year 2, 0.5FTE staff in year 3, one more FTE in year 4, and a final 0.25FTE in year 6. By year six, the program will have 3 staff FTEs – with tuition revenue supporting 2.75 FTE staff, and 0.25FTE borrowed from the MPH program. These positions include an Academic Advisor, a Program Coordinator, and an IT Support Technician II.
c. Learning Resources – These include items such as books, learning management tools, tutoring, workshops, conferences, and training expenses.
d. Equipment – Includes items such as laptops, desktops, and other miscellaneous IT needs.
e. Facilities and Modifications – Includes money to modify or create space for doctoral student offices. The new facility that is currently being designed has dedicated student space for doctoral students. The new facility that is currently being designed for COPH and the College of Nursing has dedicated space for doctoral students, as well as shared meeting spaces.
f. T32 Training Grant – budgeted support for six predoctoral students. If taken away, these funds do not change the budget, and net surpluses or deficits do not change. Except for overhead, the majority of this training grant passes directly to students.
    i. Stipends – The granting agency determines annual stipend levels. Trainees generally are supported for 12-month full-time training appointments for which they receive a stipend as a subsistence allowance to help defray living expenses during the research training experience.
    ii. Training Related Expenses – includes direct expenses such as staff salaries, consultant costs, equipment, research supplies, staff travel, trainee health insurance (self-only or family as applicable), and other expenses directly related to the training program. Funds are requested and awarded as a lump sum based on the predetermined amount per predoctoral and postdoctoral trainee approved for support.
    iii. Tuition & Fees – Support through a T32 grant varies depending on the type of student as follows:
        1. ***For Predoctoral Trainees.*** An amount equal to 60% of the level requested by the sponsoring institution, up to $16,000 per year, will be provided. If the program

supports formally combined dual-degree training (e.g., M.D., Ph.D., D.D.S.-Ph.D.), the amount provided will be up to $21,000 per year.

2. ***For Postdoctoral Trainees.*** An amount equal to 60% of the level requested by the applicant institution, up to $4,500 per year, will be provided. If the program supports postdoctoral individuals in formal degree-granting training, the amount provided will be up to $16,000 per year.

iv. Other – Facilities and Administrative Costs – State agencies are eligible for F&A reimbursement based on a negotiated reimbursement rate.

_____

Signature of Chief Academic Officer Date

_____

Printed Name of Chief Academic Officer Date

_____

Signature of Data (CIP) Coordinator Date

_____

Printed Name of Data (CIP) Coordinator Date

HED use only

Date Presented to Advisory Committee _____

☐Approved ☐Denied ☐Request more information

_____

Cabinet Secretary's Signature Date

Institution: UNM College of Population Health
Proposed Program: PhD – Health Equity Sciences

Projected Graduate Program Cost Estimates and Resources

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	$168,250	$21,449	$340,557	$45,232	$529,812	$47,042	$724,611	$48,923	$772,157	$50,881	$822,603	$52,916
External Grants and Contracts								$230,000		$230,000		$230,000
Other		$150,000		$150,000		$150,000						
TOTAL REVENUE	$339,703		$535,793		$726,858		$1,003,538		$1,053,041		$1,105,523	
ESTIMATED EXPENSES	**Year 1**		**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	$160,750	$150,000	$316,965	$193,000	$520,164	$171,500	$679,998	$43,000	$737,458	$0	$626,240	$0
Learning Resources						$1,500		$3,000		$4,500		$6,000
Equipment	$2,500	$0	$2,500	$4,000	$5,000	$2,500	$5,000	$3,000	$5,000	$4,000	$5,000	$5,000
Facilities & modifications	$5,000		$5,000	$2,000	$5,000	$3,000	$5,000	$4,500	$5,000	$5,000	$5,000	$5,000
Other – grant related								$230,000		$230,000		$230,000
TOTAL EXPENSES	$318,250		$523,465		$708,664		$973,498		$990,958		$1,018,957	
DIFFERENCE (Rev.-Exp.)	+$21,453		+$12,328		+$18,194		+$30,041		+$62,084		+$86,566	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
FTE Enrollment	4		9		14		19		20		20	
Projected Annual Credits Generated	72		162		252		342		360		360	
Tuition Generated	$21,449		$67,539		$99,239		$133,367		$170,067		$209,489	

MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding
between
New Mexico State University—Department of Economics, Applied Statistics, and International Business;
New Mexico State University—Department of Public Health Sciences;
and
University of New Mexico—College of Population Health

This Memorandum of Understanding (MOU) between the Department of Economics, Applied Statistics, and International Business (EASIB) at New Mexico State University (NMSU), the Department of Public Health Sciences (PHS) at NMSU, and the College of Population Health (COPH) at University of New Mexico (UNM) permits course-sharing in support of the anticipated doctoral program in Health Equity Sciences (HES). The HES program is to be offered via cooperative agreement between PHS at NMSU and COPH at UNM. Doctoral students in the HES program from either institution will be permitted to enroll in the following Applied Statistics courses from EASIB at NMSU to fulfill either core or concentration requirements, in particular the concentration in Biostatistics that is shared by NMSU and UNM:

A ST 6XX. Computational Statistics
A ST 6XX. Linear Models
A ST 6XX. Time Series
A ST 6XX. Bayesian Theory

The HES doctoral program is anticipated to begin in Fall of 2022. Students who select the Biostatistics concentration would choose two of the above courses based on interest and availability, and it is anticipated that 1-2 students at most per semester will need access. Concentration coursework in the HES program is not likely to begin until Fall of 2023 at the earliest.

This MOU shall become effective upon the date of signature by the authorized officials from EASIB and PHS at NMSU and COPH at UNM and will remain in effect until terminated by any party upon one semester's prior written notice to the other parties. EASIB or PHS at NMSU or COPH at UNM may modify this agreement by a written addendum signed by all parties.

Christopher Erickson, PhD, Interim Department Head and Professor, EASIB, NMSU — 12/13/2020 Date

Héctor Luis Díaz, PhD, Acting Department Head, PHS, NMSU — 12-14-2020 Date

Tracie C. Collins, MD, MPH, MHCDS, Dean and Professor, COPH, UNM — Nina Wallerstein DrPH - Interim Dean COPH for Dr. Collins — 1-15-2021 Date

COLLEGE OF POPULATION HEALTH

PhD in Health Equity Sciences

Need for Doctoral Training in Public Health and Health Equity

- 2020 marks a watershed year for health regionally, nationally, and globally.
- Current COVID-19 pandemic has highlighted the disproportionate impact of health and social crises upon underserved and marginalized populations.
- Our state does not have **any** doctoral program to train graduates to address these urgent needs in our state and nationally.
- Will be first university in the nation to offer a doctoral-level training in health equity.

Program Description

- Cooperative degree with New Mexico State University that brings together the two most prestigious academic institutions in our state.
  - NMSU is also working in parallel on their doctoral degree.
- As a collaborative degree, the two institutions will still be able to operate independently.
- Capitalizes on each university's strengths to create a more comprehensive range of educational and institutional resources for our students.
- 66 credit doctoral degree

Doctoral Curriculum - Core

ADVANCED RESEARCH METHODS

- Advanced epidemiology
- Advanced biostatistics
- Qualitative and quantitative methods in prevention, intervention and health policy research.
- Core courses are similar at both universities and have same course objectives.

SKILL BUILDING COURSES

- Data analysis software packages
- Dissertation proposal writing
- Teaching methods
- Grant-writing
- Policy implementation and evaluation

DOCTORAL SEMINARS

- Journal clubs
- Student-driven advanced topics

Doctoral Curriculum –Concentrations

UNM

- Epidemiology,
- Community-based Participatory Research
- Global Equity and Policy
- Community Health Education

NMSU

- Health Program Administration and Policy
- Underserved and Marginalized Populations

Shared - Biostatistics

Resources to Support Doctoral Program

- Collaboration with many other UNM programs for coursework and mentoring.
- Collaboration with NMSU for coursework and mentoring.
- Based on a mentorship model with doctoral students working with faculty on their research.
- Anticipate five additional faculty positions in the college.
  - Current search for two epidemiologists and one biostatistician.
- Support from HSC leadership to become an accredited college in the future.

Graduate Job Potential

- Will fill a critical gap in the health care and public health systems labor market
  - Universities
  - Public agencies providing human services
  - Private sector insurance companies
  - For-profit and non-profit hospitals and health care systems
  - Tribal governments and epidemiology centers
  - Non-profit organizations
- NM Dept of Workforce Solutions projections:
  - Projections show that health care and social assistance sector will grow by 19.5% by 2026.

MEMO

To: Cinnamon Blair
Chair, UNM Naming Committee

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

Date: April 6, 2021

Re: Appointment of the Robert G. "Reg" Strickland Distinguished Chair of Digestive Health and Science

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Dear Ms. Blair and members of the Naming Committee,

On behalf of the UNM School of Medicine and the Department of Internal Medicine, we request approval to appoint Gulshan Parasher, MD as the holder of the Robert G. "Reg" Strickland Distinguished Chair of Digestive Health and Science. This endowed chair was created and approved in November 2017 by the Board of Regents according to Regents Policy 2.11 and University Business Policy 1020. This is the inaugural appointment.

As prescribed by Faculty Handbook Policy C170 “Endowed Chairs and Named Professorships” we seek approval to appoint Dr. Parasher as the holder of the Distinguished Chair.

Dr. Strickland joined the faculty of the University of New Mexico in 1972 as the founding Chief of Gastroenterology. Dr. Strickland built the division to national prominence, recognized for outstanding service, education, and research. In 1998, Dr. Strickland was appointed Chair of the Department of Medicine. The endowed chair in his name was established to further research and scholarship in digestive health.

It is our belief that Dr. Parasher will carry on Dr. Strickland’s legacy and embody the excellent qualities Dr. Strickland brought to the University of New Mexico School of Medicine. For your consideration, Dr. Parasher’s Curriculum Vitae and letters of recommendation are attached for your review.

Thank you for your time and consideration of this request.

Curriculum Vitae

Gulshan Parasher, M.D, FACP, FACG

University of New Mexico-Health Sciences Center
Department of Internal Medicine
2211 Lomas Boulevard. NE, ACC5
Albuquerque, NM 87131-0001

Personal Data:

Nationality: United States

Telephone: Work (505) 272-4755
Home (505) 450-9390
Fax (505) 272-6839

E-mail: gparasher@salud.unm.edu

Current Academic and Professional Appointments:

2019- Present **Chief Division of Gastroenterology & Hepatology**
Director Endoscopy & Clinical operations
University of New Mexico- Health Sciences Center (UNM-HSC)
Albuquerque, NM

2017-2019 **Interim Chief, Division of Gastroenterology and Hepatology**
University of New Mexico- Health Sciences Center (UNM-HSC)
Albuquerque, NM

2016-Present **Professor of Medicine (Clinician Educator)**
Division of Gastroenterology, Department of Internal Medicine
UNM-HSC
Albuquerque, NM

2005-Present **Director Endoscopy & Advanced Endoscopy**
UNM-HSC
Albuquerque, NM

2008-2016 **Associate Professor of Medicine**
Division of Gastroenterology and Hepatology
UNM-HSC
Albuquerque, NM

2002-2005 **Director Endoscopic Ultrasound and Therapeutic Endoscopy**
Division of Gastroenterology and Hepatology
University of New Mexico-Health Sciences Center (UNM-HSC)
Albuquerque, NM

2002-2008 **Assistant Professor of Medicine**
Division of Gastroenterology and Hepatology
UNM-HSC
Albuquerque, NM

Previous Academic and Professional Appointments:

2001-2002 Clinical Instructor
University of California, Irvine- School of Medicine (UCI-SOM)
Irvine, CA

Post-graduate Training:

2001-2002 Advanced Endoscopy Fellowship (EUS & GI Oncology)
Division of Gastroenterology, Irvine Medical Center, University of California
Irvine, California

1998-2001 Gastroenterology Fellowship
State University New York Health Sciences Center
Syracuse, NY

1995-1998 Residency in Internal Medicine
Maimonides Medical Center, State University New York Health Sciences Center
Brooklyn, NY

Medical School:

1988-1993	University College of Medical Sciences/University of Delhi New Delhi, India

Advanced Training/Education:

2020	Measurement, Design, and Analysis Methods for Health Outcomes Harvard T. H. Chan School of Public health
2001	Introduction to principles & practices of clinical research National Institute of Health
2000-2001	Endoscopic Ultrasound training, Digestive Disease Center University of South Carolina
1999	Outcomes Research in Gastroenterology, Introductory & Adv Workshop San Diego, CA

Medical License:

New Mexico 2002 (Active)
California 2001
Indiana 1998

Board Certification:

1995-2005	Diplomat of American Board of Internal Medicine
2002-2012	Diplomat of American Board of Gastroenterology
2012-2022	Diplomat of American Board of Gastroenterology

Honors and Awards:

1992	Certificate of Merit, Indian Academy of Pediatrics
1993	Graduated in top 10 percent of Medical school Class
1998-1999	Academic excellence awards for outstanding resident of the year Maimonides Medical Center (State University of New York) Brooklyn, NY

1998-2001	Physician recognition award, American Medical Association
1999	"Certificate of Honor" by National Fellows' forum, American College of Gastroenterology
2006	"Top Doc 2006" Top physicians list *Albuquerque, The Magazine*
2007	"Top Doc 2007" Top physicians list *Albuquerque, The Magazine*
2008	"Top Doc 2008" Top physicians list *Albuquerque, The Magazine*
2010	"Top Doc 2010" Top physicians list *Albuquerque, The Magazine*
2014	"Top Doc 2014" Top physicians list *Albuquerque, The Magazine*
2016	Honorable Mention 2nd Annual SCOPY Awards ACG, for Colorectal cancer awareness in obtaining "NM Governor's proclamation" for declaration of March as Colorectal cancer awareness month
2017	"Top Doc 2014" Top physicians list *Albuquerque, The Magazine*
2018	Certificate of Outstanding service Governor by American College of Gastroenterology
2019	"Top Doc 2019" Top physicians *Albuquerque, The Magazine*

Memberships/Leadership

2020- Present	American Society of Gastrointestinal Endoscopy DDW Video Plenary and World Cup committee
2019- Present	North American Neuroendocrine Tumor Society Member
2015-2018	Governor American College of Gastroenterology
2016-2017	Chair Annual Scientific committee (LGI) ASGE
2015-2016	Vice Chair Annual Scientific committee (LGI) ASGE
2013-2016	Member Annual Scientific committee (LGI) ASGE
2009-2012	Governor, American College of Gastroenterology (New Mexico)
2006-2009	Governor American College of Gastroenterology (New Mexico)

2016	Pancreatic Cancer Action Network- Member
2015-2017	American Pancreatology Association
2012	Member - The pancreas club.
2011-2016	Strathmore's who is who
2010-Present	Member ad hoc promotion review committee UNM HSC
2006-2009	Member National patient care committee, American College of Gastroenterology
2006	Fellow American College of Gastroenterology
2006	Fellow American College of Physician
2005	American Federation of Medical Research, Member
2000-Present	American Society of Gastrointestinal Endoscopy, Member
2000-2013	American Gastroenterological Association, Member
2002-Present	Global Academic Faculty – Gastrohep.com
1998-2001	American Medical Association, Associate Member

Expert Consultant Services/ Medical Advisory Board Industry:

2018	Wilson Cook
2018	Boston Scientific
2018	Abbvie Pharmaceuticals
2017	Boston Scientific
2017	Abbvie Pharmaceuticals
2016	Boston Scientific
2015	US endoscopy
2015	Boston Scientific

2014	Boston Scientific
2013	Olympus America
2012	Olympus America
2009	Takeda Pharmaceuticals.

University/Hospital Committees and Administrative Service:

Member, UNM faculty senate information technology Committee (2018-2020)

Member, Executive Committee Department of Internal Medicine (DOIM) (2018- Present)

Member, GI Oncology search Committee (2017-2018)

Member, Internal Medicine Department Chair Search Committee (2016)

Member, Cancer Research and treatment Center (2002-Present)

Steering Member, UNM Hepatopancreaticobillary (HPB) Surgery steering Committee (2018)

Member, Multidisciplinary pancreatitis group (2016)

Director, Endoscopy & Advanced Endoscopy (2005-Present)

Grants/ Ongoing Clinical trials (Abbvie)

1. M20-259 study, "A Phase 3, Multicenter, Randomized, Efficacy Assessor-Blinded Study of Risankizumab Compared to Ustekinumab for the Treatment of Adult Subjects With Moderate to Severe Crohn's Disease Who Have Failed Anti-TNF therapy". Role - PI

2. M14-675 A Multicenter, Randomized, Double-Blind, Placebo-Controlled Induction Study to Evaluate the Efficacy and Safety of Upadacitinib (ABT-494) in Subjects with Moderately to Severely Active ulcerative Colitis. Role – PI

3. M14-234 A multicenter, randomized, double-blind, placebo-controlled study to evaluate the safety and efficacy of Upadacitinib (ABT-494) for induction and maintenance therapy in subjects with moderately to severely active ulcerative colitis. Role -PI

4. M14-533 A Phase 3 multicenter, Long-Term Extension study to evaluate the safety and efficacy of Upadacitinib (ABT-494) in subjects with ulcerative colitis- Role PI

5. M15-722. A Multicenter, Single Arm, Open Label Study to Investigate the Efficacy and Safety of Ravagalimab in Subjects with Moderate to Severe Ulcerative Colitis Who Failed Prior Therapy – Role PI

Publications:

Abstracts:

1. S Khalid, J Satiya, A Abbass, **G Parasher**, D Castresana. Migration of Over-the-Scope Clip (OTSC) Resulting in Intestinal Obstruction: American Journal of Gastroenterology 114

2. ZA Sobani, B Saeidi, SA Sánchez-Luna, S Paleti, **G Parasher**. Hemospray® as Bridging Therapy in Acute Esophageal Bleeding Secondary to Varices and Post-Banding Ulcers. American Journal of Gastroenterology 114 :S1108-S1109.

3. S Sánchez-Luna, R Gulati, S Paleti, **G Parasher**, T Rustagi. Upper Gastrointestinal bleeding from Cholecystogastrostomy lumen apposing metal stent. American Journal of Gastroenterology 2018 Vol 3 2133

4. Queen T, Rustagi T, **Parasher G** . Flouroless Single –Step EUS –Guided Choledochoduodenostomy and Cholecystoduodebostomy with Lumen Apposing Metal Stent Mounted on Cautery –Tipped Delivery System. DDW 2017 Chicago

5. Adler G **Parasher G** et al . Clinical and Pathological Evaluation of a New EUS Core Biopsy Needle : A large Multicenter Trial DDW 2017 Chicago

6. Youssef M, Kistin M, **Parasher G**, Ma T. LEAN implementation improve patient satisfaction and reduces wait time UNM GI lab experience. *Journal of Quality Improvement in healthcare* May 2013

7. Othman M, Stone E , Hashimi M, Parasher G. Conservative Management of Cholelithiasis and its complications in Pregnancy is associated with Recurrent Symptoms and more Emergency Department (ED) visits. *Gastroenterology* S 476 T1044.

8. Othman M, Gilles M, Youssef M, Roy P, **Parasher G**. Antibiotics alone or in combination with Ursodeoxycholic acid (UDCA) for the prevention of plastic biliary stent occlusion in malignant biliary obstruction. A Meta analysis of randomized controlled trials (RCT's). *Gastrointestinal Endoscopy* 69,5, AB 140-141 2009.

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2. Sanchez -Luna SA, Mwengela D, Paleti S, Samedi VG, **Parasher G.** Getting the GIST of a perigastric abscess. *Gastrointestinal Endoscopy* 2020 Nov 92(5),1127-1128

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18. Holman GA, **Parasher G**. Extra pancreatic pancreatitis: A rare cause of abdominal pain. *Dig Dis Sci* 59 (8): 1714-6-, 2014

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Book Chapters:

1. Leung JW, **Parasher G**, Lee JG. The role of ERCP in pancreaticobiliary malignancies. In Advance Digestive Endoscopy. Cotton PB and Eds. Blackwell Scientific.

2. **Parasher G**, Chang KJ. Perspectives and the future of Endoscopic Ultrasound. Ecoendoscopia na pratica da gastroenterologia. Ardengh JC and Eds. Sarvier Publishers.

3. **Parasher G,** Schwartz j**.** Management of complications of esophageal stents. Self-expandable stents in Gastroenterology. Slack publishers 2011.

4. **Parasher G,** Queen T. Endoscopic management of difficult Common bile duct stones. In Advanced Pancreaticobiliary Endoscopy Adler DG, Springer 2015.

5. Beduya D, **Parasher G.** Evaluation and management of mucosal and submucosal lesions in foregut. In Upper GI endoscopy for GI fellows. Springer publications 2016.

6. Sanchez Luna S **Parasher G**. Applications of Cholangiopancreatoscopy in Pancreaticobiliary Diseases. In Endoscopy Novel Tecniques and Recent Advancement (Intech Publishers)

Book Review:

Michael Gilles, **Parasher G**. For the Book, Curbside Consultation in GI Cancer for the Gastroenterologist: 49 Clinical Questions. Editor: Douglas G Adler; Publisher: Slack Inc. *Practical Gastroenterology, July 20*12.

Presentations:

1. Keshav N, Khalid N Shiehmoertaza M Fiona C **Parasher G** Thompson W."Dots, Lines, Contours, and Ends: An Image-Based Review of Esophageal Pathology" Electronic poster presentation during the **SAR 2021 Digital Annual Meeting**

2. Tyberg A, Raijman I, Gaidhane M, **Parasher G**, Kahleh M et al . First interobserver agreement of optical coherence tomography in the bile duct : a multicenter collaborative study. **American Society of Gastrointestinal Endoscopy Annual meeting DDW 2020.**

3. Ashref M, Sánchez-Luna SA, Benrajab K, **Parasher G** Post procedural complications from direct endoscopic intraductal cholangiopancreatoscopy : a nationwide analysis . **American Society of Gastrointestinal Endoscopy Annual meeting DDW 2020.**

4. Greenbaum A, **Parasher G**, Demarest G, Auyang E. Oesophageal stent placement to treat a massive iatrogenic duodenal defect after laparoscopic cholecystectomy. Annual SAGES meeting 2017

5. Othman M, Stone E, Hashimi, **Parasher G**. Conservative management of Cholelithiasis and its complications in pregnancy is associated with recurrent symptoms and more emergency room visits. DDW 2010.

6. **Parasher G**, Othman M, Kaza A, Hoffman R, Roy PK. Endoscopic sphincterotomy versus surgery as a primary treatment for patients with common bile calculi: A Meta-analysis of randomized controlled trials. Oral Presentation**. American Society of Gastrointestinal Endoscopy Annual meeting 2007.**

7. Delores S, **Parasher G**. Intraductal papillary mucinous tumors**. American College of Physicians regional meeting 2007 Albuquerque, New Mexico**.

8. Othman G, Roy PK, **Parasher G**. Endoscopic Ultrasound guided fine needle aspiration diagnosis of primary peritoneal Mesothelioma. American College of Gastroenterology 2006.

9. Fazel A, Catalano M, Beilstein M, Kochman ML, Davila RE, Van Dam J, Chen V, Elobeidi M, S avides T, Dobhan R, Chak A, Michael H, Gress F, **Parasher G**, Chang K, Dragnov P. Assessing the photodocumentation practices of expert endosonographers in the United States: A first step towards developing photodocumentation practice standards. **American Society of Gastrointestinal Endoscopy Annual meeting, San Francisco 2002.**

10. Fazel A, Catalano M, Beilstein M, Kochman ML, Davila RE, Van Dam J, Chen V, Elobeidi M, Savides T, Dobhan R, Chak A, Michael H, Gress F, **Parasher G**, Chang K, Dragnov PA.

A survey of Text documentation practices by expert endosonographers in the USA. **American Society of Gastrointestinal Endoscopy. Annual meeting, San Francisco 2002**

11. **Parasher G** , Chang KJ, Largent J, Hosobuchi C, Taylor T, Anton-Culver H. Women may be hormonally protected from pancreatic cancer: A 10- year epidemiology cancer registry study in southern California. **American Gastroenterology Association Annual meeting San Francisco 2002.**

12. Alasadi R, **Parasher G**, Nguyen PT, Chang KJ. The diagnostic value of CA 19-9 in patients with suspected Pancreatic cancer and chronic pancreatitis on Endoscopic Ultrasound. **American Society of Gastrointestinal Endoscopy. Annual meeting, San Francisco 2002.**

13. **Parasher G**, Alasadi R, Nguyen PT, Chang KJ. Endoscopic Ultrasound changes of chronic Pancreatitis is common among patients with Pancreatic cancer. **American Society of Gastrointestinal Endoscopy Annual meeting, San Francisco 2002.**

14. **Parasher G**, Frenklakh I, Siddqui T, Nandi J, Levine RA. Nitric oxide inhibitors ameliorate Indomethacin –induced enteropathy in rats. **DDW American Gastroenterology Association meeting San Diego 2000.**

15. Nandi J, **Parasher G,** Frenklakh I, Goodman D, Siddqui T, Levine RA. Expression of inducible nitric oxide synthase (iNOS) in rat intestinal mucosa by Indomethacin. **DDW American Gastroenterology Association meeting San Diego 2000.**

16. **Parasher G,** Decarli A, Levine RA. Metastatic Insulinoma Presenting as gastric ulcer and massive gastrointestinal hemorrhage. **American College of Gastroenterology. National Fellow's forum, San Diego.**

17. **Parasher G**, Frenklakh I, Siddqui T, Nandi J, Levine RA. Nitric oxide inhibitors ameliorate indomethacin –induced enteropathy in rats. **Fifth Annual Young investigators conference in Digestive diseases, La Jolla, CA.**

18. Jaswal S, **Parasher G**, Levi G, Tenner S. Multiple gastric/ duodenal ulcers associated with a non gastrin secreting pancreatic neuroendocrine tumor: Proposal for an alternative mechanism of ulcerogenesis. **American College of Gastroenterology. 63rd Annual Scientific meeting Boston1998.**

Invited Talks:/Hands On Workshop/Expert Rounds/ Grand Rounds:

1. **Advances in the Endoscopic and Medical Management of Upper Gastrointestinal Bleeding**. City Wide Surgery Grand Rounds UNMHSC Albuquerque ,NM

2. **Advances in the Diagnosis of Pancreatic Cancer** – Gastroenterology Division Grand Rounds 2019 ,UNM HSC Albuquerque ,NM

3. **Endoscopic Diagnosis and Management of GI NET's** – North American Neuroendocrine Tumor Society Regional Conference 2019, Albuquerque New Mexico

4. **Evolution of Cholangiopancreatoscopy** – Visualize the Future, Global Technology Expo 2018 , Spencer Indiana

5. **Introduction, Adoption and Clinical application of Hemospray**- Consultant U.S. Expert Advisory group (2018), Philadelphia, PA

6. **Understating the data on Exocrine pancreatic insufficiency (EPI) –** Community rounds, Albuquerque, NM (2018)

7. **Exocrine pancreatic insufficiency (EPI) –** community rounds, Albuquerque, NM (2018)

8. **Biliary stone management** – ASGE Advance Fellows Course, ASGE IT &T Center Chicago 2017

9. **Acute Pancreatitis-Medical & Endoscopic Management** – Internal Medicine Grand rounds, University of New Mexico, Albuquerque, NM (2017).

10. **Recent Advances in Endoscopic Diagnosis & treatment of Gastrointestinal Diseases, Moderator-** Internal Medicine Grand rounds, University of New Mexico, Albuquerque, NM (2017).

11. **Gastrointestinal Neuroendocrine Tumors–Perspectives in Diagnosis-**Neuroendocrine Cancer Regional Conference UNM CRTC 2017

12. **Poster Rounds with Expert's Faculty - Pancreaticobiliary section** – Annual ACG post graduate Course Las Vegas 2016.

13. **Advances in endoscopic diagnosis of HPB malignancies and role in targeted therapies .** Annual GI & Hepatopancreaticobiliary malignancies retreat . UNM Cancer Research and treatment center 2016.

14. **Endoscopic Diagnosis and Management of Pancreatic Cysts-** New Mexico Rio Grande Annual SGNA conference 2016.

15. **Advances in the Endoscopic Management of Pancreatic fluid Collections.** Surgery rounds .New Mexico 2016

16. **Hands on Workshop Director (Fellows)** –Endoscopic Ultrasound – Annual ACG post graduate course ,Washington DC 2014.

17. **Hands on Workshop Faculty** – Endoscopic Hemostasis –Annual ACG post graduate course San Diego, California 2013.

18. **Poster Rounds with Expert's Faculty - Pancreaticobiliary section** – Annual ACG post graduate Course Las Vegas 2012.

19. **"Endoscopic Management of biliary Obstruction**"- Santa Fe international Gastrointestinal Cancer Conference, Santa Fe, NM 2009.

20. **The on call call** - Annual American Society of Gastrointestinal Endoscopy fellows course Chicago 2008. Animal endoscopy workshop training

21. **Tools of the trade –** Annual American Society of Gastrointestinal Endoscopy fellows course Chicago 2008.

22. **Esophageal Dilation** - Annual American Society of Gastrointestinal Endoscopy fellows course Chicago 2008.

23. **Endoscopic Ultrasound – "The role of Endoscopic Ultrasound in Esophageal & Gastric lesions" -** Guest Speaker & moderator Annual American College of Gastroenterology postgraduate course & meeting Las Vegas October 2006.

24. **Gastrointestinal Radiology** – ASGE (American Society of Gastrointestinal Endoscopy) 1st year fellows conference , Chicago Illinois August 2005

25. "**Update on Pancreatic Neoplasms"- State of the art Lecture** – Annual Meeting Western Federation of Medical Research conference, Carmel, California, Feb 2005.

26. **Presided and Moderated Gastroenterology Session** – Annual Meeting Western Federation of Medical Research Conference, Carmel, California, Feb 2005.

27. **"Endoscopic Ultrasound Emerging Indications"** – City-wide Surgery Grand Rounds, University of New Mexico School of Medicine 2003.

28. **"Endoscopic Ultrasound Current Applications and Results"** – New Mexico Society of Clinical Oncology Annual Meeting 2003, Guest speaker & Moderator.

29. **Endoscopic Management of Chronic Pancreatitis** – Annual Surgery Post graduate Course,- University of New Mexico, 2003.

30. **"Pancreatic Neoplasms" –** Noon Conference, New Mexico Veterans Affair Medical Center, Jan 2003.

31. **"Optical Coherence Tomography in Gastrointestinal Tract" –** Biophysical Imaging Group, Dept of Physics and Engineering, University of New Mexico, March 2003.

32. **"Endoscopic Ultrasound; Emerging Indications"** – GI Grand rounds, University of New Mexico School of Medicine, Jan 2003.

33. "**Endoscopic Ultrasound in the Management of Gastrointestinal Malignancies"** – Cancer Imaging and research symposium, University of New Mexico, Oct 2002.

34. **Celiac Disease – Roundtable discussion** -Central New York Celiac diseases support group society Central New York , 1999.

Current Projects:

1. **Establishment of Organoid Cultures using EUS guided FNB (fine needle biopsy) pancreatic tissue samples obtained from the patients with pancreatic cancer undergoing diagnostic endoscopy and/ or paracentesis:**

   The EUS guided FNB (fine needle biopsy) will be performed and the biopsy tissue will be used to create ex vivo organoids. Organoids will be grown in a laboratory and used for further study as pre-cancer disease model and drug screening. proposed research project is to establish the initial correlation between the gene expression and mutations present in patients with pancreatic cancer and understanding of the molecular pathways pertaining to pathogenesis, early diagnosis, and metastases in order to develop some early stage markers. We are proposing to establish organoids from tissue samples obtained during endoscopy in these patients. Additionally, we propose to study the immune characteristics of the ascites fluid in pancreatic cancer patients that had develop ascites and require therapeutic paracentesis. We will use these organoids for the comparative genomic analysis of pathway analysis, mutation detection or to understand the small RNAs for mutated (pancreatic cancer derived organoids) vs. normal organoids.

2. **Risk factors associated with delayed complications of lumen apposing metal stent placement for drainage of pancreatic fluid collections: A multicenter retrospective case control study.**

   Retrospective multicenter case-control study to define risk factors for complications related to Lumen Apposing Metal Stent Placement (LAMS) for drainage of pseudocyst, walled off necrosis, infected pancreatic necrosis, or postoperative pancreatic collections.

   · Cases to include patients who experienced the following complications of interest from (1/1/2014-present).

   · Buried stent syndrome/mucosal overgrowth

   · Stent migration

   · Delayed bleeding including pseudoaneurysmal bleeding

   · Matching – controls will be matched to cases by institution in a 1:2 ratio (1 case with 2 institution matched controls).

   · Controls will be institutional matched patients, systematically selected, who did not experience any post procedural immediate or delayed complications.

   · Covariates - please see the attached spreadsheet for the covariates of interest that include patient related, fluid collection characteristics and endoscopy related covariates.

3. **A Multicenter, Randomized, Double-blind, Placebo-controlled Study to Investigate the Efficacy and Safety of ABBV-323 in Subjects with Moderate to Severe Ulcerative Colitis Who Failed Prior Therapy**

Procedural Skills:

Basic Endoscopic procedures

Upper GI Endoscopy

Endoscopic hemostasis (Sclerotherapy, banding, heater probe coagulation)

Esophageal dilatation including (Pneumatic and TTS balloon)

Esophageal stent placement

Argon plasma coagulation

Percutaneous endoscopic gastrostomy

Endoscopic Naso jejunal tube placement

SBE Enteroscopy

Colonoscopy diagnostic and therapeutic

Esophageal and rectal manometry

Advanced Endoscopic Procedures

Endoscopic Ultrasound

Radial and linear endosonography

Endoscopic ultrasound guided Fine needle aspiration

Endoscopic ultrasound guided celiac plexus neurolysis

Endoscopic Ultrasound guided cyst gastrostomy

ERCP

Cholangioscopy

Sphincterotomy and stent Placement

Stone extraction

Biliary and Pancreatic Manometery

Pancreatic endotherapy

Laser Endoscopy & lithotripsy

RFA Barret's esophagus

Photodynamic therapy (Esophagus)

Endoscopic mucosal resection

Confocal Endomicroscopy

Subspecialty ERCP Trainees (Gastroenterology)

Anthony Madrid, M.D.	Group Practice, Denver, CO
Andrew C Mason, M.D.	Group Practice, Albuquerque, NM
Edward Paredez, M.D.	Group Practice La Hoya, San Diego, CA
Greg Nguyenduc, M.D.	Group Practice, Seattle, WA
Jehad Barakat, M.D.	Asst. Professor Medicine, VAMC, UNM,
Christopher Shepela, M.D.	Assc Prof. of Medicine, University of Minneapolis
Todd A Williams, M.D.	Group Practice, Idaho Falls, ID
Andrzej Marzec, M.D	Group Practice, Wisconsin.
Andy Meyer, MD	Multispecialty group, Scottsdale Arizona.
Matthew strutman, MD	Group Practice, Columbia, Missouri.
Jeff Douglas, MD	Multispecialty Group practice. Portland Oregon.

Nikki Parker Ray, MD	Group practice, Albuquerque, NM
Stanley Yu, MD	Group practice, San Jose, CA
Anthony Serna, MD	Group practice San Antonio, TX
Casey Kolendich, MD	Group Practice Montana.
Matthew Smith, MD	Group Practice Portland
Trent Taylor, MD	Asst Professor of Medicine UNM
Mohammed Othman, MD	Asst Professor of Medicine Baylor, Houston, Texas
Yatin Patel, MD	Group practice, AZ
Khaldun Khatib, MD	Group Practice, Dallas, TX
Laurel Hartwell, MD	Gastroenterology Bend Oregon
Leslie Price, MD	Swedish Clinic, Seattle
George Holman, MD	Southwest Gastroenterology, NM
Mustafa Youssef, MD	Gastroenterology, Dallas, TX
Nitesh Vachani MD	Gastroenterology Houston, TX
Allison Venner, MD	Group practice Reno, NV
Fahad Khan, MD	Gastroenterology practice, NJ
Raj Chudasama MD	Kaiser Perm. Riverside CA
Bhargava Ganavarrapu, MD	Advance Endoscopy, Northwestern Chicago
Didi Mwengala, MD	UCLA affiliated Hospitals, LA
Sarah lee, MD	Gastroenterology, Portland Oregon
Nina Nandi, MD	Gastroenterology, NM
Deabes Ahamed, MD	Gastroenterology, Scripps Clinic, San Diego
Gessel Luke, MD	University of Uteh, Salt Lake City, UT
Khirfan Khalddon, MD	Gastroenterology, Northern California

Murlimohan Ramya, MD	Gastroenterology, North Carolina
Mojtahed Amirkaveh, MD	Gastroenterology, San Diego, CA
Havaida Marjan, MD	Gastroenterology, Denver, CO
Mohamed Aly, MD	Gastroenterology, Northern California
Muqeet-Adnan Mohammed, MD	Gastroenterology, Chicago, IL

Advanced Endoscopy Fellowes and Junior Faculty

Robin Matuk, MD	Group Practice, Bakersfield CA.
Eric Stone, MD	Advance Endoscopy Charlotte, NC
Arun Pillai MD,	Gastroenterology Phoenix, AZ
Adam Mousey, MD	Advance Endoscopy, Medford Oregon
Michael Gilles, MD	Advance Endoscopy Bristol, Tennessee
Shagia Rafique, MD	Advance Endoscopy, Denver, CO
Dino Beduya, MD	Advance Endoscopy, Virginia Beach
Eduardo Chua, MD	Advance Endoscopy Seattle
Motaj Al Hafnawi, MD	Advance Endoscopy, Miami, FL
Thomas Queen, MD	Advance Endoscopy, Denver, CO
Daniel Castresena, MD	Faculty Oregon Health Sciences University

Project ECHO® (Extension for Community Health Outcomes)

March 5, 2021

Naming Committee
University of New Mexico Health Sciences Center
Division of Gastroenterology

To the Naming Committee:

It gives me the greatest pleasure to recommend Dr. Gulshan Parasher as the first Robert G. (Reg) Strickland Distinguished Chair for Digestive Health & Science at the University of New Mexico Health Sciences Center.

The Strickland Distinguished Chair honors Dr. Strickland's lifelong service and excellence in medical practice, research, and teaching, and his lasting contributions to the UNM Division of Gastroenterology, Department of Internal Medicine, and School of Medicine. Dr. Strickland has embodied the highest ideals of academic medicine. His legacy will forever shape and guide the UNM School of Medicine.

I cannot think of a more ideal candidate for the first Strickland Distinguished Chair than Dr. Parasher. As a clinician, an educator, a colleague, a researcher, and a leader, Dr. Parasher epitomizes the qualities that the Chairship was established to recognize. He is the best advanced endoscopic surgeon in New Mexico, a patient-centered master clinician who consistently provides the highest quality of care. Physicians across the state refer their most difficult endoscopic procedures to him. He has received many awards in recognition of his excellence, including an honorable mention from the American College of Gastroenterology's (ACG) Service Award for Colorectal Cancer Outreach, Prevention, and Year-Round Excellence (2016), and an ACG Certificate of Outstanding Service (2019). As an educator, Dr. Parasher is committed, thoughtful, and engaging. His excellent interpersonal skills make him an outstanding mentor and colleague. As the Division Chief of Gastroenterology & Hepatology and Director of Endoscopy & Clinical Operations at UNM HSC, he has brought these skills together with his clinical and research expertise to strengthen these Divisions through consensus-building and careful leadership.

I wholeheartedly recommend Dr. Parasher for the Strickland Distinguished Chair for Digestive Health & Science. In his exceptional clinical, educational, and leadership skills – and his character – Dr. Parasher personifies Dr. Strickland's legacy of excellence and commitment to patients, students, field, and to the UNM School of Medicine and Health Sciences Center.

Sincerely,

Sanjeev Arora

Sanjeev Arora, MD, FACP, FACG
Distinguished Professor of Medicine
Founder, Project ECHO; Director, ECHO Institute
University of New Mexico Health Sciences Center

SCHOOL OF MEDICINE
DEPARTMENT OF INTERNAL MEDICINE

Division of Gastroenterology and Hepatology
1 University of New Mexico MSC 10-5550
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Office: 505-272-4755
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February 21, 2021

To The Naming Committee's and Board of Regents, University of New Mexico

I am writing to support in the strongest possible terms the naming of Dr. Gulshan Parasher MD, FACP, FACG, as the inaugural recipient of the Robert G. (Reg) Strickland Distinguished Chair of Digestive Health and Science at the University of New Mexico Health Sciences Center.

I have known Dr. Parasher since 2002 when he was recruited to UNM HSC by then Division Chief of Gastroenterology and Hepatology, Dr. Thomas Ma to lead a new initiative in the Division, that of Advanced Endoscopic Diagnosis and Therapy.

Dr. Parasher's credentials and training to take on this challenge were impeccable and over the last 19 years he has built an outstanding Advanced Endoscopy section within the Division. Indeed his team has become the leading advanced endoscopic service for the state of New Mexico and Gulshan's opinion on difficult patient care issues is widely sort after in the Southwest region of the USA. Dr. Parasher has also utilized his specialized service for the training of Advanced Endoscopy Fellows from around the country. These are individuals who have completed their 3 year Fellowship in Gastroenterology and who wish to develop the skills, both procedural and decisional, of advanced endoscopic techniques for their future practices. It is a tribute to his commitment to Endoscopic training that Dr. Parasher has educated 50 Fellows and Junior Faculty in Advanced Endoscopy at our institution over the past 19 years.

Dr. Parasher has utilized his service and educational successes to contribute strongly to the research literature in this field. Whilst the majority of his publications and presentations have been related to clinical observational studies he has consistently demonstrated insight and strong support for the value of basic research in advancing our knowledge of Disease mechanisms in GI Diseases. Gulshan has continued to support the basic science group of investigators in our Division and is collaborating with their investigations into the use of organ culture in better understanding chronic inflammation and tumorigenesis in the GI tract.

Following Dr. Ma's departure from UNM to assume the Chair of Internal Medicine at Hershey Medical Center in Pennsylvania, Dr. Parasher was named Division Chief of Gastroenterology and Hepatology in our Department of Internal Medicine in 2017.

From my observations as a current and active Emeritus Professor, Founding Chief of Gastroenterology (1972-1987) and former Chair of Internal Medicine (1987-2000) I believe that Dr. Parasher has done an outstanding job over the past 3 years. He clearly had closely observed the administrative skills of his predecessor and came to this new role highly prepared

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to lead the Division. His leadership has been particularly apparent over the past year during the challenging time of COVID 19. Dr. Parasher's leadership style is team focused, non-judgmental, and participative and he understands and is implementing a balanced approach to advancing our service, educational, and research missions. His efforts have already resulted in forward momentum in all these areas.

I am absolutely certain that Dr. Gulshan Parasher is the institutions best choice to assume the Strickland Distinguished Chair and I recommend him to you with great confidence in his future leadership role at UNM.

With kind regards,

Robert G. Strickland, MD, MACP
Emeritus Professor
Founding Chief of Gastroenterology
Past Chair of Internal Medicine

PennState Health

Thomas Y. Ma, M.D., Ph.D.
Professor and Chair, Department of Medicine
Professor, Cellular and Molecular Physiology, and Microbiology and Immunology
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April 7, 2021

Naming Committee
Robert G. (Reg) Strickland Distinguished Chair for Digestive Health & Science
University of New Mexico School of Medicine

RE: Dr. Gulshan Parasher's nomination for Robert G. (Reg) Strickland Distinguished Chair for Digestive Health & Science

Dear Naming Committee:

It is my great pleasure to support Dr. Gulshan Parasher's nomination for the Robert G. (Reg) Strickland Distinguished Chair for Digestive Health & Science at the University of New Mexico School of Medicine.

Dr. Parasher currently serves as Chief of the Division of Gastroenterology and Hepatology at the UNM – Health Sciences Center and leads the Division's endoscopy and clinical operations. Before he became Chief, he served as Interim Division Chief from 2017 through 2019. Dr. Parasher is also a Professor within the Division of Gastroenterology and Hepatology and the Department of Internal Medicine. He has been a Division faculty member since 2002 and previously was a Clinical Instructor in the School of Medicine at the University of California Irvine. Dr. Parasher is currently a member of several university and hospital committees as well as numerous national organizations and has over 20 years of clinical experience in the field of Gastroenterology.

As an educator, Dr. Parasher demonstrates the qualities that this Distinguished Chair's namesake, Dr. Strickland, is known for. Dr. Parasher is a dedicated mentor who has made a huge positive impact on the fellows, junior faculty and subspecialty ERCP trainees under his purview. Dr. Parasher constantly goes above and beyond to inspire his mentees to develop and grow as innovative and compassionate clinicians, and his mentees have gone on to lead successful patient practices across the country. He has been a prolific clinical mentor and has directly mentored and trained over 40 advanced fellows in therapeutic endoscopy over the past 15 years.

Dr. Parasher is also a dedicated clinician and researcher who continues to seek science-driven solutions that will improve the lives of patients struggling with digestive diseases. His current projects and ongoing clinical trials, for example, aim to explore treatments for individuals with ulcerative colitis and pancreatic cancer. He continues to be prolific in publishing novel therapeutic approaches to treat difficult clinical conditions. Dr. Parasher clearly places the highest priority on outstanding patient care, as he has been consistently recognized as a "Top Doc" by *Albuquerque, The Magazine* for over 10 years. He has a mastery of basic endoscopic procedures, but his patients also benefit from his training and expertise in wide-ranging advanced endoscopic procedures, such as cholangioscopy, photodynamic therapy and ERCP. He is also recognized internationally for his expertise in therapeutic endoscopy and he has served in key leadership positions for the 2 premier GI therapeutic endoscopy societies, including American College of Gastroenterology and American Society of Gastrointestinal Endoscopy.

In summary, Dr. Parasher is an outstanding faculty member, clinician and educator who is nationally renowned for his expertise in advanced therapeutic endoscopy. He has excelled in all academic mission areas, including education, research and clinical care and founded the therapeutic endoscopy training program at UNM School of Medicine and has been instrumental in providing exceptional training in

therapeutic endoscopy to over 40 senior fellows. As the Division Chief, Dr. Parasher has also continued Dr. Strickland's phenomenal legacy of educational excellence while maintaining his important research priorities, helping his mentees succeed, and providing top-notch care to his patients. Dr. Parasher has my strongest support for the Robert G. (Reg) Strickland Distinguished Chair for Digestive Health & Science.

Sincerely,

Thomas Y. Ma, MD, PhD
Chair, Department of Medicine
J. Lloyd Huck Chair in Medicine

THE UNIVERSITY OF NEW MEXICO ◆ HEALTH SCIENCES CENTER
SCHOOL OF MEDICINE

March 4, 2021

Mark L. Unruh, MD, MS
Solomon, Gardner and Sterling Chair
Professor and Chair
Department of Internal Medicine
University of New Mexico
2211 Lomas Blvd. NE
Albuquerque, NM 87131

Re: Letter of support for the selection of Dr. Gulshan Parasher as the first Robert G (Reg) Strickland, MD Distinguished Chair for Digestive Health & Science.

Dear Dr. Unruh:

I am writing in enthusiastic support for the selection of Gulshan Parasher, MD, Chief, Division of Gastroenterology and Hepatology, University of New Mexico to be the first recipient of the Robert G (reg) Strickland, MD Distinguished Chair for Digestive Health & Science. Dr. Parasher is superbly qualified for this honor as reflected by his dedication to the University of New Mexico and his academic accomplishments, qualities that are emblematic of Dr. Strickland's career.

Dedication to UNM. Since 2002, when Dr. Parasher joined our Faculty, he has given his heart and soul to the growth and success of the UNM Division of Gastroenterology and Hepatology. His specialized skills in therapeutic endoscopy instantly made UNM HSC the "go to" resource for patients with complicated pancreaticobiliary diseases. Almost immediately, his presence attracted referrals from gastroenterologists and other specialists throughout the State. Over the past 19 years, he has dedicated his creativity, skills and energy in building the reputation of not only his interventional endoscopy program but that of UNM GI. He has leveraged his prominence in the field of therapeutic GI endoscopy in support of the whole division. Whether through his advocacy for the resources needed by the Division or his willingness to use his academic connections to pave the way for graduates of our Fellowship, Dr. Parasher has looked for ways to make a difference, a difference beyond his personal interest in interventional endoscopy. Dr. Parasher was selected as the Chief, Division of Gastroenterology and Hepatology in 2019 based foremost on the wide recognition of his unwavering dedication to UNM GI. Since his appointment, Dr. Parasher has consistently demonstrated admirable leadership in guiding the clinical, educational and research programs of the Division including recruiting several additional faculty members to strengthen our clinical capacity, supporting Dr. Christopher Chang in his role as the Fellowship Director, working closely with all the fellows and engaging regularly with the Faculty. He has demonstrated his commitment to research by his regular meetings with the basic scientists of the Division and his plan to use divisional resources to support a research coordinator and pilot grants. In all these areas, Dr. Parasher demonstrated in both words and action his abiding commitment to the success of everyone in the Division and the success of UNM.

Academic accomplishments. Dr. Parasher has had a successful academic career as highlighted by 32 published research papers, 26 abstracts and 6 book chapters. His research has been presented 18 times at National meetings. Dr. Parasher's national stature as a creative interventional endoscopist is evidenced by 16 extramural invited presentations such as presentations to the Annual American Society of Gastrointestinal Endoscopy, the American College of Gastroenterology and the American Society of Gastrointestinal Endoscopy. He has served as expert consultant or medical advisor to the leading manufacturers of the instruments used in interventional endoscopy and the pharmaceutical industries including Takeda, Olympus, Boston Scientific, US Endoscopy, Boston Scientific, Abbvie and Wilson Cook. Along with membership in the major professional societies in gastroenterology and Internal Medicine, Dr. Parasher has served in leadership roles such as member of the National Patient Care Committee of the American College of Gastroenterology, Chair of the Annual Scientific Committee (LGI) of the

American Society of Gastrointestinal Endoscopy, Member of the American Society of Gastrointestinal Endoscopy DDW Video Plenary Committee and member of the World Cup Committee. In addition, Dr. Parasher has served as the Governor of the New Mexico Chapter of the American College of Gastroenterology for 2 terms from 2006-2012. Dr. Parasher is a dedicated teacher and has trained numerous fellows in the art and science of GI endoscopy. Soon after joining UNM, Dr. Parasher launched a separate advanced GI Endoscopy Fellowship. Through his personal mentorship and preceptorship, a long line of interventional endoscopists have graduated from UNM to serve patients everywhere.

Dr. Parasher's dedication to UNM and his academic accomplishments mirror that of Dr. Strickland. As such, I strongly support his selection as the first recipient of the Robert G (Reg) Strickland Distinguished Chair in Digestive Health & Science as his appointment will honor the career and contributions of Dr. Strickland for whom the chair is named.

Sincerely,

Henry C. Lin, MD
Chief of Medicine
Professor and Vice Chair, VA Affairs
Department of Internal Medicine
University of New Mexico
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505-265-1711, ext. 4552

INFORMATIONAL ITEMS

FACULTY SENATE

April 22, 2021

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

FROM: Finnie Coleman, President, UNM Faculty Senate

SUBJECT: Faculty Senate Resolutions Regarding Divestment and Green Initiatives

The Faculty Senate passed two resolutions at their February 23, 2021 meeting – one regarding divestment and one regarding green initiatives. These resolutions are attached for your reference and are posted on the Faculty Governance website. I would like to place these two resolutions on the next Board of Regents Student Success, Teaching and Research Committee as information items. I would also like to present these resolutions to the Full Board of Regents at their next scheduled meeting.

Thank you.

Finnie D. Coleman

Attachments

University of New Mexico Faculty Senate

Resolution for Divestiture from Fossil Fuel Investments

February 10, 2021

WHEREAS the 4th National Climate Assessment Volume II (NCA4), mandated by the US Congress and completed in November 2018, a comprehensive and authoritative report on climate change and its impacts in the United States https://nca2018.globalchange.gov/, finds that "climate change creates new risks and exacerbates existing vulnerabilities in communities across the United States, presenting growing challenges to human health and safety, quality of life, and the rate of economic growth"; and

WHEREAS the NCA4 finds that "Without substantial and sustained global mitigation and regional adaptation efforts, climate change is expected to cause growing losses to American infrastructure and property and impede the rate of economic growth over this century"; and

WHEREAS the NCA4 finds that "Climate change affects the natural, built, and social systems we rely on individually and through their connections to one another. These interconnected systems are increasingly vulnerable to cascading impacts that are often difficult to predict, threatening essential services within and beyond the Nation's borders"; and

WHEREAS the NCA4 finds that "The quality and quantity of water available for use by people and ecosystems across the country are being affected by climate change, increasing risks and costs to agriculture, energy production, industry, recreation, and the environment"; and

WHEREAS the NCA4 finds that "Climate change increasingly threatens Indigenous communities' livelihoods, economies, health, and cultural identities by disrupting interconnected social, physical, and ecological systems"; and

WHEREAS the NCA4 finds that "Ecosystems and the benefits they provide to society are being altered by climate change, and these impacts are projected to continue. Without substantial and sustained reductions in global greenhouse gas emissions, transformative impacts on some ecosystems will occur; some coral reef and sea ice ecosystems are already experiencing such transformational changes"; therefore, be it

RESOLVED that the faculty senate requests that the University of New Mexico President and Board of Regents request that the University of New Mexico Foundation divest as early as possible from companies that invest in or are involved in fossil fuel extraction and production; and further that the University of New Mexico Foundation release a date by which divestment will occur and give annual

updates to the Board of Regents detailing progress made toward full divestment from investments in fossil fuels; and further be it

RESOLVED that the faculty senate requests that the University of New Mexico President and Board of Regents request that the University of New Mexico Foundation make no new investments in companies that invest in fossil fuel extraction and companies that facilitate fossil fuel production and use; and further be it

RESOLVED that the faculty senate requests that the President and the Board of Regents at the University of New Mexico partner with other institutions of higher education across the state to request that the New Mexico Educational Retirement Board divest from companies that invest in or are involved in fossil fuel extraction and production; and further that the New Mexico Educational Retirement Board releases annual updates to the Board of Regents detailing progress made toward full divestment from investments in fossil fuels; and further be it

RESOLVED that the faculty senate requests the President and the Board of Regents at the University of New Mexico partner with other institutions of higher education across the state to request that the New Mexico Educational Retirement Board make no new investments in companies that invest in fossil fuel extraction and companies that facilitate fossil fuel production and use; and further be it

RESOLVED that the faculty senate requests that the President and the Board of Regents at the University of New Mexico partner with other institutions of higher education across the state to directly support companies involved in fossil fuel extraction and production that seek to transition to alternate business models; and further be it

RESOLVED that the faculty senate requests the President and the Board of Regents at the University of New Mexico support New Mexico communities economically disadvantaged by divestment through a suitable funding mechanism that supports innovation (e.g., UNM's Grand Challenges) that includes community-based participatory research to develop innovative and sustainable community economic development, entrepreneurship, and improvement in quality of life, among other social and technological initiatives and innovations related to climate change.

University of New Mexico Faculty Senate

Resolution to Invest in Green Initiatives

February 10, 2021

WHEREAS the 4th National Climate Assessment Volume II (NCA4), mandated by the US Congress and completed in November 2018, a comprehensive and authoritative report on climate change and its impacts in the United States https://nca2018.globalchange.gov/, finds that "climate change creates new risks and exacerbates existing vulnerabilities in communities across the United States, presenting growing challenges to human health and safety, quality of life, and the rate of economic growth"; and

WHEREAS the NCA4 finds that "Without substantial and sustained global mitigation and regional adaptation efforts, climate change is expected to cause growing losses to American infrastructure and property and impede the rate of economic growth over this century"; and

WHEREAS the NCA4 finds that "Climate change affects the natural, built, and social systems we rely on individually and through their connections to one another. These interconnected systems are increasingly vulnerable to cascading impacts that are often difficult to predict, threatening essential services within and beyond the Nation's borders"; and

WHEREAS the NCA4 finds that "The quality and quantity of water available for use by people and ecosystems across the country are being affected by climate change, increasing risks and costs to agriculture, energy production, industry, recreation, and the environment"; and

WHEREAS the NCA4 finds that "Climate change increasingly threatens Indigenous communities' livelihoods, economies, health, and cultural identities by disrupting interconnected social, physical, and ecological systems"; and

WHEREAS the NCA4 finds that "Ecosystems and the benefits they provide to society are being altered by climate change, and these impacts are projected to continue. Without substantial and sustained reductions in global greenhouse gas emissions, transformative impacts on some ecosystems will occur; some coral reef and sea ice ecosystems are already experiencing such transformational changes"; therefore, be it

RESOLVED that the faculty senate requests that the President and the Board of Regents at the University of New Mexico partner with other institutions of higher education across the state to directly support companies involved in fossil fuel extraction and production that seek to transition to alternate business models; and further be it

RESOLVED that the faculty senate requests that the VP for Finance and Administration head a taskforce to develop a comprehensive clean energy plan for the University of New Mexico. The taskforce will develop a plan as soon as possible but complete it no later than the end of 2022 to reduce the university's carbon footprint[1]; and further be it

RESOLVED that the University of New Mexico discontinue burning fossil fuel, by 2035, for the purpose of the production of utility electrical power, district heating, and district cooling; and further be it

RESOLVED that the University of New Mexico establish a plan for all campuses to reach carbon neutrality[2] by 2030 and zero carbon[3] by 2040; and further be it

RESOLVED that the University of New Mexico commit immediately to discontinue the purchase of vehicles (including buses and shuttles) that emit greenhouse gases; and further be it

RESOLVED that the University of New Mexico commit to invest in additional charging stations for electric vehicles in public parking lots by end of 2022; and further be it

RESOLVED that the faculty senate requests that the VP for Finance and Administration head a taskforce (including faculty members and at least one staff member and one student) to develop a comprehensive campus sustainability plan for the University of New Mexico. The taskforce will begin to develop a plan as soon as possible but no later than 2022 to reduce the university's environmental impact; and further be it

RESOLVED that the University of New Mexico request that UNM vendors and catering commit to zero waste[4] operations by 2025.

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[1] In this context the carbon footprint is defined as the total amount of carbon dioxide and methane emitted by the University, considering all relevant sources, sinks and storage on its landed property, calculated as carbon dioxide equivalent using the relevant 100-year global warming potential (GWP100).

[2] Zero-net carbon emissions; carbon offset mechanisms can be used to achieve neutrality.

[3] Zero carbon in this context is referring to an elimination of carbon released from fossil fuels from power, heating, and cooling.

[4] Zero waste is defined by the Solid Waste Association of North America (SWANA) as "efforts to reduce Solid Waste generation waste to nothing, or as close to nothing as possible, by minimizing excess consumption and maximizing the recovery of Solid Wastes through Recycling and Composting".