



**BOARD OF REGENTS
STUDENT SUCCESS, TEACHING & RESEARCH COMMITTEE**

MEETING AGENDA

**December 1, 2022
1:00 PM
Virtual Meeting**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING, and RESEARCH COMMITTEE MEETING
December 1, 2022 – 1:00 p.m.
Virtual - Zoom
AGENDA

- I. Call to Order –**
a. Confirmation of a Quorum
b. Adoption of the Agenda
- II. Approval of Summarized Minutes from October 6, 2022 Meeting** **TAB A**
Approval of Summarized Minutes August 8, 2022 (previously tabled) **TAB A-1**
- III. Reports/Comments:**
Provost’s Administrative Report
James P. Holloway, Provost & EVP for Academic Affairs
- Member Comments
 - Advisor Comments
- IV. Strategy Discussion** **TAB B**
Grand Challenge on Substance Use
Katie Witkiewitz, Ph.D., Director, Center on Alcohol, Substance Use, and Addictions
- V. Action Items:**
- A. Form C: Certificate in Community Health (GA)** **TAB C**
Lewis Gambill, interim chair of the UNM-Gallup Education, Health and Human Services division
- B. Form C: Certificate in Hotel, Restaurant, and Tourism Customer Service (GA)** **TAB D**
Ann E. Jarvis, Chair, Business and Applied Technologies, UNM Gallup
- C. Form C: Certificate in Business Principles (GA)** **TAB E**
Ann E. Jarvis, Chair, Business and Applied Technologies, UNM Gallup
- D. Form C: Certificate in Office Specialist (GA)** **TAB F**
Ann E. Jarvis, Chair, Business and Applied Technologies, UNM Gallup
- E. Form C: Master of Science in Anesthesia Science (New)** **TAB G**
Christopher D. Arndt, M.D., Professor & Chair, Department of Anesthesiology & Critical Care
- F. Request approval to create an endowed professorship the, ‘Terry and Alyce J. Richardson Professorship in Nursing’** **TAB H**
Christine Kasper, Dean and Professor, Crenshaw Endowed Chair, College of Nursing
Larry Ryan, Vice President for University Development
- G. Request approval to appoint Katherine Zychowski, Ph.D., as the inaugural holder of the Terry and Alyce J. Richardson Professorship in Nursing** **TAB i**
Christine Kasper, Dean and Professor, Crenshaw Endowed Chair, College of Nursing
Larry Ryan, Vice President for University Development

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- H. Request Approval to appoint Sharon Lynn Ruyak, PhD, RN, CNM as the next holder of the Leah L. Albers Professorship in Midwifery** **TAB J**
Christine Kasper, Dean and Professor, Crenshaw Endowed Chair, College of Nursing
Larry Ryan, Vice President for University Development
- I. Request approval to create an endowed professor the ‘William D. Grasse Endowed Chair in Finance’** **TAB K**
Mitzi Montoya, Dean, Anderson School of Management
- J. Request approval to create an endowed professor the ‘William E. Baker Endowed Professorship’** **TAB L**
Christos Christodoulou, Dean, School of Engineering
Leslie Currie, Sr. Director of Development, School of Engineering
Courtney Holmes, Development Associate, School of Engineering
- K. Request approval of UNM Gallup Staff Council Constitution and By-laws** **TAB M**
Frank Sanchez, Technical Analyst 3, UNM Gallup
- L. Policy C70 Confidentiality of Faculty Records** **TAB N**
Finnie Coleman, Ph.D., Faculty Senate President
- M. Summer 2022 Degree Candidates** **TAB O**
Finnie Coleman, Ph.D., Faculty Senate President
- N. Fall 2022 Degree Candidates** **TAB P**
Finnie Coleman, Ph.D., Faculty Senate President
- O. Recommendations for Consent Agenda Items on Full Board of Regents’ Agenda**
Kim Sanchez Rael, Chair, Regents’ SSTAR Committee
- VI. Information Items:**
- A. UNM’s International Posture** **TAB Q**
Nicole Tami, Ph.D., Executive Director, Global Education Initiatives
- B. KUNM Radio Annual Report** **TAB R**
Richard Towne, KUNM Station Manager
- VII. Public Comment**
- VIII. Adjournment**

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October 6, 2022 – 1:00 p.m.
Scholes Hall, Roberts Room

Meeting Summary

Committee members present: *Regent Kim Sanchez Rael, Chair, Regent Robert Schwartz, Co-Chair, Regent Doug Brown (via phone), Student Regent Randy Ko (via Facetime), James Holloway, Provost & Executive Vice President for Academic Affairs, Aimee Ortiz, Staff Council President, Finnie Coleman, President, Faculty Senate*

Committee members Absent: *NA*

Advisors present: *Ian May, ASUNM President (partial meeting), Erika MacSaveny ASUNM Chief of Staff (partial meeting on behalf of ASUNM President), Shaikh Ahmad, GPSA President*

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

Regent & Chair Rael: Requested introductions of all on dais.

II. Adoption of the Agenda

Motion to Approve agenda: Provost Holloway

Second: Regent Ko

All members voted

Motion: Approved

III. Approval of Summarized Minutes from August 8, 2022 Meeting

TAB A

Motion to Approve: Provost Holloway

Second: Regent Brown

Discussion:

Regent Ko – Stated that some questions asked weren't included in the minutes and wanted to know if that could be fixed.

Regent & Chair Rael: If there are particular items of content that are not reflected in the minutes currently, email those into Pam. We will defer the approval of these minutes to the next SSTAR meeting.

Motion: Deferred to next meeting

IV. Reports/Comments:

Provost Administrative Report

James Holloway, Provost & Executive Vice President for Academic Affairs

Student Wellness & Student Mental Health update:

On the side of prevention, the following are highlights of Health Promotions activities:

- Mindful Mondays Series (Wellness Journals)
- Stress Management series w/ Counseling Services providers for Resource Centers
- Mental Health Awareness Day/Month on October 10 -Bloom into your Best Self (collaboration with Dean of Students Office and Student Activities)
- Development of Podcast Series (Developing Confidence, Resilience, Toxic Positivity)
- Development of partnership with ASUNM for broader outreach to students

We received funding from the State to move this program forward. I would like to particularly highlight an event this coming Monday, *Bloom Into Your Best Self*. This is an event being held to bring awareness to mental health, providing information to students about the resources available to them.

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One of the many resources is TAO an online mental health support system. One of the goals for SHAC this year is to increase the utilization of the TAO system. We have had the system for a number of years, and it is not heavily used. Through the use of promotions, we hope to get the word out to students to increase use of the resources we have in place.

Regent & Chair Rael: Can you tell us a little more about TAO?

Provost Holloway: TAO provides a set of online modules that students, or anyone can go to. It is designed by mental health professionals as a self-guided system to take you through modules that help you identify anxiety or other specific mental health conditions and provide tools for managing those kinds of mental health issues. It is a self-paced set of modules. They are customizable by the user in the tool. This program has been in place prior to my coming to UNM but has not been publicized well. We are working to let people know that this program is available.

SHAC has been making progress on the hiring of new positions. A new psychologist has started. A Mental Health Specialist will be starting very soon. An administrative position has been filled. Filling this position is a way to increase capacity. Right now, we have counselors doing administrative work. By filling administrative positions, the counselors are able to spend more time working with students. There are benchmarks in place to improve services and access by students. The work to coordinate care continues. We have all of the direct service units across campus involved, meeting monthly. The mental health team meets every other week in an effort to move things forward. I believe SHAC has been pleased with the increased collaboration with psychiatry, better hand-offs in both directions. We also continue to have conversations with SHAC and HSC to look at increased integration in larger ways. A final point I will make is increasing publicity. Letting students know about mental health issues, destigmatizing mental health issues and making them aware of the existing resources available for treating mental health issues.

I mentioned a couple of the new hires at SHAC. The difficult part has been hiring clinical providers, counselors. That search is continuing and has been expanded out of state. We are offering moving expense reimbursement. We are looking at hiring a search firm to help with this search. The plan is to go out and proactively recruit people to apply rather than passively receive applications. There is a change to the strategy and how we go after candidates. As mentioned, this is the most difficult piece. Therefore, I emphasize that hiring of the administrative positions is an immediate way to increase capacity as it moves the administrative workload off the provider's plate.

Person in Audience: Have we looked into the possibility to utilize master counseling students if they have to do clinical hours? Could they fill some of these rolls?

Provost Holloway: We do currently use students in the Psychology clinic as well the Manzanita clinic in the College of Education and Human Sciences. Those clinics are actually used by students. They do represent one of those resources that we need to promote more.

We have also looked at other kinds of online provider support that are getting a great deal of online marketing pushes. The challenges with them is that the contract amount is of such a scale that the State would require us to go out to bid, which would require an RFP process. The other is that they are not quick to set up. They are long term investments. They customize what they are doing per campus. They have to hire new providers when they get new clients. Simply going to online does not give us a quick turn-key solution. The other issue that SHAC is very sensitive too is having counselors that are intimately tied in with student affairs so they can connect students with student affairs resources. We

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have students that go to providers outside of SHAC, but those providers are not always aware of what is available in student affairs, that may be helpful in addressing the student's needs. The issues are never simply depression, anxiety, or a mental health condition it is always coupled with the totality of that student's life. SHAC feels strongly that the counselors in SHAC, because of their connection with student affairs, have a leg up on supporting students. So that is another challenge with some of the alternatives.

We have done a little over 400 trainings, since the start of the term, for faculty and staff to address crisis points for students and things that lead to students experiencing or expressing mental health challenges. The trainings covered:

- Academic Dishonesty and managing these incidents
- CARE Process Overview-How to complete a care report and why
- How to troubleshoot and solve student Issues
- Student Discipline Procedures
- Working with Difficult and Disruptive Students

Regent Ko: Going back to TAO, how much does TAO cost to service and utilize?

Provost Holloway: I don't know the answer to that, but we can get that to you.

Ian May, ASUNM President: Do you have usage rates on TAO? You mentioned it was underutilized.

Provost Holloway: I don't, but that is one of the metrics that SHAC has and wants to track and increase. We can include that in a subsequent report.

Ian May, ASUNM President: As a follow up, as someone who has used the TAO portal and SHAC counseling, it is a supplement not a replacement. I want to say that out loud. I know that is not the philosophy, but from a top down perspective it is worth saying.

Provost Holloway: None of these is a replacement for the others. This has got to be a holistic system. Thank you for the question.

Faculty Compensation Study:

I have previewed this a few times and would like to start presenting results. This report is the first presentation of results from our faculty compensation study. Part of my goal here is for us to best learn how to talk about the results and what we can do with them. We have been exploring our faculty salaries in comparison to peers. We want to find the best practices we can develop to distribute resources that become available and increase salaries.

The focus for today's presentation will be the Academic Affairs units in Albuquerque. We are looking at all tenured, tenured track, and lecturer ranks. We are looking at all disciplines. It should be noted, however, that some disciplines have special approaches to salary. For example, every business school is accredited by the AACSB and they are required to submit their salary data. They then to national comparisons. Our school, Anderson School of Business has identified 47 peers and they are doing a salary study separate from this one, using the AACSB data. There may be some disciplines where it may make sense to do that type of targeted study.

We have settled on utilizing the OSU salary data. We aren't using CUPA as their data is not comprehensive for our needs. They do not include lecturers and there is not a consistent set of R1 universities. There is a lot of fluctuation with CUPA data when we look at R1 universities. We had previously used the CUPA data that included R2 universities. The data was less noisy, but also less comparable. This is why we settled on the OSU salary data. Several institutions in the Mountain West

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use the OSU data. The difference is that the OSU data is gathered and submitted by institutional researchers at the participating universities and is very consistent. Our analysis looks at salary from a school/college level: how much do we differ from the average salary spend? What fraction of faculty earn less than average? How does this vary by group?

Regent Rael-Sanchez: How is size defined in this context?

Provost Holloway: For each school or college, in each discipline, how many full professors, associate professors, assistant professors, and lecturers for one of the comparative groups, all R1 universities, what is the average salary for each of these categories per faculty member, what is the average salary. We take that number times the number of our faculty in each of the categories and that gives us what we might expect to spend.

We can also look at what fraction of faculty earn less than average and look at this across the school or department as well as by gender and/or racial identity. It is not the goal that everyone should make average. Some will be below. Some will be above, but it is a helpful comparator. If 100% of faculty are above average, that is interesting. If 100% of faculty are below average, that is also interesting. This analysis will give us an idea of where we are skewed in terms of our distribution of faculty salaries. I would also like to say, we should not over analyze.

We have to remember that one-half of the R1 schools are below average. Our funding streams are not necessarily average. We need to be cognizant of this as well. The analysis could give us spending targets hence, revenue goals but equally help us decide how to spend what we have. Every year funding is set aside for faculty equity, retention, etc. There has been no clear mechanism to help define the amount and for which unit. The analysis will assist me with that. It is important to not that our salaries are not uniformly below average. There are some that are below average, but not uniformly unit to unit. It is worth noting that we are talking about base salary. Not all faculty make a base salary. Some faculty make above their base salary through a mechanism, base plus. There are faculty that make above base because they have a professorship that, in some schools, adds to their salary. We are only looking at base salaries and why other salaries might be different from that base.

If we compare ourselves to R1 universities in the data set, 79% of tenured/tenure track faculty and 44% of lecturers are below average. If we look at the OSU region, which is all R1s in the southwest region, those numbers are 64% and 34% respectively. There are a lot of confounding factors that affect salary: experience, performance, etc. Comparing college by college is also important. In A&S 36% of lecturers below average while SOE has 71% below average. Looking at data at the aggregate level doesn't tell the full story.

We can estimate average salary per faculty by discipline in a comparison group. We can then compare average salary spend to UNM's salary spend and see which unites have the greatest discrepancy. Salary spend is not uniformly distributed. *Examples are shown on attached presentation.*

T. Constantinidis: Are we taking into account the cost of living in different areas?

Provost Holloway: It does not.

T. Constantinidis: In a way it does, when you are saying cost of living in the southwest region is probably more comparable than if you include a Berkley or Columbia.

Provost Holloway: to some extent, although I wouldn't to much into that. It includes Colorado, which is not a low cost of living state. Another way that cost of living is, in some sense, accounted for is that we are averaging across a lot of schools and a lot of different cost of living rates.

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I think the average of R1s is a good place to work towards. The next steps include refining how we present this data, discuss with Deans how they would like to approach adjusting faculty salaries in alignment with this data. I do not want nor do I have the visibility to stipulate what faculty should earn in a particular college or school. Deans have visibility and knowledge of other factors that go into determining salary. What we need is the systematic way for Deans to look at their faculty relative to the data that we have and make appropriate judgements on where adjustments need to be made.

Finnie Coleman: It makes sense that Provost would not specify faculty salary in a specific college/school, but we do have priorities, I imagine that you would share with the Deans. I’m thinking in terms of studies we have done that identify the pay gap in terms of gender, for example. Are you setting priorities in that way?

Provost Holloway: That is part of the conversation with the Deans. In the data here, 79% of the tenured/tenure track faculty compared to the R1s are below average, 81% of women are below average. That is a gap that we might want to think about. I will say that the differences between units is greater than the differences between identity groups, gender, and race.

Christos Christodoulou: I think the idea of having a strategy is very important. Faculty salary increases should not be without merit.

Provost Holloway: I agree. Deans have the visibility into performance and retention needs. What we need is for units to have clear performance metrics and measures so that is consistency and fairness into how that’s done. We have some units piloting structures like that, but there is no one-size fits all.

Finnie Coleman: I want to be careful that we don’t dismiss the notion of equity. Equity is fundamental fairness. I have members that don’t do their fair share, but I don’t believe that is an equity issue. Equity comes when we can see groups of faculty that are systematically underpaid for the exact same work.

Provost Holloway: Thank you Finnie. I don’t think that is what Christos meant. It is important to note, we really have two kinds of faculty equity issues. We have issues between UNM and other institutions, which is what today’s discussion has mainly been about. We also have our internal equity issue. We have to be mindful about both. We have different revenue resources we need to marshal to try and address this. From the central level, my office, trying to figure out how to set aside significant I&G funds to continue to lower this difference between what we might expect to spend on salaries and what we actually spend on salaries is clearly an important priority.

College of Education and Health Sciences

There was a no confidence vote on the Dean in the College of Education and Health Sciences. I wanted to report the vote to this committee. There were 85 faculty invited to vote on the resolution of no-confidence. Sixty-four of those faculty voted in favor of the resolution of no-confidence. The remaining fifteen voted that they do not support the resolution. There were six that did not vote. At this time, I wanted to provide the notice of the vote as it is an important item within Academic Affairs. This happened during my absence. I’ve not had conversations with some of the key players as such I am reporting this without comment on what will or will not happen.

Member Comments:

Regent Schwartz: I appreciate you allowing me to be here today to attend this meeting. I would like to express my appreciation to the administration for their interest in and support of the basic need’s

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initiative, which has become an important part of what the administration is doing now. I think we all recognize that students cannot succeed unless they have adequate housing, adequate nutrition, adequate childcare, if they need it, and healthcare to include mental health care. This has all become so clear now and I appreciate the President’s comments in this regard and her willingness to speak at the New Mexico Basic Needs Research Summit held on campus last week. The summit brought together one hundred researchers from universities in New Mexico working on this very issue. The commitment is one that is extraordinary. I am also appreciative of what the university has done to move ahead on the mental health front, to provide mental healthcare and substance abuse care to students at the university. There is a plan of action that is in place and being implemented. We have stumbled a little on finding counselors. There are 3.5 counselors. As we have heard, we can’t staff our way out of this, however, those 3.5 counselors are fundamental. They are the pivot point for providing mental health care in the system we are developing. I appreciate the monumental work that Drs Zerai and McIver have done in this effort. I know we are working to fill the necessary positions and feel confident it will happen. I want to make sure we stay on schedule. I appreciate the weekly reports we are receiving and look forward to that continuing, providing just where we are in those positions that are still outstanding. I am hopeful that the positions will be filled, and we will have adequate care for our students by the next semester.

Provost Holloway: Regent Schwartz, thank you for the comments and confidence. An additional project that Dr. Zerai is spearheading is development of a special allocation request to the State that will include, not quite, \$2M to support student mental health and about \$1M to support basic needs, in particular housing and food insecurity

Regent Schwartz: I hope that we will ask the legislature to be very generous in this area, because it is a year that I think they are very capable of being generous. I think that there are a lot of legislators that deeply understand the need in this area. Again, I appreciate everything that is being done in this arena.

Regent Brown: I want to applaud the work on salaries and the effort to remedy some of the deficiencies. It produces fairness which helps us to recruit and helps us retain. It also mitigates the reaction we have from salary authors elsewhere.

Regent Ko: I would like to echo the work that was done regarding basic needs and the announcement in partnership with the department of higher education. I would like to go back to TAO. I’d like to hear more about what we would find as a successful metric for this program. I would like to see if we could continue to be innovative on our delivery of mental health care basic needs to the university. One solution would be TimelyMD, which is a parent company of TimelyCare, which is an experienced company addressing mental health needs of students. Along with that they offer care navigation and basic needs as well; it encompasses a package in which those providers will survey our community and point students to services that are available at the university and in our community. I would like to have more conversation on how we can accomplish a more comprehensive, universal, preventative strategy on campus well-being at a future SSTAR meeting.

Advisor Comments: None

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V. Action Items:

- A. Request approval to create a quasi-endowed chair the, ‘Catherine McClain Endowed Chair in Human Development and Disability’** **TAB B**
*Loretta Cordova de Ortega, M.D., Chair, Department Chair of Pediatrics
UNM School of Medicine*
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted
Motion: Approved, passed unanimously
- B. Request approval to appoint Marcia Moriarta, PsyD, as the inaugural holder of the ‘Catherine McClain Endowed Chair in Human Development and Disability’** **TAB C**
Loretta Cordova de Ortega, M.D., Chair, Department Chair of Pediatrics, UNM School of Medicine
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted
Motion: Approved, passed unanimously
- C. Request approval to create an endowed professor the ‘Fred S. Herzon Endowed Professorship in Surgery’** **TAB D**
John Marek, M.D., Interim Chair, Department Chair of Surgery, UNM School of Medicine
Motion to Approve: Provost Holloway
Second: Regent Ko
All members voted
Motion: Approved, passed unanimously
- D. Request approval to appoint Dr. Garth Olson, as the inaugural holder of the ‘Fred S. Herzon Endowed Professorship in Surgery’** **TAB E**
John Marek, M.D., Interim Chair, Department Chair of Surgery, UNM School of Medicine
Motion to Approve: Provost Holloway
Second: Finnie Coleman
All members voted
Motion: Approved, passed unanimously
- E. Request approval to create an endowed chair the, ‘Cleve Moler & MathWorks Chair of Mathematical and Engineering Software’** **TAB F**
*Christos Christodoulou, Dean, School of Engineering
Leslie Currie, Sr. Director of Development, School of Engineering*

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Lydia Tapia, Chair, Department of Computer Science, School of Engineering

Motion to Approve: Provost Holloway

Second: Regent Ko

All members voted

Motion: Approved, passed unanimously

F. Request an appointment of Former Regent Arthur Melendres as a trustee of the John Field Simms Memorial Lecture as the School of Law **TAB G**

Melissa Lobato, Senior Director, Advancement Operations, Alumni & Annual Programs

Motion to Approve: Provost Holloway

Second: Regent Ko

All members voted

Motion: Approved, passed unanimously

G. Recommendations for Consent Agenda Items on Full Board of Regents’ Agenda

Kim Sanchez Rael, Chair, Regents’ SSTAR Committee

Action Items for Full Board Consent Agenda: Action Items A, and C

Remaining Items, B, D, E, and F to be placed on the agenda for the Full Board.

VI. Information Items:

A. Research Update

TAB H

Ellen Fisher, Ph.D., Vice President for Research & Economic Development

The OVPR’s office has developed a Strategic Goals plan. There are five major goals and we are thinking about this over a 5-year time period, 2022-2027. This is a multi-page document.

The goals are:

- Advance UNM’s Stature as a World Renown Research University
- Create Transformational Educational Experiences for all students
- Enhance Customer-Focused Research Administration
- Establish Robust Partnerships with External Stakeholders
- Create and Employ Effective Communication Strategies

Regent & Chair Rael: Who are the customers in the goal mentioned?

Ellen Fisher: We have all kinds of customers. In terms of Research Administration, the primary customers we think about a lot are our funding agencies as well as our faculty and researchers on campus. I would also say there is the State of New Mexico community. Customer can be just about anybody, but it is about how we are helping to facilitate the research enterprise at large.

As we look at the UNM 2040 Goals, we find that research has a connection to each one of them, as shown in the presentation. We are working really hard to be in alignment and support the 2040 Plan. During FY2022 we received just over 1600 awards. Research activity in dollars for FY2022 was just over \$390M. Research expenditures were \$309M, generating \$60M in F&A.

For FY2023 on main campus, we are on track and showing double digit increases over last year in terms of our research expenditures to date. We are on an upward trend.

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Recent successes:

- NIH FIRST (Faculty Institutional Recruitment for Sustainable Transformation)
 - All-female, interdisciplinary team of scientists from a variety of STEM fields
 - \$15.6 M 5-Year Award
 - OVPR invested and committed over \$1.7M in additional funds to support program
 - Program will boost inclusive excellence efforts at The University of New Mexico and support the hiring of nine diverse faculty in biomedical research in the College of Arts and Sciences
- NIH U-RISE (Undergraduate Research Training Initiative for Student Enhancement)
 - PI: Cristina Takacs, PhD, Chair, Biology
 - \$1.67M 5-Year Award
 - OVPR invested and committed ~\$118,000 in additional funds to support program. • Supports motivated students from underrepresented groups to pursue graduate education in biomedical research
- NSF EPSCoR CIRCLES (Cultivating Indigenous Research Communities for Leadership in Education)
 - New Mexico EPSCoR, UNM collaborate on a \$10 million grant to advance Native American STEM Education
 - PI: Selena Connealy, PhD, Associate Director, NM EPSCoR
 - Award will be used to support native communities and STEM professionals across New Mexico
- NSF EPSCoR Track II - Laying the Foundation for Scalable Quantum Photonic Technologies
 - PI: Ganesh Balakrishnan, PhD, Director NM, EPSCoR
 - \$4M Award
 - Program will advance quantum photonic technology research and establish a quantum science and engineering graduate program at UNM
 - OVPR is investing in Quantum New Mexico Institute (QNM-I)
- We are going to continue the WeR1 Faculty Success Program.
 - Increase research capacity/capabilities
 - •Demonstrate Proactive faculty retention and recognition
 - •Partnership with Provost's Office & UNM Advance

Regent & Chair Rael: That was a very inspiring and energizing presentation. For my perspective, I am really impressed by the capacity building in the research enterprise at UNM. On the Grand Challenges, I am particularly excited to see the substance use leveling up. We have talked about this for years. I think we have an opportunity to be a global leader in solutions in this category.

Ellen Fisher: I would like to mention that we have an RPSP from CASSA going forward and will be presented tomorrow. This is one step in what we can do to level up in that area.

Regent Brown: Excellent presentation.

Regent Ko: To echo Regent Brown, excellent presentation. I think it would be helpful for the board to understand how many recent proposals are submitted and how many of those are awarded. I know we typically submit over a few thousand in past fiscal years. In FY2022 we were awarded an impressive \$390M in this FY, but in the future if we could break the information down from FY19 to present, does that make sense?

Ellen Fisher: It does make sense and we can provide all those numbers. I think the big caveat in looking at all the proposals submitted, and proposals awarded is that we often submit proposals in one fiscal year, and they are awarded in another fiscal year. So, if we are reporting on a specific fiscal year, the numbers can look really confusing. This round, we chose not to show the breakdown because it does take a lot more effort to explain the numbers and talk about them to where everybody can understand the differences in all those things.

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We can certainly provide the numbers, presenting the numbers as I've done here is the clearest and most direct way. As a function of fiscal year, this is the best way to do this. One other caveat on the proposals submitted and the awards received is that due to the variances of funding agencies, there is not always a 1:1 correlation between what is submitted and what we actually receive, even if it is the same project. Again, this can cause confusion. So, when we report the numbers like that it tends to be confusing because it doesn't report the numbers as a function of FY.

Regent Ko: I appreciate the explanation. Based on your caveats, I defer to your expertise. In a way that we can still analyze the data and see that we are progressing for the number of awards that we receive in research activity would be appreciated.

Ellen Fisher: Regent Ko. Another thing I will mention, is that I would like to understand what our "hit" rate is. What fraction of the proposals we submit are funded? This is another thing that is challenging. It sounds like it would be easy, but it isn't. Taking a deep dive into the analytics would provide us with baseline numbers that we can compare that are not skewed by things out of our control. Award dollars feel the same way at times. Clinical trials for example, are funded based on people enrolled in the trial. You may get \$1M awarded, but payment for cost (fee for service) are based on that patient and ultimately the dollars received on that patient may not be part of that award. The number go down in terms of expenditures. If we have larger awards, we tend to have fewer submissions because people have a lot more money. There are a lot of nuances in research dollars, but I appreciate the questions.

Regent Ko: I think further breakdown is important. When proposals are awarded, a breakdown of which campus and maybe a breakdown of the faculty. What we can further do to support faculty and students, those who are submitting proposals. I appreciate all the work on this.

Finnie Coleman: Echoing the comments of others. This is a fabulous presentation. I am so proud of what you and your office are accomplishing for the university. I think it is a watershed moment in our universities research history. Again, I'm very proud. I do have a question. I see many of the research opportunities in STEM. I am wondering what can we do to begin to provide opportunities for students who are not STEM students? Not just the undergraduates, but graduate students as well. I think it is important for undergrads to be exposed to research earlier in their careers.

Ellen Fisher: I believe that research is education and people find their passion through doing their discipline. Our office does directly support Tim Schroeder's office in terms of the undergraduate research artistry and design network that is being developed. Secondly, I think the FRESH program, although it is focused on faculty, it is focused on getting faculty extramural funding so they can support students. Although this is not directly for students, we have been working on structures in Dean's offices can apply for programmatic support for things they are doing that involve students. We are working on ways to do this so that it does not overtax the resources that we have. The CERT program supported a lot of students in liberal arts. We don't currently have a program specifically aimed at undergraduate or graduate in liberal arts, but we are thinking about how we can support efforts in those areas. I am working with the Associate Deans for research.

Provost Holloway: We have talked about CERT program in this group before. We have talked about distribution and it is even across humanities, social sciences, and sciences. Like many liberal arts universities, there are opportunities for liberal arts students that are hard to find. That is one reason we created the Undergraduate Arts and Design Network. If students are looking for opportunities, I would certainly send them to that group. There are opportunities. We have supported students through the McNair program. It is not to say we have everything that we should, but we have more than what may be apparent.

Greg Trejo: I am the Associate Director of Finance in Ellen's office. I always come back to numbers. While I agree with Ellen that we don't have any specific programs that support students in these areas, we do financially support various programs that then do that; like UROC and URAD. We also provide seed funding to the College of Fine Arts. These are research dollars provided to schools that don't see much in research funding that will hopefully help them engage students in research.

Ellen Fisher: If I had a magic wand, every student on this campus would have a research experience or scholarship. Some kind of discovery base learning experience to go with their degree. I feel strongly that that is how we keep students in school, and it is how we help them find their passion; what they want to be when they leave us.

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B. Enrollment Update

TAB I

Dan Garcia, Vice President for Enrollment Management

There are positive enrollment numbers to share with you. We have the third largest freshman class that we have seen in the history of the university. It is the first time we have been above 3500 since 2013. There are a lot of people across the university that work really hard to make this happen. The Regents, President, and Provost leadership allow us to do what we do. This is celebratory for everyone. Contributing to our increased diversity are our admits of first year students. We have substantially increased the offer of admission, particularly to students of color, in our first year admits. This is part of our plan to further increase diversity of our campus and be a better reflection of our communities. We have had a 14.1% increase 2021-2022 Fall freshman first year students. Of this, 20.5% are from out of state and 1.4% are coming from other countries. Last year, we had about 25% coming from other states. We dropped a bit in percentage, but the overall number increased. New transfer students has gone up 26% this Fall. Over the last 10 years, we have had a decrease in the number of new transfer students. At CNM, our largest feeder of transfer students saw a decrease of 35% overall enrollment.

New graduate enrollment was down this year. However, it is at a number that we were consistently seeing over a number of years. Overall enrollment, including HSC, is about 1.5% increase. First note of increase since 2012. However, we are not at the level we saw in 2020. It is a positive direction. When we break it down among AOP (accelerated online programs) has increased.

Regent & Chair Rael: Are the increases in AOP a result of more AOP programs or more students in existing programs?

Provost Holloway: It is both. There are new AOP programs as well as increased enrollment in existing programs.

Dan Garcia:

- Opportunity Scholarship - over 11,000 students across all campuses received Opportunity Scholarship money, in excess of \$37M. This is just for the Fall semester. The recipient's ratio, men to women, mirrors the total enrollment 60/40. The monies were very evenly distributed, mirroring our student populations.
- Student Persistence - In 2020 first year students, due to the pandemic, struggled. It was very unexpected. The good news is that we have rebounded a bit. We have a way to go, but we are improving.

Regent & Chair Rael: If I understand the persistence data correctly, we are saying about ¼ of our students do not show up for the third semester.

Dan Garcia: Yes. The cohort we are looking at are first-time, full-time. There are those that are going part-time and if we included those, you could see a different percentage.

Regent & Chair Rael: What data do you have to access what happened to that group? What's the intervention plan?

Dan Garcia: There are a lot of programs around campus. Within enrollment management, we have a Director of Retention initiative. She has 5 peer leaders that reach out to the cohort, they do this with first year and second year cohort to encourage and support them. To encourage them, remind them of upcoming dates. There are a lot of efforts across campus. We know the advising model has changed over the years, that resulted in a significant increase in student persistence and increased graduation rates. We can also go to the national student clearing house. They track students and we can see if they went somewhere else. They may have gone into the workforce. We can always survey students, although we don't always get a great response.

Regent & Chair Rael: What is our target goal; our aspirational goal for persistence numbers? Our rational goal?

Dan Garcia: I think it is 78-80%. Those are our goals. I think that nationally for public universities it is probably it is probably 67-70%. Four-year publics is going to vary depending on the school. If you look at University of Michigan, their persistence rate is going to be 95%. That is because they are very highly selective and can select students with 3.9-4.0 GPAs. We are providing access to students and maybe we need to provide a better assessment of their needs while they are here.

Regent & Chair Rael: Do you have any data to what difference the opportunity scholarship made?

Dan Garcia: We use a financial aid scholarship modeling process. We work with a third-party vendor, which has experience working with hundreds of universities. We have identified the variables that impact the greatest on student's decision to attend. We modeled next year off similar models we used this year. If we didn't package students with the opportunity scholarship, we probably would have had 400+ fewer New Mexico residents. New Mexico State saw an increase of 15% and it is likely due to the opportunity scholarship as well. I think the financial

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incentive has been very important. I think that when they come for the new student orientation and they get advising and they see classes and meet others, if they are not a good fit, they won’t come.

Finnie Coleman: Do we have a way to get access to the data set that the numbers are drawn from?

Dan Garcia: the good news, the office of institutional analytics has uploaded all the data onto their website. You have to be careful when selecting variables, but there is a lot of data you can access.

Provost Holloway: One of the things that Dan has done is to increase the speed of the process. When the student gets the offer early, admission early, and the offer of scholarship early, it influences their decision.

Regent Ko: Can you comment on 3rd semester persistence based off race, gender, family income. Also, persistence rates for international, in-state, and out of state students?

Dan Garcia: We do have that data. I didn’t bring it with me. We can make it available in some mechanism to the Provost and he can send that out.

Regent & Chair Rael: Is there anything in that data that would be particularly insightful?

Dan Garcia: My recollection is that there were wide variances, based on race and ethnicity, in particular.

Regent Ko: It would be helpful to look at that data. In the context of student wellness, basic needs, and mental health, do you have any thoughts on additional policies that could increase student retention?

Dan Garcia: We have the Vice President for Student Affairs here with us. He is much more connected to student body. I think this is an ongoing discussion.

Regent & Chair Rael: I think we could have a preliminary discussion, about what the data says about student retention.

Dan Garcia: We could also provide a catalog of some of the retention related efforts Dr. Cheek put together previously. I could include some of what I have included in our strategic enrollment plan. I think that would give the board an opportunity to review in advance.

VII. Public Comment

VIII. Adjournment

Motion to Adjourn: Regent Holloway

Second: Regent Brown

Adjournment: 3:21 PM

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Meeting Summary

Committee members present: *Regent Kim Sanchez Rael, Chair, Regent Robert Schwartz, Co-Chair, Regent Doug Brown, Student Regent Randy Ko, James Holloway, Provost & Executive Vice President for Academic Affairs, Aimee Ortiz, Staff Council President, Finnie Coleman, President, Faculty Senate*

Committee members Absent: *NA*

Advisors present: *Ian May, ASUNM President, Andrea Benites GPSA Chief of Staff on behalf of GPSA President Shaikh Ahmad*

I. Call to Order (11:04 AM) – Confirmation of a Quorum

Regent & Chair Rael: Requests a moment of silence in recognition of the tragic death of UNM Alum and former GPSA President, Muhammad Afzaal Hussain.

II. Adoption of the Agenda

Motion to Approve agenda: Provost Holloway

Second: Regent Brown

All members voted

Motion: Approved

III. Introduction of New Committee members and Advisors

Cristyn Elder, Faculty Senate President Elect

Student Council President: Amie Ortiz (member)

Ian May, ASUNM President (advisor)

Shaikh Ahmad, GPSA President (advisor)

IV. Approval of Summarized Minutes from Previous Meeting

TAB A

Motion to Approve: Student Regent Ko

Second: Regent Brown

All members voted

Motion: Approved

V. Reports/Comments:

Provost Administrative Report

James Holloway, Provost & Executive Vice President for Academic Affairs

Update set of killings in Albuquerque and the impact on campus:

Today at 2:00pm, via Zoom, Chief Joe Silva and other UNM administration will conduct a UNM community forum to provide updates on where things stand and to hear questions and concerns. This will be an opportunity for us to learn the concerns of our faculty, staff, and students to see where we can address those concerns. The UNM PD is working closely with the Albuquerque PD and the FBI. We are as informed as we can be in the midst of an ongoing investigation. The Governor has also tasked State Police to work with APD in addressing the situation as well. UNM and APD are doing extra patrols. UNM Police are patrolling South to Gibson as some of these murders have occurred south of campus.

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The City is prioritizing safety officers in the Muslim community. These are social workers who can work within the communities to provide support and information. The City is starting a meal delivery service for people in the community that are concerned about going out, particularly at night.

On campus, we want to emphasize and reeducate our own community about some of the tools we have on campus. Including the service, we have to provide escorts from one end of campus to the other. We are surprised that there has not been an increase in requests for the escort service over the past week and think that people may have forgotten about that service. We would like to remind our UNM community to download and use the guardian app which provides on-campus and off campus safety tools. We have done a fair amount of safety messaging this past week and will continue to do so. We want to remind people of the blue light phones on campus that go straight to the UNM PD. We are hearing from impacted students about academic adjustments. We are working on a plan to accommodate that. More may be said this afternoon on that.

Associate Provost Cheek: We are creating messaging to both faculty and student to make them aware that there are adjustments that can be made, prioritizing evening courses.

Provost Holloway: Our primary approach to this is going to be a case by case basis. We are also looking at the impacts on staff and faculty and hope to hear more at the forum today.

Faculty & Faculty Actions:

- UNM has 145 new faculty-95 in health sciences and 50 outside health. This is inclusive of HSC, central and branch campuses. I am very proud to report that number across all our campuses. We are getting better at inclusivity within the campuses as we are one university.
 - Half of the new faculty are persons of color and over half are female
- We completed 118 faculty promotions
- New Leadership:
 - Chancellors: Mike Holtzclaw is the new Chancellor at UNM Los Alamos, and Sam Dosumu is the new Chancellor at UNM Valencia
 - Eric Scott is the New VP for Student Affairs

Research Metrics

- We are experiencing 5-year highs
- Total expenditures through Office of Sponsored Projects (OSP) is up 16%
- Seeing a lot of growth in the research enterprise: 11% increase in awards through OSP and a 12% increase in awards at HSC

EPSCoR (Established Program to Stimulate Competitive Research)

- This is a national science foundation program targeted at certain regions of the country to increase research productivity in those regions.
- New leadership for the New Mexico EPSCoR consortium is UNM Professor Ganesh Balakrishnan

Grand Challenges

- This was initiated in 2018 by President Stokes.
- Original focus: Sustainable Water Resources, Substance Use Disorders, and Successful Aging
- We have seen significant leverage in funding for this initiative.
 - Substance Use Disorders bringing in a \$10M grant
 - Sustainable water resources part of a \$15M grant
 - Greater than \$50M related external grant funding
- Ellen Fisher has designed a 3-phase process for keeping the grand challenges moving forward

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- Phase I: Creation of concept teams – Summer 2022
 - Just announced 10 new concept teams: Space Science, Housing Justice, Child Health, Culturally Responsive Literacy, Equity in STEM Education, Just Transitions (Energy), Basic Needs in Higher Ed, Mental Health & Suicide prevention, Indigenous Child Development milestones, and Data Science education and Data Literacy
- Phase II: Selection of new Grand Challenge teams – Spring 2023
- Phase III: Next Steps/Leveling up – 2025 and beyond

Student Success/Student development

- SEP (Student Experience Project) – is a national project to establish evidence-based learning conditions promoting academic engagement and equity. UNM received a 3-yr \$300,000 grant from the APLU and Raikes Foundation in 2019 and has now institutionalized the project
 - 10.5% increase in positive student experience reported by students
 - 25% increase in positive student experience among Black, Latina, and Native American women experiencing high financial stress
 - In Fall of 2021, 2% decrease in fail and withdrawal rates and 10% increase in As and Bs in course sections where SEP was used.
 - 92% of students in SEP STEM classes were retained in STEM pipeline from Fall 2021 to Spring 2022
- PLF (Peer Learning Facilitators) Program - Peer Learning Facilitators are undergraduate students who are invited and trained to join instructional teams in courses where they have previously been successful; they facilitate active learning and serve as near-peer mentors who normalize life and course challenges.
 - Students from rural or low-income backgrounds interacted with PLFs more than their high-income urban peers
 - PLF support was critical to course success according to 87% of students in PLF-supported classes and 95% of American Indian students.
 - 91% of PLFs report that they became more confident as leaders; 16% of these PLFs are American Indian students.
- ECURE (Expanding Course-based Undergraduate Research) – A 5-year NSF Grant. Supports faculty members in incorporating undergraduate research and active project-based learning into general education and other entry-level courses.
 - 52% of ECURE students were more likely to return to UNM in the semester following an ECURE class when compared to student who had not taken an ECURE class.
 - ECURE students were more likely to persist in STEM degrees
- LoboGROW – A brand new program developed by Dr. Cheek, designed to make on campus student employment for undergraduates much more developmental and educational than it currently is.
Associate Provost Cheek: I would like to give credit to Cindy Pierard with the library, Liz Amador with Associate Director of Financial aid, and Jenna Crabb, Director of Career Services. I just started the conversation and these individuals have been key in starting this initiative.
- Retention Data: Retention rate for the Fall 2020-2021 cohort is +2.84. It is not up to where we want it to be, nor is it up to where we were right up to the pandemic. We know the pandemic had a real

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negative impact on retention and we are starting to reverse that. The message I want to send is that we are starting to recover and reverse some of our retention challenges we’ve seen since the pandemic and we have a way to go. Retention percentage prior to pandemic was 77%.

Regent & Chair Rael: Before we proceed to the informational items, I would like to move the member and advisor comments to the end for the informational items so that everyone has the opportunity to hear all the updates.

I would also like to acknowledge that we have an honorary Co-Chair today, Regent Robert Schwartz. One of the important topics we will hear about today is mental health and wellness support for UNM students. There is some overlap with the SSTAR committee and the HSC committee which Regent Schwartz Chairs. Really, we are one Board of Regents and it doesn’t matter what committee a topic falls under. We are all here to do what is best for our students and the community. Thank you for your work Regent Schwartz on this topic of mental health.

Regent & Co-Chair Schwartz: Thank you for having me here today. I appreciate the SSTAR committee taking on this issue and pursuing it with such vigor. I have been pleased with the way the University has been developing the mental health and wellness program to support UNM students.

VI. Information Items:

A. Mental Health and Wellness Support for UNM Students: an Integrated Approach **TAB B**

Assata Zerai, Ph.D., Vice President for Equity and Inclusion

Stephanie McIver, Ph.D., Interim Executive Director, Student Health and Counseling

A.Zerai, PhD: Introduced Dr. McIver. The goal for today’s presentation is to report on our progress. Dr. McIver has been working on this for about 3 years, pulling everyone together and creating this integrated approach. Covid has had a huge impact on all of this. We have worked on this over the summer and want to provide an update on our progress in terms of strengthening UNM’s delivery for mental health services to our students. Our goals today are to report on our progress.

- decreasing wait times at Student Health and Counseling (SHAC)
- providing greater support to students with substance use disorder, Dr. Tohen, in Psychiatry has contributed greatly to that effort
- designing an integrated approach across healthcare, student affairs, academic affairs, and other relevant units

In an effort to prepare for the semester, we are calling this the acute phase of this plan, which consists of:

- ramping up provider access-Kathy Agnew in HR has been especially helpful in this endeavor.
 - We have requests and received approval for 7 new positions at SHAC. The hires are in process.
- Integrated approach: making visible the bridges Dr. McIver has built across direct service and support units: UNM HSC School of Medicine, Dept of Psychiatry, and Behavioral Sciences. They provide specialty and subspecialty services including psychiatric emergency services, inpatient care, and outpatient services for substance use disorder. We are rolling all of this into one package and hope to publicize on SHAC’s website, the new mental health website at

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<https://mentalhealth.unm.edu/> . When students have an issue or faculty, or staff want to support a student that has an issue they can use the website as a way finder for mental health.

S. McIver, PhD: The effort is a convergence of a lot of bodies with an interest in mental health care on campus. In terms of college students and their mental health, Healthy minds network, which functions out of the University of Michigan and is associated with the Jed foundation collected data from a number of campuses.

- In 2020–21, >60% of students met criteria for one or more mental health diagnosis
- Mental health worsened, by self-report
- American Indian//Indigenous students have a significant increase in suicidal ideation
- All students of color groups across all campuses still present to services less than the rate of white students.

Here on our campuses, we have a CARE team which functions out of the Dean of Students office. It is a multidisciplinary team across specialties, and it receives reports from faculty, staff, students, and even some parents about students in distress. The CARE team would lay eyes and evaluate what is the best approach for the student. The CARE team saw 200+ students last Fall between the start of term and the middle of October. The key issue is stress and coping with difficulty. Secondly are roommate issues. We are being thoughtful in our approach as to how we can imbed mental health care in housing and residential life. This is where the majority of our cases originate.

After hours with students in distress is our main issue on this campus.

There is a new metric to determine how many clinical staff members are needed on campus. We know you can't hire your way out of a mental health crisis issue. We are trying to determine how many counselors we need to provide the type of service for the number of students that come through our doors. This metric is the clinical load index. We can develop a score to determine where we stand in comparison to our colleagues. Based on the metrics, the plan for hiring as recommended by the SHAC-Health System task force will include (per FTE): 1.0 Psychologist, .50 Law School, 2.0 Counseling positions with .50 embedded in African American Student services, 1.0 Counselor embedded in student housing, 1.0 training and development specialist/social worker, 2.5 administrative support, and 1.0 for a business analyst.

- New counselors (positions posted in July) will be hired by start of the semester. They will begin to engage with residence life, student services units, and the campus community more broadly by September.
- And the newly hired counselors should all be credentialed by October 2022, the time in the semester during which wait times from triage to assessment, typically begin to increase.
- We will have a new psychologist beginning in August.
- We expect that our new Mental Health Training and Development Specialist will begin by start of the semester (interviews taking place week of August 1st).
- Further, crucial staff positions are expected to be filled by start of the semester (Admin 3 and Business Analyst).
- The UNM campus mental health team and direct services units (DSU) team will begin to meet monthly once again.
- We will have set benchmarks for improvement in services and increased student usage of those services due to increased staffing, and we will track those.

Work will continue on an integrated approach to student mental health across Albuquerque, Branch campuses, Heath Sciences, and Athletics.

B. Student Health and Counseling (SHAC) Fees and Revenues
James P. Holloway, Ph.D., Provost & EVP for Academic Affairs

TAB C

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What we are thinking about is how we are going to pay for this effort. I wanted to provide some information about the funding of these efforts. This is focused on SHAC revenues where a large amount of this work is residing. The goal is to provide an update on what the finances in SHAC look like and describe what are possible sources of revenue to pay for these important services. It will be the work of the President's leadership team with input from others to figure out what paths are we pursuing to address this. Prior to the current work on funding these 7.5 positions, there was a shortfall in SHAC legend. This year we are filling in about \$500K this year using a combination of leftover HEERF funds and reserves. SHAC's main source of funds is student fees. Approximately a year ago, we went to a per headcount model. Each student is charged a certain amount and that money goes directly to SHAC. Fiscal year 22 is the first year that is reflected. Based on the attached graph there is a drop in student fees. This is due to Covid. The university took a cut, enrollments were down, there was a large drop in SHAC student fee revenue. We utilized HEERF money to fill in that gap. We also receive monies from billing insurance companies and service costs collected, i.e. co-pays. Overtime we have systematically added I&G funds. Revenue is also received from sales, i.e. pharmacy.

Students currently pay \$107.00 per term, if they are taking 4 credit hours or more and \$72 in the summer. Units that do not participate in SHAC, particularly the branch campuses, students can choose to pay that fee and receive services through SHAC.

The analysis shows that if we were to raise the fees to \$128 per term and \$85 in summer, that would generate the money to cover the additional mental health services. Total recurring need in SHAC is ~\$1.3M. We are currently fine. We do need to think long term. We can increase net clinical revenue, increase number of patients, find ways to build better (work with insurance companies to pay for treatments), increase sales (SHAC looking into a possible Optical shop). There is also a consideration of a legislative ask around mental health support. We don't know what that looks like, but it is an idea. These are the ideas we are looking at. Some of these may naturally occur as we are back in-person and fees may naturally go up. Increasing the student fees would be covered by opportunity scholarship.

C. Enrollment Update

TAB D

Dan Garcia, Vice Provost for Enrollment Management

Jose Villar, Director Student Services

Dan Garcia: At our last meeting we talked about the development of a comprehensive strategic enrollment recruiting plan. We undertook this effort in 2019 and we finalized it, operationalized it, and it is ongoing work. It takes into consideration the university strategic plan; the mission and values of the institution and it reflects work across campus and beyond enrollment management.

Provost Holloway: The State started requiring us to submit a formal enrollment plan to them. We have done this for all of our campuses, and they have all been approved by the state.

Dan Garcia: This year, overall, our first-year applications were down, more substantially for non-residents than residents. However, we have made more offers to first-year students than we had in the previous year. These offers are critical and are often accompanied by a scholarship offer or a financial aid offer. Additionally, it is important to note that we have made more offers to African American, Hispanic, and American Indian students. Over the years we have modified the criteria for scholarships allowing more opportunity for first generation, low income, rural, and students of color. Scholarships are vitally important. The opportunity scholarship is this middle dollar, meaning that you can use both the lottery and opportunity to cover tuition and fees. It means that you can use your Pell grant and institutional scholarship for housing, meal plans, books, and other living expenses.

We are very optimistic when we look the increase in applications this year. Transfer student applications are up. We have more transfer students signed up for new student orientation than at any point going back to 2015. The same holds true for first time students. It looks to be a very good year for new students coming to UNM. Over the last 2 years we have seen a 19% to 20% increase in Graduate enrollments. That trend dropped a bit back in the Spring, we are back to where we have been the last couple of years.

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Jose Villar: New students as well as their parents are introduced to SHAC as well as all the other services available to them during orientation. Students that have been away from the university for 3 semesters are expected to complete an online orientation. They are re-introduced to the services available at the university. We’ve offered 11 first year orientations, 11 family connection orientations, 7 transfer orientations, and some “NSO to Go” which are virtual orientations for students’ safety as well. Out of state students must complete the online orientation before they can register for classes. Based on the numbers we are seeing at orientation we are expecting an incoming class of approximately 3400.

For the incoming first year class, 46.97% identify as first-generation for college. UNM was just designated as a first-generation forward institution by NASPA, the National Association of Student Professionals. This is a tribute to the recruiting efforts and shows that we are closing the gap on access to education for those underrepresented families.

Member Comments:

Provost Holloway: I would like to say thank you to Dan and his team, Jose, and his team. They have done some amazing work. When you see, over the last couple years, universities across the country have seen significant drops in enrollments and we are seeing growth with numbers higher than we’ve seen since 2016, 2017 is really remarkable.

Regent & Chair Rael: At a future meeting, I would like to see a deeper dive into where we see graduate enrollment going and what we are doing about the decline.

Provost Holloway: One of the things we are starting to do with graduate student enrollment is taking an enrollment management approach. Graduate student admission and enrollment is usually a very distributive. Departments and units do their own graduate admissions and recruiting. We are starting by looking at the pipeline. We don’t usually monitor the same retention data that we do for undergraduates. We are starting to do that. We are working on this.

Student Regent Ko: Does the first-year convocation include transfer and graduate students? If it doesn’t, could we increase sense of belonging by including them?

Jose Villar: It is not inclusive of transfer students; however, all of the events are advertised to transfer students. The office of advisement strategies recently hired a transfer coordinator. We are hosting a transfer week. We roll out the red carpet for our students. It is our transfer students that are our livelihood. We are going to do a much better job as a university and work with our branch campuses to make sure they have that support.

Provost Holloway: I would like to clarify what a transfer student is. These are students that could be simultaneously enrolled at a branch campus, CNM, and main campus, students that will go to CNM for a term, UNM for a term, and Hobbs for a term. I call them multi-institution students. There is this group of students that do not identify with a particular university in the traditional way of thinking. I appreciate the concern for how we build identity and community for those students. We are working on way to support the multi-institution student.

Advisor Comments:

ASUNM President May: I am excited for all of the strides we talked about today. I would like to highlight the importance of having student voices in these rooms. Thank you, Dr. McIver, for inviting ASUNM to be involved. I would also like us to explore other ways of funding the mental health initiative before we raise the fee that students pay.

VI. Public Comment

None.

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING AND RESEARCH COMMITTEE MEETING**

Special Meeting
August 8, 2022 – 11:00 a.m.
Scholes Hall, Roberts Room

- VII. Motion to Adjourn:** Regent Brown
Second: Provost Holloway

Adjournment: 1:11 PM



Substance Use Disorders

Katie Witkiewitz, PhD
Distinguished Professor of Psychology
Director, CASAA

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

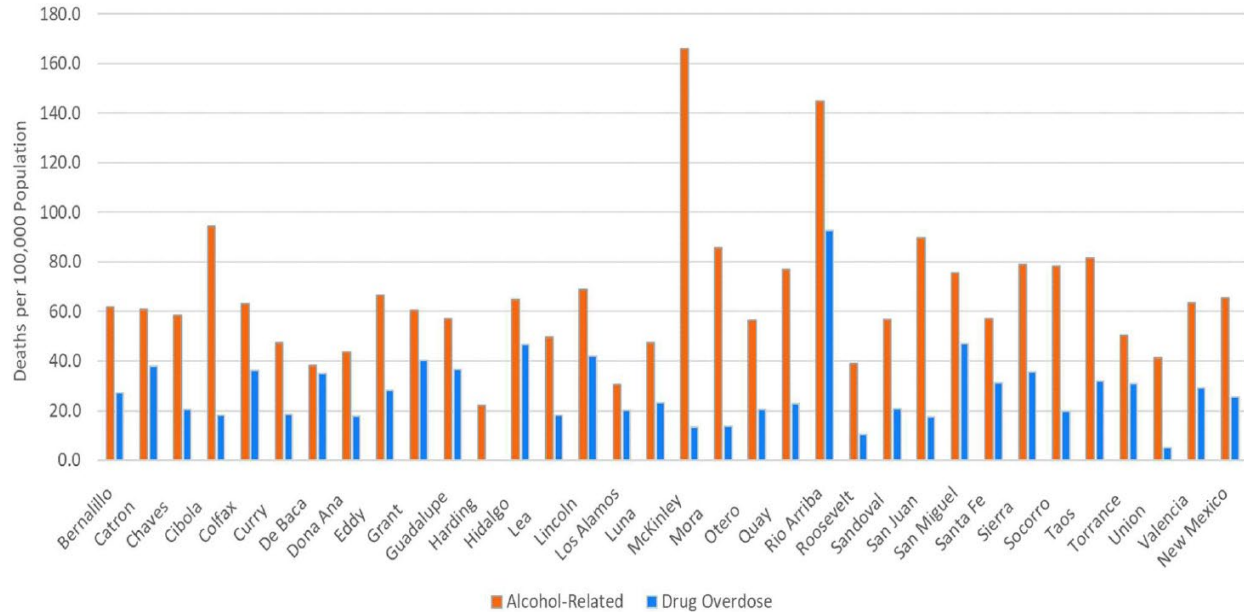


Substance Use Disorders

Grand Challenges



NM is #1 in US for alcohol mortality and #11 for drug overdose mortality



Source: NMDOH Bureau of Vital Records and Health Statistics

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges



Substance Use Disorders

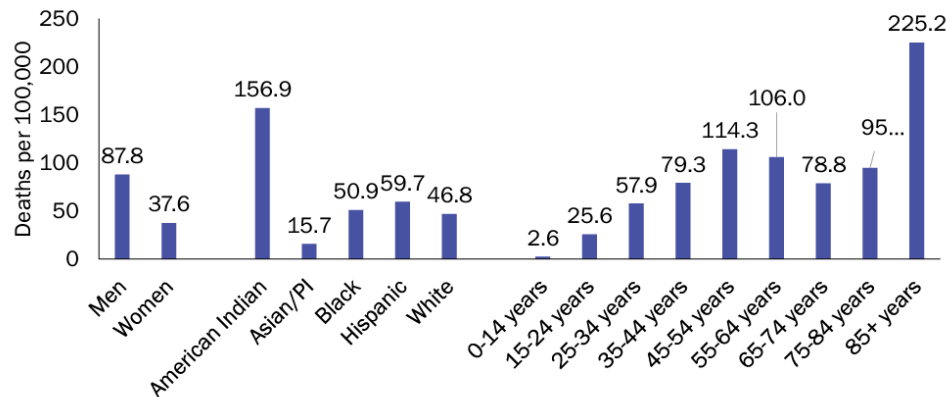
Grand Challenges



CENTER ON ALCOHOL,
SUBSTANCE USE
& ADDICTIONS

NM is #1 in US for alcohol mortality, and 1 in 3 New Mexicans under 50 die of alcohol related causes

Alcohol-Attributable Death by Demographics, New Mexico,
2013-2017



THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges



Substance Use Disorders

Grand Challenges

NM CENTER ON ALCOHOL,
SUBSTANCE USE
& ADDICTIONS

Potential research ideas to address alcohol mortality?



Calculate risk factors within unique New Mexican communities

- Environmental health risk factors
- Dietary and lifestyle factors
- Patterns of alcohol consumption



Develop culturally tailored young adult prevention intervention

- Evidence to support tailored feedback in behavior change
- Could be delivered remotely or via mobile app
- Let people know their risk
- Opportunities for prevention and early intervention

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

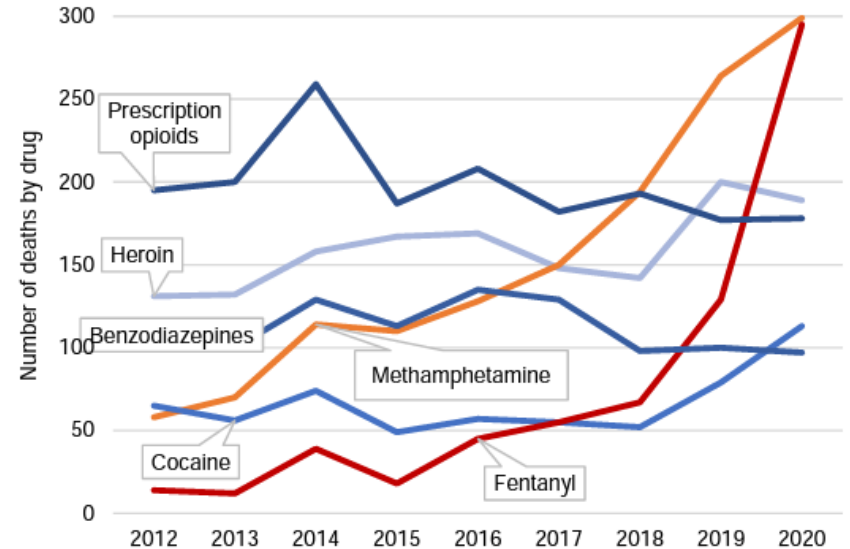


Substance
Use
Disorders

Grand Challenges

Alarming increase in fentanyl and meth- amphetamine related deaths

Chart 4. Fentanyl and Methamphetamine are Driving the Increase in Overdose Deaths in New Mexico



Source: DOH



Substance Use Disorders

Grand Challenges

Over 65% of individuals with substance use disorder (SUD) in NM need and do not receive treatment

Estimate of the SUD Treatment Gap by Substance, New Mexico, 2018

Substance Type	People Living with SUD	People Who Received Treatment	People Needing Treatment	People Who May Enter Treatment
Alcohol	101,012	27,834	73,178	7,318
Opioids	38,989	33,415	5,574	557
Stimulants (Methamphetamine)	21,694	12,834	8,860	886
Benzodiazepines	15,987	1,769	14,218	1,422
Cannabis	17,776	10,580	7,196	720
Total	204,681	70,303	134,378	13,438

SUBSTANCE USE DISORDER TREATMENT GAP ANALYSIS | New Mexico Department of Health | January 2020

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges



Substance Use Disorders

Grand Challenges



A critical need for substance use treatment services, a severe shortage of providers, and 51.8% of SUD providers 55+

Composition of Behavioral Health Care Workforce, 2020

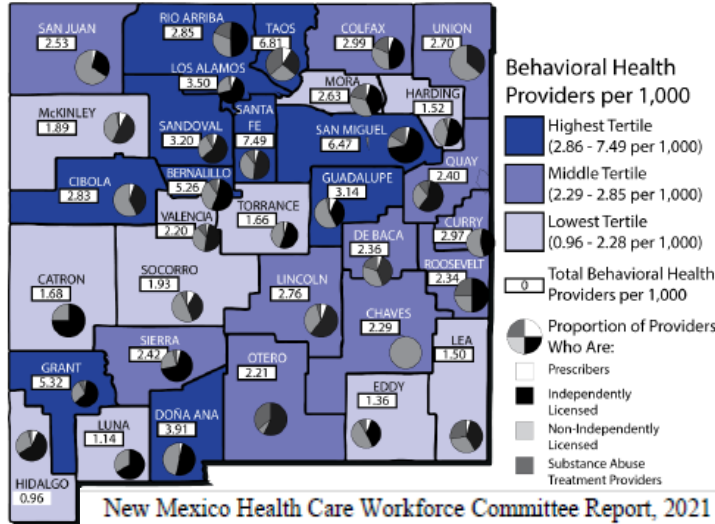


Table 6.9. Age of Behavioral Health Care Providers, 2020

Age	Prescribers		Independently Licensed Psychotherapy Providers		Non-Independently Licensed Psychotherapy Providers		Substance Use Treatment Providers	
	n	%	n	%	n	%	n	%
<25	0	0.0%	0	0.0%	18	0.7%	5	1.0%
25-34	11	2.3%	246	5.4%	688	25.5%	48	9.8%
35-44	74	15.2%	951	20.8%	694	25.7%	84	17.1%
45-54	103	21.2%	941	20.6%	587	21.8%	99	20.2%
55-64	129	26.5%	990	21.7%	453	16.8%	152	31.0%
65+	169	34.8%	1441	31.5%	257	9.5%	102	20.8%
TOTAL	486		4,569		2,697		490	
Median Age	58.8		55.6		45.3		53.1	
Average Age	60		56		44		55	

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

Substance use disorders (SUDs) Grand Challenge and researchers across UNM

A strategic, coordinated and integrated approach across multiple systems

- Informed by innovative, transdisciplinary research and clinical practice
- Over 100 investigators and community members
- Targeting the most affected communities for interventions
- Increasing scientific rigor of interventions
- Using implementation models to change systems of care



Funding Applications Submitted and Received



- SUD Grand Challenge supported \$132k in pilot funding awarded to UNM investigators
- High priority areas in urban, rural, and frontier communities throughout the state, and working with Pueblos and the Navajo Nation
- Funded grant and contract applications
 - \$35 million in new funding (ROI=26,415%; 392% per year)
 - UNM IMPOWR Center focused on opioids and chronic pain, with over \$10 million in funding

Research and implementation or initiation of new programs across multiple disciplines and settings

- UNM IMPOWR Center focused on opioid use disorder and chronic pain
- Project ECHO focused on alcohol and mental health
- Opioid safety interventions and evaluation of naloxone law
- Recreational cannabis study
- Cultural tailoring of interventions for tribal communities
- Basic science to develop treatments for alcohol and methamphetamine use
- Alcohol treatment and alcohol harm reduction research
- Training of rural behavioral health treatment providers
- Criminal legal system interventions and diversion to prevent incarceration

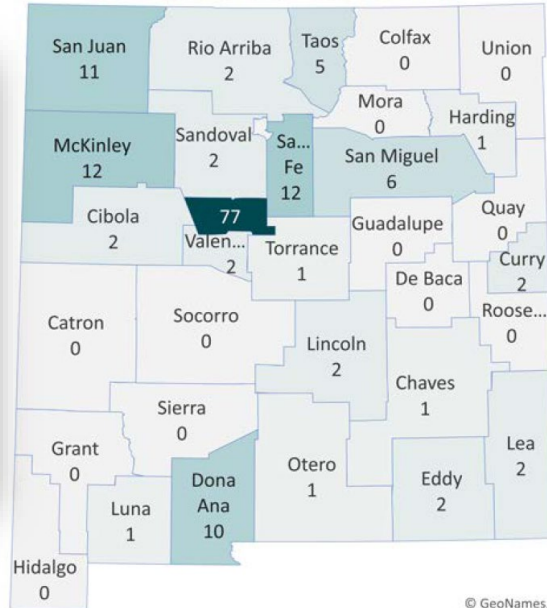
New Project ECHO on alcohol use and mental health for New Mexico providers

300+ participants were in attendance the last two sessions, covering 41 NM cities!



Cassandra Boness, Ph.D.

ATTENDANCE BY NM COUNTY



© GeoNames, M

NM Alcohol Use and Mental Health ECHO



The New Mexico Alcohol Use and Mental Health ECHO is a series of twice per month, 1-hour long ECHO sessions designed to reduce stigma, increase awareness, and support our state's primary care providers in working with those experiencing harms from the use of alcohol.

Unhealthy alcohol use is a common condition seen in primary care and is an important cause of preventable morbidity and mortality. Many primary care teams screen for alcohol use. Fewer, however, offer formal treatment. Access to treatment centers or specialty care in the field of psychiatry and addiction medicine is often limited. Timely screening and intervention for alcohol and co-morbid mental health problems has the potential to improve outcomes and decrease morbidity.

TOPICS INCLUDE:

- Alcohol Use Disorder Screening, Diagnosis, and Severity Determination
- Brief Therapy Interventions for Alcohol Use Disorder
- Medications for Alcohol Use Disorder, and much more!

BENEFITS OF THIS PROGRAM:

- Free CME/CEU credits for health care professionals!
- Participation in a safe, collegial network of health care providers and other specialists.
- Improving access to screening and treatment of alcohol use disorder and co-morbid mental health conditions in participating communities by empowering primary care providers with increased tools and access to a multi-disciplinary specialty team.



When:

1st & 3rd Tuesdays of the month from 12:00-1:00 pm MT

Where:

Registration is required to attend via Zoom.

Register Here »

<https://bit.ly/nm-alcohol-use-and-mental-health-echo>

Audience:

Primary Care Providers including Physicians, Nurses, Pharmacists, Physician Assistants, Psychologists, Advanced Practice Providers, and Behavioral Health Practitioners

How to Participate:

- Join us using Zoom
- Learn from brief lectures
- Present patient cases
- Engage in interactive discussions
- Complete periodic surveys evaluating practice style, knowledge, and self-efficacy related to treating depressive disorders

Pharmacist-delivered opioid safety intervention



Frank Schwebel, Ph.D.

- Goal
 - Decrease risk of opioid overdose through an educational intervention
- Strategy
 - Interview NM-licensed pharmacists for feedback on intervention design and implementation
- Early findings (5 interviews)
 - Pharmacists extremely interested in an intervention
 - Feel legislative support would improve likelihood of implementation success
 - Greater education about opioid (and other medication) storage and safety (e.g., not sharing medications) would be valuable for patients



CENTER ON ALCOHOL,
SUBSTANCE USE
& ADDICTIONS

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

Evaluation of NM Naloxone Law (House Bill 370)

2017 Law requiring police officers & opioid treatment providers to provide naloxone to those at-risk for opioid overdose - this study explored benefits and challenges of enforcing the law

Police Officers

Benefits of the Law

- All have completed naloxone administration trainings
- Most described naloxone administration as “easy”
- Most described naloxone as “life saving” and liked having access to it

Challenges with the Law

- Few opportunities to administer naloxone & did not like carrying
- Do not see providing naloxone as part of their duties
- Expect negative reactions (violence/anger) after providing naloxone
- State that the law takes away personal responsibility

Opioid Treatment Providers

Benefits of the Law

- All have completed trainings and knew the naloxone laws
- All described providing naloxone as part of their job duties
- Most stated that having naloxone on-site is better than providing a prescription

Challenges with the Law

- Logistical challenges prevent clients from filling prescriptions
- Rules/regulations prevent many clinics from having naloxone on-site
- Access to naloxone is limited due to high cost and limited availability (both on-site and at pharmacies)

Recreational cannabis study

Cannabis sales continue to surge in New Mexico

Reyes said, "this is an industry that can produce \$300 million annually, create 11,000 new jobs and \$50 million in state revenue, in just the first year."

Updated: 10:23 PM MDT Jun 4, 2022
Infinite Scroll Enabled

Angel Salcedo
Reporter



Goal: To understand changes in health behaviors, including substance use, mental health symptoms, and sleep, before and after the sales of recreational cannabis sales began in New Mexico.

Baseline/Time 1
(March 2022)

Sales begin
April 1, 2022

Time 2
(May 2022)

Time 3
(July 2022)



CENTER ON ALCOHOL,
SUBSTANCE USE
& ADDICTIONS

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

Cultural tailoring of interventions for tribal communities



Kamilla Venner, Ph.D.
(Ahtna Athabascan)

- Leveraging CDC Opioid Overdose Surveillance Funding from the Albuquerque Area Southwest Tribal Epidemiology Center to Create Tribal Data and Culturally Center Medications for Opioid Use Disorder (NIDA, R61DA049382)
- Culturally Centering Medications for Opioid Use Disorder in American Indian and Alaska Natives Communities (NIDA CTN, protocol 0096; CTN 0096; 1UG1DA049468)
- Opioid and Pain Treatment in Indigenous Communities (OPTIC; NIDA RM1 DA055301)



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SUBSTANCE USE
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THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

Training existing Behavioral Health Providers

- Goal
 - Train existing behavioral health providers in evidence-based treatments for opioid use disorder
- Strategy
 - Enroll rural treatment providers who may not have access to training relevant to clients with opioid use disorder
 - Conduct training and evaluation of training entirely online
- Progress to date
 - Enrolled first cohort of providers from rural areas in Bernalillo and Tarrant counties
 - Evaluating improvement in therapy skills relevant for patients with opioid use disorder



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SUBSTANCE USE
& ADDICTIONS

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

Criminal legal system intervention and prevention

 William T. Grant
FOUNDATION

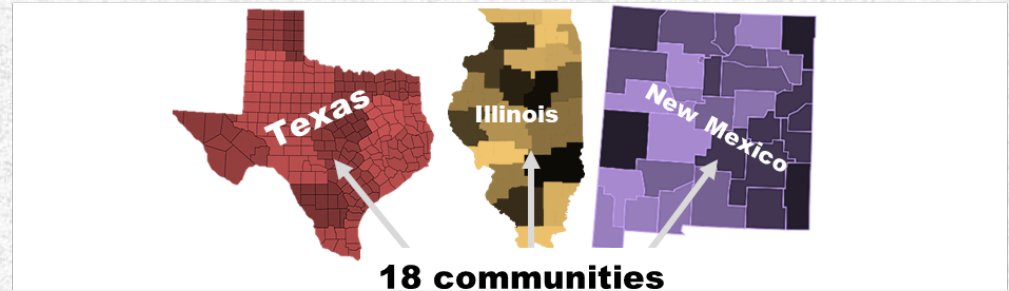
 CENTER FOR
REGIONAL STUDIES

 CON ALMA
HEALTH
FOUNDATION

**First District
Youth Diversion Practices**

Noah Painter-Davis, Associate Professor of Sociology, UNM
Linda Freeman, Executive Director New Mexico Sentencing Commission
Jennifer Padgett, Chief Deputy District Attorney First District of New Mexico
Lisa Broidy, Distinguished Professor and Chair of Sociology, UNM

JCOIN Mission: Increase access to and retention in substance use and medications for opioid use disorder treatment among **2,160 adults** who have a history of, or at risk for, using opioids, and recently been released from prison and placed on parole



2.5 years of interagency collaborative coaching and networking

18 Parole Departments and **36** Health Service Organizations
200+ Parole and Service Agency Stakeholders

20+ Investigators from 6 Universities and State Organizations
(Justice Systems, Sentencing Commissions, Case Management Agencies)

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

UNM efforts to increase and support treatment of substance use disorder throughout New Mexico

- Undergraduate programs
 - UNM online degree in Psychology, including courses in addiction
 - Basics in Addiction Counseling
- Graduate programs
 - PhD in clinical psychology - focused on NM communities and training in telehealth for rural areas of New Mexico
- All medical, physician assistants and nurse practitioners graduating from UNM are trained in medications for opioid use disorder
- Project ECHO for provider training and ongoing support

Basics in Addiction Counseling (BAC) at UNM

- Academic coursework and applied clinical experience to help prepare students for careers in the addiction counseling field
- UNM Psychology graduates with the BAC concentration will have completed all coursework requirements to become a Licensed Substance Abuse Associate (LSAA) and Licensed Alcohol/Drug Abuse Counselor (LADAC)
- 90% of BAC graduates are placed in positions in NM upon graduation

Future expansion:

- Develop Masters program at UNM to train behavioral health providers in substance use disorder and mental health treatment, address shortage of NM providers in behavioral health



**Substance
Use
Disorders**

Grand Challenges



**CENTER ON ALCOHOL,
SUBSTANCE USE
& ADDICTIONS**

Katie Witkiewitz, PhD

Distinguished Professor of Psychology
Director, CASAA

Contact: katiew@unm.edu

Phone: 505-585-1686

<https://casaa.unm.edu>

<https://grandchallenges.unm.edu>

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges



**Substance
Use
Disorders**

Grand Challenges



Katie Witkiewitz, PhD

Contact: katiew@unm.edu; phone: 505-585-1686

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges

The need for the UNM IMP^{OWR} center

Integrative Management of chronic Pain and OUD for Whole Recovery

Coordinated treatment, holistic focus, and improve lives of those with pain and substance use disorder

- Chronic pain often co-occurs with other disorders, trauma, shame, and experience of stigma
- Provider and healthcare system behavior exacerbates undertreatment of pain, mistrust
- Need for sustainable models of care and integrated, holistic healthcare interventions





CERTIFICATE IN COMMUNITY HEALTH

@ UNM-Gallup

CERTIFICATE/COMMUNITY HEALTH (10 Credits)
 Student Advisement and Graduation Checklist – 20**-20** Catalog

Student _____ UNM ID # _____ Date admitted _____
 Address _____
 Academic Advisor _____
 Phone # _____ Office # _____ Phone # _____

COMMUNITY HEALTH CORE: (10)		Credits	Grade	Semester/Institution
PH 103	Introduction to Community Health Work	1	_____	_____
PH 202	CHW: Frameworks, Principles, Practices	1	_____	_____
PH 203	Health Coaching & Health Promotion	3	_____	_____
PH 204	Health Navigation & Service Coordination	1	_____	_____
PH 205	Health Education & Facilitation	2	_____	_____
PH 206	Health Outreach, Assessment, Advocacy	2	_____	_____

RATIONALE

- UNM-Gallup is looking to adopt this program from UNM-Taos
 - Built in consultation with UNM-Health Sciences Center & UNM College of Population Health
- The federal government continues to designate McKinley County as a “health professional shortage” area
- McKinley County also continues to suffer from “critical health indicators” that CHWs could help alleviate
 - A poverty rate of 32% (1.5x the statewide poverty rate)
 - A median household income of \$37,153 (3/5 the national average)
 - Nearly 25% of high school students do not graduate
 - Over half the population speaks a non-English language

POTENTIAL STUDENTS / WORKFORCE OUTCOMES

- With such serious local need for CHWs, we anticipate that this program will attract students
 - We plan to cap program enrollment at 12 students/semester, initially
 - Program will be open to concurrent-enrolled students
- Over the next ten years, the US Bureau of Labor Statistics projects a 17% growth in jobs for CHWs
 - Healthcare and social services make up the largest local industry in McKinley County
- Graduates could be hired as CHWs immediately

FACULTY/RESOURCE NEEDS

- Current facilities are adequate
- **Expenses** will include one full-time faculty member
 - Potential maximum cost (salary + benefits) = **\$87,100/year**
- **Expenses** also include two potential adjunct faculty
 - Potential maximum cost = **\$8000/year**
- **Total expenses = \$95,100/year**
- 24 students/year, enrolled in 10 credits @ \$80.50/credit =
 - **Total potential revenue of \$19,320**
- Remaining **\$75,780** would be absorbed by our campus's Education, Health and Human Services Division
 - Paid for with CCTE grants, state/federal monies



ROUTING SLIP FOR CURRICULAR CHANGES

ORIGINAL
 COPY

Curriculum Committee

Program name and/or Course Number
Community Health Certificate [NEW]

Initiator's Name
Matt Mingus

Date
8 Feb. 2022

1. Chairperson/Instructor (ALL FORMS MUST BE GRAMMATICALLY CORRECT AND TYPED)

- Form A: (existing course change)
 - Form B: (new course request)
 - Form C: (change program change)
- Justification
 Syllabus/Course outline
 Program outline new & old
 Transferable
 Justification
 Needs Analysis
 Main Campus Support (If Type II *see back)
 Transferable
 Articulation Letter

2. Department Chair: D. Haggard Articulation Letter

> Corrections of Syllabus/Course Outline format Yes No
 > All required forms attached Yes No

3. Dean of Instruction: [Signature]

> Budget Implication Yes No
 > Review for appropriateness Yes No

4. Zollinger Library Faculty Representative: Yes No [Signature]

5. Reviews by the Manager of Computing Services: Yes No [Signature]

6. Registrar (Two Weeks Before the Curricular Committee):

> Duplication of course/program Yes No
 > Duplication of Main Campus course/program Yes No
 > Appropriate number of course Yes No
 > All required forms submitted Yes No

Signature: [Signature] Date: 3/1/22

7. Dean's Assistant for distribution to Curricular Committee members [Signature] Date: 03/29/2022

8. Curricular Committee Action: Approval with revisions Tabled Approved as Submitted

Rejected. Reason: _____ Date: 15 April 2022

9. Faculty Senate Approval Yes No: Reason _____ Date: 19 Apr. 2022

Chair Signature: [Signature] Date: _____

President Signature: [Signature] Date: _____

10. Dean's Assistant notified department to press "Submit to Dept. Chair" button on Curriculum Workflow: 15 Apr. 2022 Date: _____

Certificate in Community Health
Executive Summary
University of New Mexico-Gallup

Program Description

Goals. As at the UNM-Taos branch,¹ this proposed Certificate degree in Community Health is intended to prepare current and prospective frontline public health workers, commonly known as Community Health Workers (CHWs), with a foundational set of skills and knowledge to enable them to assist individuals, families, groups, and communities to enhance their health, especially in underserved communities. CHWs have been at the forefront of advancing community-level prevention, facilitating access to preventative services, improving health outcomes, and enabling the expansion and efficacy of team-based health care. The program meets New Mexico Department of Health (NM-DOH) standards for state certification of CHWs for direct entry into the field, builds on those standards by aligning with the industry-recognized national CHW Common Core (C3), integrates feedback and priorities from local frontline health workers and their employers, and also serves as an educational and professional gateway to associate's and bachelor's degrees in community and population health. The proposed Certificate in Community Health meets these training needs in New Mexico, where we experience some of the worst health indicators, outcomes, and disparities in the nation.

Branch mission alignment. A key component of UNM-Gallup's vision/mission is to support students in pursuing "community focused, regionally specific, and culturally vibrant education." By preparing students for employment opportunities in the local health sector, and as knowledgeable advocates for the wellbeing of their communities, this proposed Certificate program supports that mission.

UNM mission & strategic plan alignment. The fourth goal of UNM's [most recent strategic plan](#) is, in part, to work "with community partners" to "ensure that all populations in New Mexico have access to the highest quality health care." The creation of this Certificate program would help to build a "grassroots" workforce of frontline healthcare workers in and around Gallup, New Mexico – a community that is chronically underserved and understaffed by healthcare professionals.

Other branch campuses. UNM-Gallup supported UNM-Taos's development of this program. We now would like to be the first branch campus to adopt UNM-Taos's program.

Employer involvement. This Certificate program, when developed by UNM-Taos, took into account CHW employers throughout the state, over a period of at least twenty years. The program was also drafted in consultation with the UNM-Health Sciences Center (HSC) and the UNM College of Population Health. Locally, at UNM-Gallup, this program would rely on involvement from our two hospitals (Gallup-Indian Medical Center & Rehoboth McKinley Christian Hospital), as well as a variety of clinics located in town and throughout McKinley County.

Timeline. Assuming approval, we would like to see the program begin with a cohort of students during the fall 2023 semester.

Evidence of Need

Demand. The health industry is the fastest-growing sector of the U.S. economy. CHW jobs are expected [to grow 17%](#) ("much faster than average") over the next ten years. Health Care and Social Services, as a sector of Gallup's economy, is the [largest local industry](#). Two of the [top-five employers](#) in Gallup are in the medical field (see Appendix A for detailed info). As the CHW program at UNM-Taos has

¹ And, to be clear, huge chunks of this proposal have been shamelessly appropriated from the proposal submitted to the Provost's Office by UNM-Taos in 2016.

shown over the last few years, there is demand for this program among students, as well as demand for CHWs in the workforce.

Recruitment. Targeted recruitment efforts will include outreach and engagement with students who have expressed an interest in health careers.

Similar offerings in NM. Dona Ana Community College, Santa Fe Community College, and UNM-Taos all offer similar Certificate programs in Community Health.

Formal Needs Assessment. McKinley County has been designated an area of “health professional shortage” by the federal government. It is surrounded by counties with the same designation. McKinley is the poorest county in NM (which is one of the poorest states in the nation). Its healthcare outcomes are [abysmal](#), and its [rates](#) of suicide, diabetes, and alcohol-related deaths are some of the worst in the country. A more detailed assessment (see Appendix A) reflects these facts, as well as a willingness among local healthcare institutions/employers to help train and hire CHWs. See Appendix 2-d-2 for a discussion of the program’s relationship to workforce development.

Program Content and Quality

Curriculum Standards. The curriculum for this Certificate program would be based entirely on the curriculum already used at UNM-Taos. It is a curriculum that is based on state certification standards and national standards. The Certificate would require 10 credit-hours in areas of advanced-practice training and careers in community, public, and population health. Those courses include:

PH 103: Introduction to Community Health Work (1cr). History and introduction to the profession; scope of practice, roles, competencies; attributes and qualities. Professional conduct; ethics and boundaries; confidentiality and informed consent. Professional organizations and development; state certification.

PH 202: Community Health Work: Frameworks, Principles and Practices for Direct Service (1cr). Introduction to Public Health; ecological model, health equity, healthcare systems. Interpersonal and communication skills, cultural humility, client-centered, strengths-based approaches. Managing and resolving conflict. Strategies for delivering health literate, trauma-informed care. Working on a care team.

PH 203: Health Coaching & Health Promotion (3cr). Health promotion in clinical/community settings. Coaching models; action planning, motivational approaches to change and self-management. Principles, practices of risk/harm reduction. Promoting health literacy; digital health information, health data sources; assessing for authority, bias, currency.

PH 204: Health Navigation & Service Coordination (1cr). Conducting client-centered interviews, care coordination, system navigation, client advocacy; building client self-efficacy. Meaningful and effective referrals. Case-finding and recruitment. Health/social service programs; services, eligibility, enrollment. Documentation, service plans. Building relationships with referral sources and agencies.

PH 205: Health Education & Facilitation (2cr). Planning, delivering, evaluating health education sessions for groups in diverse settings. Principles of adult learning, critical pedagogy; instructional strategies for diverse learning styles. Indications for, planning, facilitating, evaluating health-related groups and group work.

PH 206: Health Outreach, Assessment & Advocacy (2cr). Building relationships, trust. Home visiting. Methods, strategies for health outreach; ethics, safety. Conducting community health assessments, surveys, focus groups, canvassing. Advocating for communities; surfacing community-identified priorities, building self-efficacy and leadership for change, policy solutions; PhotoVoice for policy advocacy.

Student Learning Outcomes. Upon completion of this Certificate program, students will be able to:

- Analyze health issues and inequalities from biomedical, public health, and cultural perspectives
- Describe and discuss the history, role, and impact of the CHW profession on health improvement efforts globally and in New Mexico, as well as the CHW scope of practice, certification, ethics, professional boundaries, professional membership organizations, and role of the multidisciplinary healthcare team
- Utilize a range of communication and educational skills to promote and support the health literacy, activation, self-efficacy, and self-advocacy of clients
- Describe and demonstrate mastery of cultural humility principles and practice in working with diverse clients and communities
- Describe and apply motivational models for health behavior change and chronic disease self-management to develop and revise action plans with individuals utilizing stages of change analysis, interpersonal skills, cultural humility, and a strengths-based approach
- Discuss and demonstrate mastery of core competency skills of nonclinical health assessment, advising, service coordination planning, systems navigation, and client-centered counseling in health settings, incorporating strategies and practices of health literate, stigma-free, and trauma-informed care
- Evaluate healthcare delivery systems including eligibility requirements and community resources in order to provide appropriate linkages for clients
- Design, prepare, facilitate, and evaluate a group health education training or presentation demonstrating effective group-level teamwork and conflict resolution skills
- Assess the need for, design, and conduct community health assessments and outreach initiatives, incorporating knowledge and skills for outreach to underserved and marginalized groups
- Self-assess and demonstrate job readiness, including ability to work as part of a healthcare team, to practice self-care, to develop a resume, and to construct a professional portfolio

Instructional Models. The instructional approach will aim to model the best practice of community competences; it will value and honor participants as collaborators who form a local knowledge network and community of practice; it will aim to maintain a respectful balance between safety and challenge; and it will contain spaces and opportunities for multidirectional feedback. It will draw from participants' own experiences and implicit knowledge of health and health concerns in their communities in order to bring context, relevance, immediacy, application, and transferability to the course content. Instructors will utilize an array of classroom activities, including didactic presentations with discussion, role plays, case studies, audiovisual presentations with discussion or reflective writing activities, small group activities with large group debriefs, etc.

Accreditation. When the CHW program at UNM-Taos applied for accreditation through the New Mexico Department of Health, it submitted an application on behalf of all UNM branch campuses. UNM-Gallup's program would be accredited, presumably, as soon as we adopt UNM-Taos's curriculum.

Evaluation and Assessment

Measuring SLOs. Assessments would include learner self-assessments, peer assessments, and assessments by instructors, including quizzes, case studies, reflective writing and other assignments, portfolios, and performance-based assessments using standardized rubrics that crosscut, integrate, and apply the core competencies into real-world scenarios and client encounters.

Program Effectiveness and Plan to Assess Learning Outcomes. Students will complete a comprehensive, qualitative course evaluation, along with the standard UNM student evaluations. Periodic consultations with local employers and working CHWs will also provide feedback to inform curricular refinement.

Required Resources

This program will require a single full-time hire (\$62-67k/year), and (potentially) two adjunct hires (\$3k/course). Initially, a grant from our Center for Career and Technical Education will cover 30% of these costs, while remaining costs will be absorbed by the UNM-Gallup Education Health, and Human Services (EHHS) Division. All instructors will be approved by the UNM-Gallup EHHS Division, will hold (at minimum) a master's degree, and will have experience as fulltime professionals in the field of healthcare or human services. Classroom and simulation training will be supported by the UNM-Gallup Health Careers and Nursing facilities.

Projected Enrollment & Costs

The enrollment at UNM-Taos, depending on the semester, hovers around ten students. We anticipate that level of interest at UNM-Gallup. UNM-Taos has capped enrollment at twelve, a practice UNM-Gallup plans to emulate. UNM-Gallup, in partnership with Gallup-McKinley County Schools also plans to create a parallel Community Health program for concurrently-enrolled high school students. Tuition (or financial aid), the CTE grant, and the EHHS instructional budget will cover the costs of instructors and materials.

Detailed Table of Enrollment Projections:

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
12 adult students 12 concurrently-enrolled students	12 adult students 12 concurrently-enrolled students	12 adult students 12 concurrently-enrolled students	12 adult students 12 concurrently-enrolled students	12 adult students 12 concurrently-enrolled students	12 adult students 12 concurrently-enrolled students
24 students	24 students	24 students	24 students	24 students	24 students

Detailed Program Budget:

Revenue

24 students, enrolled in 10 credits/year @ \$80.50/credit (our tuition rate) =

Total potential revenue of \$19,320/year

Expenses

One full-time faculty member salary + benefits

Salary @ \$62,000-\$67,000/year

Estimated benefits @ \$18,600-\$20,100/year
Potential maximum = **\$87,100/year**
Two potential adjunct faculty salaries
Salary @ \$4000/year multiplied by two
Potential maximum = **\$8000/year**
Total potential expenses = \$95,100

Of the program costs, tuition will not cover **\$75,780** each year. Instead, our campus's Education, Health and Human Services Division will absorb that remaining cost by utilizing new and existing state and federal monies currently available to community colleges for the creation and maintenance of community/public health degree programs.

Appendices:

- A = Department of Labor documentation
- B = Needs Assessment
- C = List of Similar Programs
- D = List of Potential Employers



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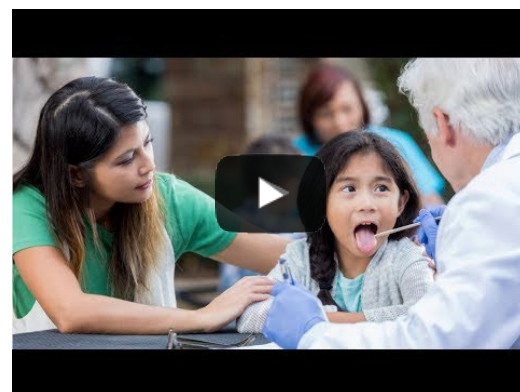
OCCUPATIONAL OUTLOOK HANDBOOK

Health Education Specialists and Community Health Workers

[PRINTER-FRIENDLY](#) 
[Summary](#) | [What They Do](#) | [Work Environment](#) | [How to Become One](#) | [Pay](#) | [Job Outlook](#) | [State & Area Data](#) | [Similar Occupations](#) | [More Info](#)

Summary

Quick Facts: Health Education Specialists and Community Health Workers	
2020 Median Pay 	\$48,140 per year \$23.15 per hour
Typical Entry-Level Education 	See How to Become One
Work Experience in a Related Occupation 	None
On-the-job Training 	See How to Become One
Number of Jobs, 2020 	125,200
Job Outlook, 2020-30 	17% (Much faster than average)
Employment Change, 2020-30 	21,100



[What Health Education Specialists and Community Health Workers Do](#)

Health education specialists develop programs to teach people about conditions affecting well-being. Community health workers promote wellness by helping people adopt healthy behaviors.

[Work Environment](#)

Health education specialists and community health workers are employed in a variety of settings, including hospitals, nonprofit organizations, and government agencies. Most work full time.

[How to Become a Health Education Specialist or Community Health Worker](#)

Health education specialists typically need at least a bachelor's degree. Community health workers typically need at least a high school diploma and a brief period of on-the-job training. Certification may be required or preferred for some health education specialists and community health workers.

[Pay](#)

The median annual wage for community health workers was \$42,000 in May 2020.

The median annual wage for health education specialists was \$56,500 in May 2020.

[Job Outlook](#)

Overall employment of health education specialists and community health workers is projected to grow 17 percent from 2020 to 2030, much faster than the average for all occupations.

About 16,100 openings for health education specialists and community health workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

[State & Area Data](#)

Explore resources for employment and wages by state and area for health education specialists and community health workers.

Similar Occupations

Compare the job duties, education, job growth, and pay of health education specialists and community health workers with similar occupations.

More Information, Including Links to O*NET

Learn more about health education specialists and community health workers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

[What They Do ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Education Specialists and Community Health Workers, at <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm> (visited January 28, 2022).

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Occupational Employment and Wages, May 2020

21-1094 Community Health Workers

Promote health within a community by assisting individuals to adopt healthy behaviors. Serve as an advocate for the health needs of individuals by assisting community residents in effectively communicating with healthcare providers or social service agencies. Act as liaison or advocate and implement programs that promote, maintain, and improve individual and overall community health. May deliver health-related preventive services such as blood pressure, glaucoma, and hearing screenings. May collect data to help identify community health needs. Excludes "Health Education Specialists" (21-1091).

[National estimates for Community Health Workers](#)
[Industry profile for Community Health Workers](#)
[Geographic profile for Community Health Workers](#)

National estimates for Community Health Workers:

Employment estimate and mean wage estimates for Community Health Workers:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
58,670	2.3 %	\$ 22.12	\$ 46,000	0.7 %

Percentile wage estimates for Community Health Workers:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 13.47	\$ 16.33	\$ 20.19	\$ 26.11	\$ 34.03
Annual Wage (2)	\$ 28,010	\$ 33,960	\$ 42,000	\$ 54,320	\$ 70,790

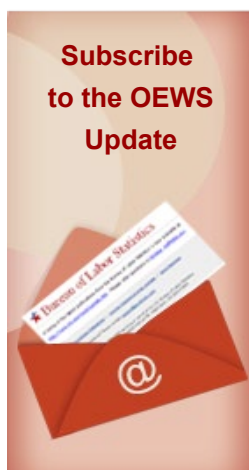
Industry profile for Community Health Workers:

Industries with the highest published employment and wages for Community Health Workers are provided. For a list of all industries with employment in Community Health Workers, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Community Health Workers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Individual and Family Services	10,900	0.43	\$ 20.19	\$ 41,990
Local Government, excluding schools and hospitals (OEWS Designation)	9,730	0.18	\$ 23.17	\$ 48,190
Outpatient Care Centers	5,160	0.54	\$ 21.10	\$ 43,880
General Medical and Surgical Hospitals	4,860	0.09	\$ 24.62	\$ 51,200
Offices of Physicians	3,560	0.14	\$ 20.24	\$ 42,100

Industries with the highest concentration of employment in Community Health Workers:



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Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Community Food and Housing, and Emergency and Other Relief Services	2,010	1.10	\$ 19.56	\$ 40,690
Grantmaking and Giving Services	1,510	1.04	\$ 21.46	\$ 44,640
Social Advocacy Organizations	2,290	1.04	\$ 24.33	\$ 50,600
Outpatient Care Centers	5,160	0.54	\$ 21.10	\$ 43,880
Individual and Family Services	10,900	0.43	\$ 20.19	\$ 41,990

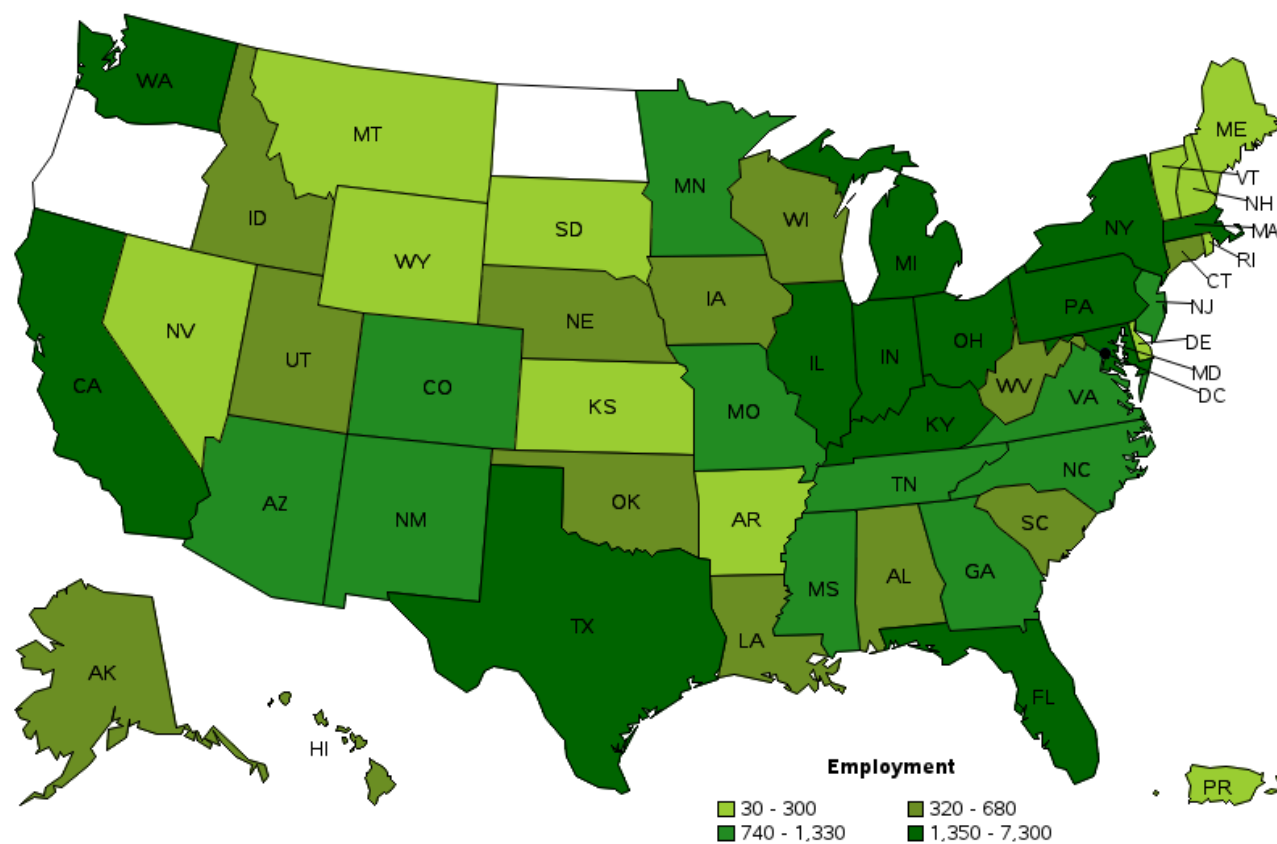
Top paying industries for Community Health Workers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Scientific Research and Development Services	410	0.05	\$ 31.27	\$ 65,030
Specialty (except Psychiatric and Substance Abuse) Hospitals	210	0.08	\$ 27.87	\$ 57,970
Insurance Carriers	2,470	0.20	\$ 27.18	\$ 56,540
Nursing Care Facilities (Skilled Nursing Facilities)	330	0.02	\$ 25.90	\$ 53,880
State Government, excluding schools and hospitals (OEWS Designation)	1,620	0.07	\$ 25.44	\$ 52,920

Geographic profile for Community Health Workers:

States and areas with the highest published employment, location quotients, and wages for Community Health Workers are provided. For a list of all areas with employment in Community Health Workers, see the [Create Customized Tables](#) function.

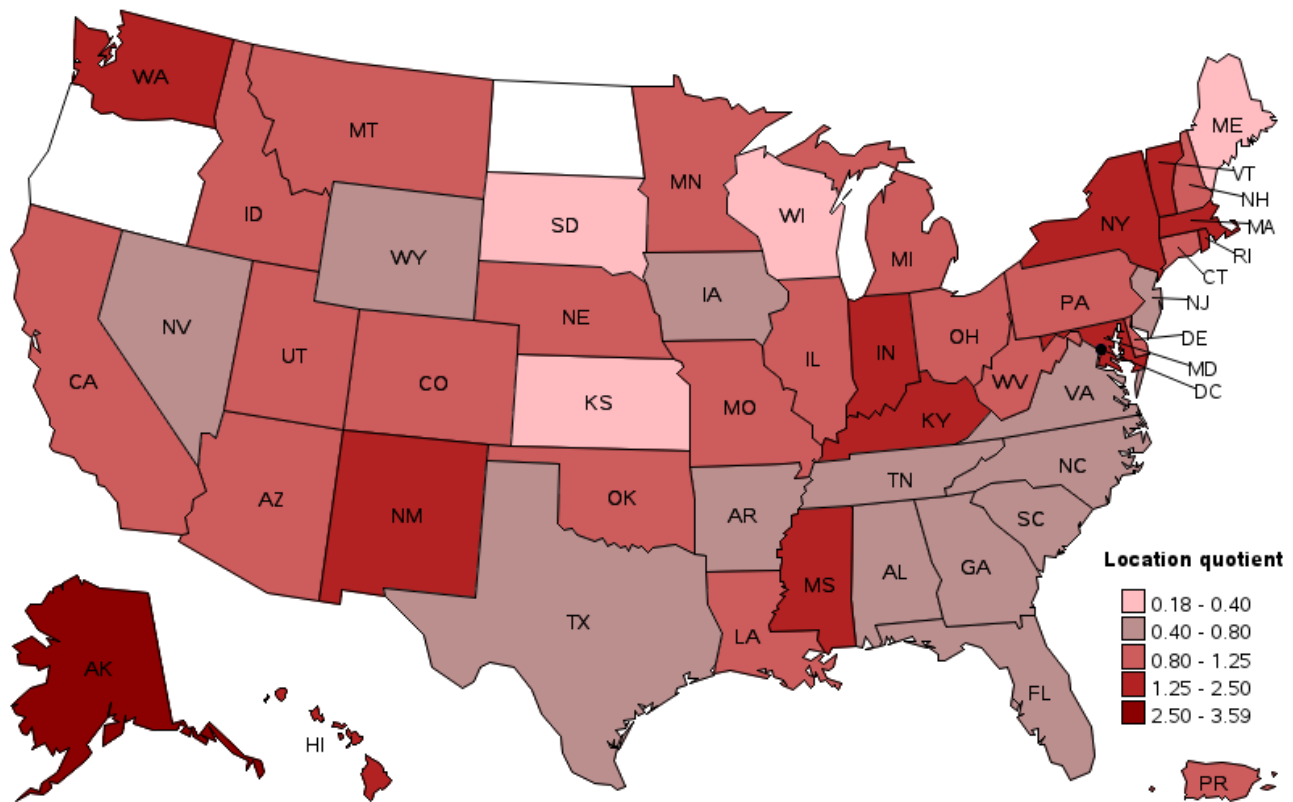
Employment of community health workers, by state, May 2020



States with the highest employment level in Community Health Workers:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York	7,300	0.84	1.99	\$ 22.18	\$ 46,130
California	5,960	0.36	0.86	\$ 25.45	\$ 52,940
Texas	3,350	0.28	0.66	\$ 19.75	\$ 41,070
Washington	3,100	0.97	2.30	\$ 22.33	\$ 46,440
Massachusetts	2,770	0.83	1.96	\$ 22.26	\$ 46,300

Location quotient of community health workers, by state, May 2020

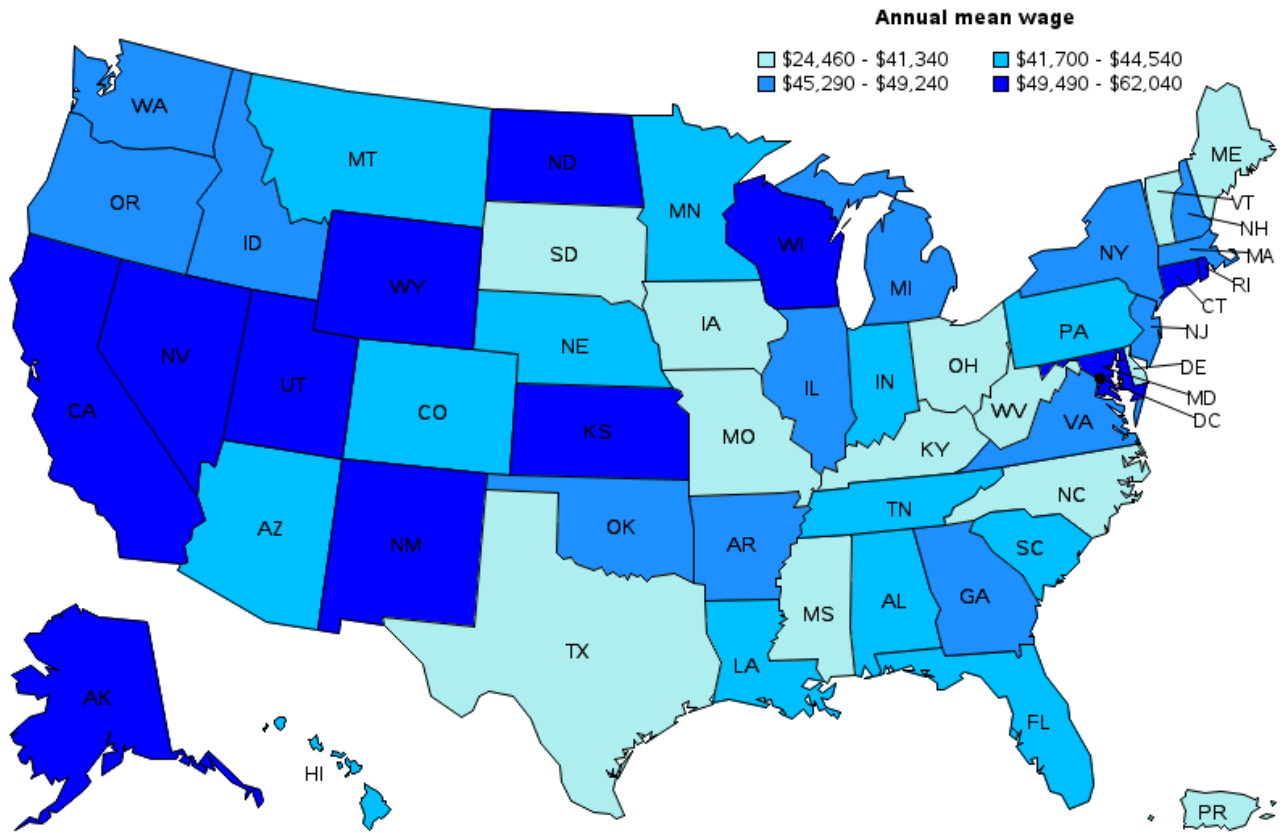


Blank areas indicate data not available.

States with the highest concentration of jobs and location quotients in Community Health Workers:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Alaska	450	1.52	3.59	\$ 27.99	\$ 58,230
District of Columbia	810	1.18	2.80	\$ 29.83	\$ 62,040
New Mexico	820	1.04	2.47	\$ 28.96	\$ 60,230
Washington	3,100	0.97	2.30	\$ 22.33	\$ 46,440
New York	7,300	0.84	1.99	\$ 22.18	\$ 46,130

Annual mean wage of community health workers, by state, May 2020

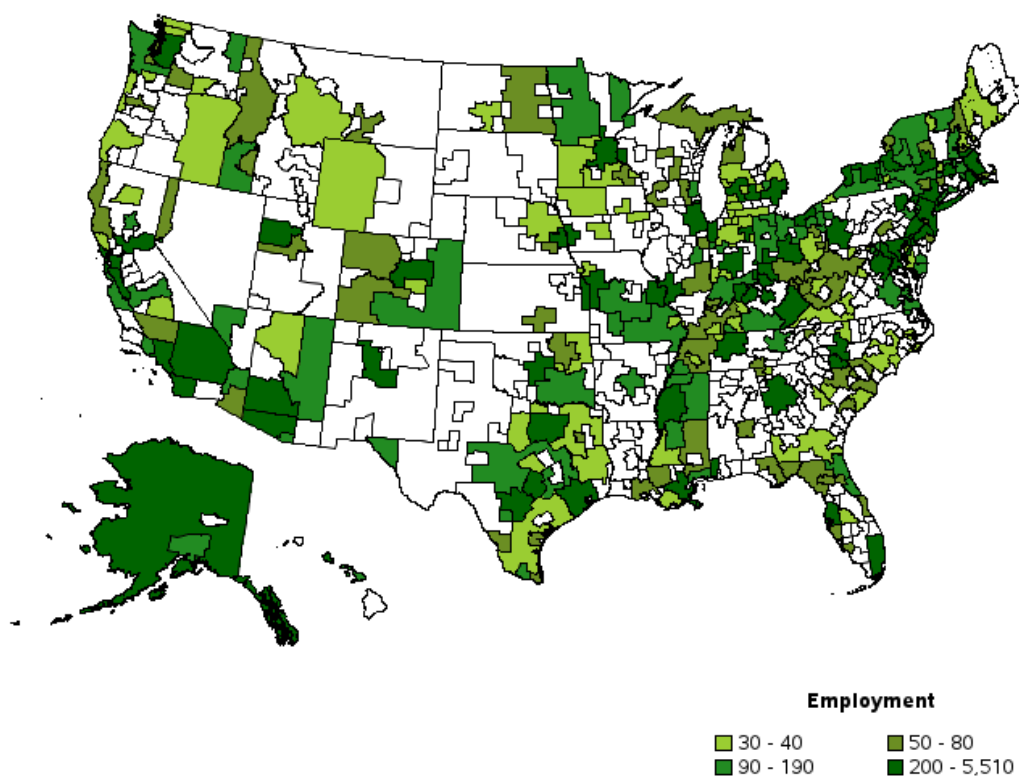


Blank areas indicate data not available.

Top paying states for Community Health Workers:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	810	1.18	2.80	\$ 29.83	\$ 62,040
New Mexico	820	1.04	2.47	\$ 28.96	\$ 60,230
Alaska	450	1.52	3.59	\$ 27.99	\$ 58,230
Rhode Island	240	0.55	1.31	\$ 27.80	\$ 57,820
Connecticut	580	0.38	0.89	\$ 27.11	\$ 56,380

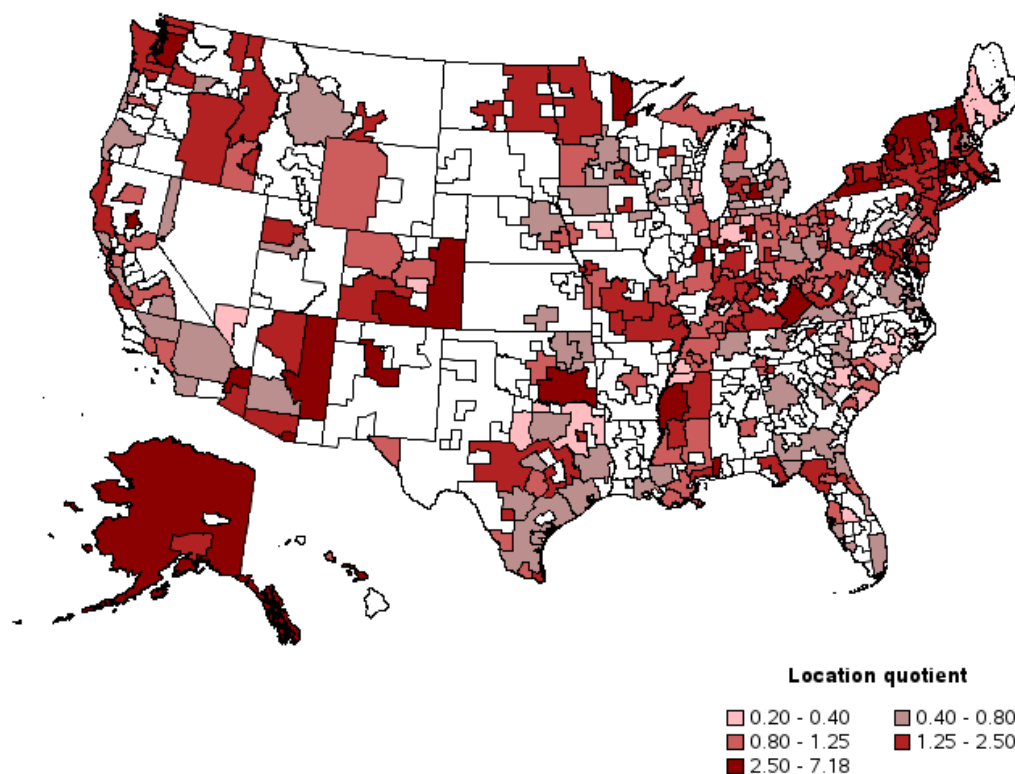
Employment of community health workers, by area, May 2020



Metropolitan areas with the highest employment level in Community Health Workers:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	5,510	0.62	1.48	\$ 23.09	\$ 48,040
Seattle-Tacoma-Bellevue, WA	2,290	1.17	2.78	\$ 22.49	\$ 46,780
Los Angeles-Long Beach-Anaheim, CA	2,020	0.35	0.82	\$ 23.98	\$ 49,880
Boston-Cambridge-Nashua, MA-NH	1,870	0.72	1.70	\$ 23.02	\$ 47,880
Washington-Arlington-Alexandria, DC-VA-MD-WV	1,650	0.54	1.29	\$ 26.12	\$ 54,330
Chicago-Naperville-Elgin, IL-IN-WI	1,570	0.36	0.85	\$ 23.06	\$ 47,970
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	1,210	0.45	1.06	\$ 23.18	\$ 48,210
San Francisco-Oakland-Hayward, CA	1,020	0.44	1.03	\$ 27.82	\$ 57,860
Houston-The Woodlands-Sugar Land, TX	950	0.32	0.76	\$ 22.46	\$ 46,710
Dallas-Fort Worth-Arlington, TX	790	0.22	0.52	\$ 19.14	\$ 39,820

Location quotient of community health workers, by area, May 2020

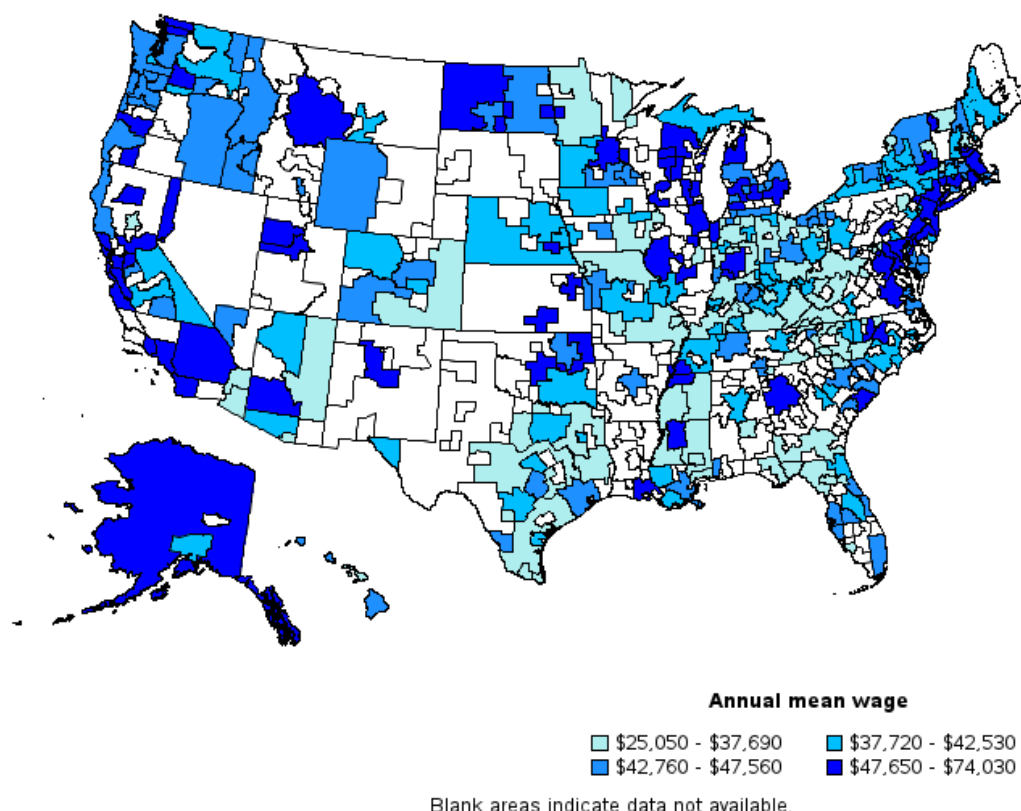


Blank areas indicate data not available.

Metropolitan areas with the highest concentration of jobs and location quotients in Community Health Workers:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Carson City, NV	90	3.03	7.18	\$ 29.44	\$ 61,230
Albuquerque, NM	730	1.94	4.60	\$ 29.93	\$ 62,250
Lafayette-West Lafayette, IN	170	1.92	4.55	\$ 18.27	\$ 38,010
Champaign-Urbana, IL	180	1.91	4.52	\$ 15.37	\$ 31,970
Watertown-Fort Drum, NY	70	1.85	4.39	\$ 18.07	\$ 37,590
Chico, CA	110	1.44	3.42	\$ 15.60	\$ 32,450
Kahului-Wailuku-Lahaina, HI	90	1.39	3.29	\$ 15.29	\$ 31,800
Springfield, MA-CT	390	1.27	3.01	\$ 19.74	\$ 41,050
Mobile, AL	210	1.27	3.00	\$ 22.71	\$ 47,230
Lansing-East Lansing, MI	250	1.26	2.98	\$ 23.75	\$ 49,390

Annual mean wage of community health workers, by area, May 2020



Top paying metropolitan areas for Community Health Workers:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
San Jose-Sunnyvale-Santa Clara, CA	320	0.29	0.69	\$ 32.18	\$ 66,920
Manchester, NH	50	0.44	1.03	\$ 31.83	\$ 66,210
Sacramento--Roseville--Arden-Arcade, CA	410	0.42	1.00	\$ 30.95	\$ 64,370
Hartford-West Hartford-East Hartford, CT	(8)	(8)	(8)	\$ 30.77	\$ 64,000
Santa Rosa, CA	40	0.23	0.54	\$ 30.34	\$ 63,110
Albuquerque, NM	730	1.94	4.60	\$ 29.93	\$ 62,250
Bloomington, IN	30	0.45	1.07	\$ 29.75	\$ 61,880
Carson City, NV	90	3.03	7.18	\$ 29.44	\$ 61,230
Topeka, KS	(8)	(8)	(8)	\$ 27.90	\$ 58,040
San Francisco-Oakland-Hayward, CA	1,020	0.44	1.03	\$ 27.82	\$ 57,860

Nonmetropolitan areas with the highest employment in Community Health Workers:

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Alaska nonmetropolitan area	270	2.69	6.37	\$ 33.28	\$ 69,210
Northwest Mississippi nonmetropolitan area	220	2.41	5.71	\$ 17.00	\$ 35,370

East Kentucky nonmetropolitan area	210	2.16	5.12	\$ 16.68	\$ 34,690
Southeast Oklahoma nonmetropolitan area	180	1.08	2.55	\$ 19.54	\$ 40,640
Southwest New York nonmetropolitan area	180	1.06	2.52	\$ 20.42	\$ 42,480

Nonmetropolitan areas with the highest concentration of jobs and location quotients in Community Health Workers:

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Alaska nonmetropolitan area	270	2.69	6.37	\$ 33.28	\$ 69,210
Northwest Mississippi nonmetropolitan area	220	2.41	5.71	\$ 17.00	\$ 35,370
East Kentucky nonmetropolitan area	210	2.16	5.12	\$ 16.68	\$ 34,690
Eastern and Southern Colorado nonmetropolitan area	140	2.09	4.96	\$ 17.25	\$ 35,880
Massachusetts nonmetropolitan area	110	1.93	4.59	\$ 21.36	\$ 44,430

Top paying nonmetropolitan areas for Community Health Workers:

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Connecticut nonmetropolitan area	50	1.66	3.92	\$ 35.59	\$ 74,030
Alaska nonmetropolitan area	270	2.69	6.37	\$ 33.28	\$ 69,210
South Central Wisconsin nonmetropolitan area	50	0.27	0.64	\$ 26.31	\$ 54,720
West North Dakota nonmetropolitan area	(8)	(8)	(8)	\$ 25.77	\$ 53,590
Southwest Montana nonmetropolitan area	40	0.26	0.62	\$ 23.67	\$ 49,230

[About May 2020 National, State, Metropolitan, and Nonmetropolitan Area Occupational Employment and Wage Estimates](#)

These estimates are calculated with data collected from employers in all industry sectors, all metropolitan and nonmetropolitan areas, and all states and the District of Columbia. The top employment and wage figures are provided above. The complete list is available in the [downloadable XLS files](#).

The percentile wage estimate is the value of a wage below which a certain percent of workers fall. The median wage is the 50th percentile wage estimate—50 percent of workers earn less than the median and 50 percent of workers earn more than the median. [More about percentile wages.](#)

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

(8) Estimate not released.

(9) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

Other OEWS estimates and related information:

[May 2020 National Occupational Employment and Wage Estimates](#)

[May 2020 State Occupational Employment and Wage Estimates](#)

[May 2020 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates](#)

[May 2020 National Industry-Specific Occupational Employment and Wage Estimates](#)

[May 2020 Occupation Profiles](#)

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Businesses and Jobs



Gallup has a total of 1,194 businesses. In 2021, the leading industries in Gallup were Health Care and Social Services, Accommodation and Food Services, Retail, and Education.

What are the top industries by jobs?



1 Health Care and Social Services



3,341 Jobs **151** Establishments

2 Accommodation and Food Services



2,516 Jobs **155** Establishments

3 Retail



2,380 Jobs **202** Establishments

4 Education



1,592 Jobs **39** Establishments

Top Employers

Our employers help to define our community. McKinley County is home to a variety of business and industry that comprise a diversified and dynamic economic base. McKinley County boasts opportunities in manufacturing, rail, energy, medical and education.

Top Employers in Gallup/McKinley County

Company	Industry	# of Employees
Gallup-McKinley County Schools	Education	1,992
Gallup Indian Medical Center	Medical	1,692
Wal-Mart	Retail	530
Rehoboth McKinley Christian Hospital	Medical	506
City of Gallup	Government	390
Bureau of Indian Affairs	Energy	323
University of New Mexico-Gallup	Education	266
Zuni Public School District	Education	261
Peabody Energy	Energy	240
McKinley County	Government	155
McKinley Paper/Bio Pappel	Manufacturing	129
BNSF Railway Company	Rail Transport	50
Sacred Winds Communication	Telecommunication	44
El Paso Natural Gas Company	Natural Gas Transmission	23
Continental Divide Electric Co-op	Electric Power Distribution	15

APPENDIX B¹

Multiple trends and drivers in the health and healthcare landscapes have resulted in the emergence of new needs and roles for frontline health workers, especially in rural and underserved communities. Along with those new roles comes the need for expanded education and training opportunities, professionalization and continuing education, and articulation of community health worker training and competencies with advanced pathways of educational preparation and practice. As New Mexico's population expands and becomes proportionally older, the state can expect even greater healthcare demands and access problems. Expanded allied health education, health and healthcare service delivery, and availability of place-based, well-trained, culturally-competent allied healthcare providers will be needed to meet the current, near-term, and anticipated long-term demand. As frontline public health workers, Community Health Workers have been at the forefront of advancing community-level prevention, facilitating access to preventative services, and enabling the expansion and efficacy of team-based healthcare. Training and deploying Community Health Workers throughout New Mexico is, and will continue to be, an essential strategy for meeting the complex health needs of the state.

New Mexico is the 5th largest state in the country, with a small population of 2,117,522 according to the 2020 U.S. Census. The state covers over 100,000 square miles, and unpaved roads, expanses of mountains and deserts, and long distances between communities limits healthcare access.

According to U.S. Census statistics, New Mexico experiences higher poverty rates (18.2%, as of 2019), especially among children (24.9%), and a lower median household income (\$49,754) than United States averages (13.4% poverty rate, 16% child poverty rate, \$69,560 median household income). Educational attainments in the state is also lower, with fewer New Mexicans completing high school and/or four-year degree programs than other Americans. These economic and education data are regarded by public health professionals as critical health indicators, in that the transdisciplinary science of population health has established that early childhood experiences, along with educational attainment, are the strongest single predictors of life-long health. Furthermore, because of its cultural/ethnic diversity, there are a greater number of non-English speakers in New Mexico than nationally, requiring special cultural and linguistic healthcare considerations and accommodations.

McKinley County – the area UNM-Gallup primarily serves – is in even more dire straits than much of the rest of New Mexico. The poverty rate, as of 2019, is over 32% (that's 1.5x the statewide poverty rate), with a median household income of \$37,153 (or, 3/5 of the national average). Nearly a full quarter of county residents fail to complete high school, and only 11% of county residents have a bachelor's degree or above. Over half of the population speaks a language other than English in their household (usually Navajo or Spanish). If we accept the importance of alleviating "critical health indicators", then McKinley County should be a priority for a degree-pathway for CHWs.

¹ Copied, almost verbatim, from a Needs Assessment by UNM-Taos. This report was submitted as part of the Certificate in Community Health that was proposed by UNM-Taos.

APPENDIX C

Institutions with Similar Certificate in Health Programs in New Mexico

Central New Mexico Community College

Dona Ana Community College

Santa Fe Community College

University of New Mexico-Taos

APPENDIX D

Incomplete List of Potential Employers in McKinley County, NM

Amazing GRACE Personal Care Services, Inc.
Basin Coordinated Health Care
BeeHive Homes of Gallup
Crownpoint Health Care Facility
Gallup Indian Medical Center (multiple clinics)
Grey's In-Home Care
Hogan Hozhoni Christian Children's Home
Home Care Options
Kindred Home Care
Manuelito Navajo Children's Home
McKinley Center Nursing Home
New Mexico Care Center
Nizhoni In Home Care Services
Quality Home Care
Radiant Home Health Care
Ramah Care Services
Red Rocks Care Center Nursing Home
Rehoboth McKinley Christian Health Care Services (multiple clinics)
Share Your Care
Soaring Eagles Home Care
Tohatchi Area of Opportunity Services (TAOS)
Tohatchi Health Care Center
UNM Health Gallup Specialty Care Clinic
Zuni Indian Hospital



To: Dr. Matthew Mingus, Dean Dan Primozic, UNM-Gallup

From: Dr. Pamela Cheek, Associate Provost for Student Success

Re: Certificate in Community Health

Date: February 7, 2022

The proposed adoption from UNM-Taos of the Certificate in Community Health is timely in addressing health needs and workforce needs in the state of New Mexico and in the greater Gallup community. I hope that, as you develop the certificate, it will be possible to engage students in completing the certificate as part of a pathway toward greater professionalization in health fields and toward more advanced educational opportunities. On behalf of the UNM Office of the Provost and EVP for Academic Affairs, I support this proposed certificate moving forward.

A handwritten signature in blue ink that reads 'Pamela L. Cheek'.

Dr. Pamela Cheek

Associate Provost for Student Success & Professor of French

Office of the Provost & EVP for Academic Affairs, University of New Mexico



CERTIFICATE IN HOTEL, RESTAURANT, AND TOURISM CUSTOMER SERVICE

@ UNM-Gallup

CERTIFICATE/HRT CUSTOMER SERVICE (15 Credits)
 Student Advisement and Graduation Checklist – 20**-20** Catalog

Student _____ UNM ID # _____ Date admitted _____
 Address _____
 Phone # _____ Academic Advisor _____
 Office # _____ Phone # _____

HRT CUSTOMER SERVICE CORE: (15)		Credits	Grade	Semester/Institution
BCIS 1115	Introduction to Computers	3	_____	_____
BUSA 1130	Business Professionalism	3	_____	_____
HRTM 1120	Introduction to Tourism	3	_____	_____
HRTM 2110	Safety, Sanitation, Health in Hosp. Ind.	3	_____	_____
HRTM 1140	Introduction to Food Preparation	1	_____	_____
HRTM 2130	Hotel Operations I	2	_____	_____

RATIONALE

- UNM-Gallup is interested in building short-term Certificate programs that can help non-traditional students increase their employability and leverage newly-learned skills in the labor market
- A 15-credit Certificate program is a low-risk way of gauging potential interest, and we hope to expand this into . . .
 - A 30-credit Certificate in Hotel, Restaurant, and Tourism Management, and
 - A 60-credit AAS program in Hotel, Restaurant, and Tourism Management

POTENTIAL STUDENTS / WORKFORCE OUTCOMES

- This program will be marketed to students who are already working and are looking to develop new skills for potential promotions, future job offers, and/or higher salaries
- Over the next ten years, the US Bureau of Labor Statistics projects static growth in Accommodation/Food Service jobs
 - This industry currently makes up 11% of the private-sector economy in McKinley County (that's roughly 3100 jobs)

FACULTY/RESOURCE NEEDS

- Current facilities are adequate
- **Expenses** will include four adjunct faculty members
 - Potential maximum cost **\$12,000/year**
- We hope to enroll 15 students/year
- 15 students, enrolled in 15 credits/year @ \$80/50/credit =
 - **\$18,112.50/year in potential revenue**
- Tuition would hopefully cover all expenses
 - If this program fails, it's easy to stop offering
- Once established, we will seek accreditation through the Accreditation Council for Business Schools and Programs
 - Annual cost = **\$4200/year** (combined for Office Specialist, HRT Customer Service, and Business Principles)



ROUTING SLIP FOR CURRICULAR CHANGES

ORIGINAL COPY

Program Name and Course Number

Certificate in Hotel, Restaurant, and Tourism Customer Service

7 April 2022

Program Name and Course Number

Initiator's Name Matt Minges

Date

1. Checkers or Instructor (ALL FORMS MUST BE GRAMMATICALLY CORRECT AND TYPED)

- Form A: Existing Course Change, Form B: New Course Request, Form C: Degree Program Change. Includes checkboxes for Justification, Transferable, and Articulation Letter.

2. Department Chair [Signature]
- Corrections of Syllabus/ Course Outline format
- All required forms attached

3. Dean of Instruction [Signature]
- Budget Implication
- Review for appropriateness

4. Zollinger Library Faculty Representative: [Signature] Yes [X] No

5. Reviews by the Manager of Computing Services: [Signature] Yes [X] No

6. Registrar (Two Weeks Before the Curricular Committee)
- Duplication of course program
- Duplication of Main Campus course/program
- Appropriate number of course
- All required forms submitted

[Signature] Signature

[Signature] Date 4/8/22

7. Dean's Assistant for distribution to Curricular Committee members 13 Apr. 2022 Date

8. Curricular Committee Action: [X] Approved as Submitted

Chair Signature [Signature] Date 29 April 2022

9. Faculty Senate Approval [X] Yes [] No Reason [Signature] Date 16 Sept. 2022

10. Dean's Assistant notified department to press "Submit to Dept. Chair" button on Curriculum Workflow. Date

Certificate in Hotel, Restaurant, and Tourism Customer Service Executive Summary

University of New Mexico-Gallup

Program Description

Goals. This proposed Certificate program in Hotel, Restaurant, and Tourism Customer Service is intended to help students build or expand their skills in the hospitality and tourism industry. This Certificate is primarily meant to serve students who are looking to increase their employability and leverage what they learn from their coursework in the labor market. Right now, most of the degree programs and pathways offered at UNM-Gallup focus on helping students transfer to four-year institutions. This is important and admirable, but there is a potential pool of prospective students who could benefit from degree programs and pathways focused, instead, on developing skills and knowledge that could help them earn promotions, job offers, or higher salaries in already-established sectors of their local economy.

Branch mission alignment. A Certificate in Office Specialist will help students “achieve their . . . professional goals,” which is an important part of the UNM-Gallup Mission statement.

UNM mission & strategic plan alignment. This program could help fulfill chunks of two of the goals outlined in UNM’s 2020 Strategic Plan. That plan’s second goal is, in part, to prepare “students to meet their long-term goals as lifelong learners in academic and personal achievement, career and leadership.” The seventh goal of that same plan is, in part, to “strengthen the state’s economy through . . . workforce development . . .” and prepare students “to become the next generation of entrepreneurs.” By helping students (especially, in regards to this program, working students who often have families) successfully earn a 15-credit credential in becoming an Office Specialist, UNM-Gallup can help them (in the words of the UNM mission) “contribute to the state and national [economy], and . . . lead satisfying lives.”

Other branch campuses. UNM-Taos offers a 31-credit-hour Certificate program in Hospitality Management. While UNM-Gallup hopes to eventually offer a 30-credit-hour Certificate in Hotel, Restaurant, and Tourism Management (and, hopefully, a 60-credit-hour AAS in Hotel, Restaurant, and Tourism Management as well), we would like to create a 15-credit-hour Certificate initially to gauge student interest. UNM-Los Alamos and UNM-Valencia do not offer anything comparable to what we are proposing here.

Employer involvement. If this proposal is allowed to move forward, we will seek advise, feedback, and direction from several business-related local organizations, including the Gallup Business Improvement District, the Gallup MainStreet Arts & Culture District, the Gallup-McKinley County Chamber of Commerce, and the Greater Gallup Economic Development Corporation.

Timeline. Assuming approval, we would like to see the program begin during the Fall 2023 semester.

Evidence of Need

Demand. According to the [most recent data](#) available from New Mexico State University’s Arrowhead Center (as of July 2020), “Accommodation and Food Services” is a “basic economic activity for McKinley County” and currently accounts for over 3100 jobs (see

APPENDIX B). This industry area makes up nearly 11% of the private-sector economy and has seen consistent growth over the past five years. This would be an excellent potential program for members of that labor pool who are not interested in leaving the local area and who struggle to complete college-level general education requirements, but who want to increase their employability with new skills and credentials.

Recruitment. Targeted recruitment efforts will include outreach and engagement with students who have expressed an interest in a business credential, but who struggle to complete college-level general education requirements, or who are currently working and/or caring for family members. Courses would be scheduled primarily online, in the evenings, or on weekends.

Similar Offerings in NM. Clovis Community College has a [16.5-credit-hour](#) Certificate program in Food Safety and Quality. Santa Fe Community College has an [18-credit-hour](#) Certificate in Hospitality and Tourism. Central New Mexico Community College has a [28-credit-hour](#) Certificate in Hospitality and Tourism. As mentioned already, UNM-Taos has a 31-credit-hour Certificate in Hospitality Management.

Formal Needs Assessment. Jobs in “Accommodation and Food Services” are [projected to increase](#) by 0.89% from 2018-2028 in New Mexico. According to New Mexico Workforce Connections, this sector of the economy will see the second-largest growth in the raw number of jobs available throughout the state (second only to “Health Care and Social Assistance”). Again, though, this program will primarily attempt to attract people who are already working in some of the largest sectors of our local economy.

Program Content and Quality

Curriculum Standards. The curriculum for this program will be made up of the following five courses:

BCIS 1115: Introduction to Computers (3 credits). This is a lecture and hands-on course which focuses on different technologies commonly used in various occupations. This course will provide students with an overview of computer hardware, operating software, and the MS Office suite of applications. The class will also include an overview of the history of technology and its future, and will also provide a fundamental introduction to industry-standard application software for word processing, database management, and graphics. Basic computer use, files and file structure, Windows, the internet, programming, ethics, and security will also be addressed. Course cannot apply to major or minor in Computer Science.

BUSA 1130: Business Professionalism (3 credits). Focuses on developing professional behavior appropriate for the business environment. Topics include: Life Management, goal setting, workplace etiquette, job search skills, interviewing, teamwork and team building, motivation, leadership, business communication and workplace interaction.

HRTM 1120: Introduction to Tourism (3 credits). Survey of travel and tourism development and operating characteristics.

HRTM 2110: Safety, Sanitation, and Health in the Hospitality Industry (3 credits). Addresses public health, HACCP, and food safety responsibilities in the hospitality industry. Sanitation certification test allows students to receive national ServSafe Food Protection Manager Certification.

HRTM 1140: Introduction to Food Preparation (1 credit). The fundamental concepts, skills, and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients, cooking theories, and the preparation of stocks, broth, glazes, and soups, thickening agents, the grand sauces and emulsion sauces. Lectures and demonstrations teach organization skills in the kitchen, work coordination, and knife skills. The basics of vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying. Students must successfully pass a practical cooking examination covering a variety of cooking techniques.

HRTM 2130: Hotel Operations I (2 credits). Analysis of hotel operations to include: guest services, reservations, reception, guest/city ledger and the night audit.

Of these courses, one (BCIS 1115) is going through the approval process of being added to the UNM catalog. The remaining five courses (BUSA 1130, HRTM 1120, HRTM 2110, HRTM 1140, and HRTM 2130) would not transfer to UNM, but are adopted from the New Mexico HED common course catalog. We hope to eventually expand this program into a 30-credit Certificate in Hotel, Restaurant, and Tourism Management and a 60-credit AAS in Hotel, Restaurant, and Tourism Management, so all of these courses would be “stackable” into any degree pathways developed later in this area of study.

Student Learning Outcomes. Upon completion of this Certificate program, students will be able to:

- Understand the basics of computer concepts and different technologies used by home users, small office/home office users, mobile users, power users, and enterprise users
- Operate and name different components of a computer
- Access the web and utilize the resources and explain the evolution of the internet
- Understand the importance of digital safety and security
- Communicate and interact in various office settings using professional etiquette
- Identify the skills needed to provide exceptional customer service
- Identify and explain the basic concepts related to tourism, and its socio-cultural, economic, and environmental impacts
- Describe basic tourism planning and development principles
- Identify basic kitchen utensils and equipment associated with the culinary profession
- List and describe the method of preparation for stocks, Grand Sauces, clear soups, puree and cream soups, specialty soups, basic vegetables, and starches
- Identify the hazards to safe food and the foods at risk in a foodservice operation

- Demonstrate knowledge of how to protect food during purchasing, receiving, storing, preparing, holding, and serving
- Discuss the procedures for ensuring sanitary equipment, facilities, and food-handling practices
- Outline the organization and structure of a hotel and resort
- Describe and calculate the components and processes of room reservation forecasting, pricing, and revenue management

Instructional Models. Instruction will primarily be presented through lectures, discussion, and case studies.

Accreditation. UNM-Gallup will seek accreditation for this program through the [Accreditation Council for Business Schools and Programs](#) (ACBSP). Accreditation requires membership in the ACBSP, which costs roughly \$3000/year, along with a one-time fee of \$2500 to establish candidacy for Certificate accreditation. Each Certificate accredited requires a \$400 annual fee. If only this Certificate program was accredited through the ACBSP, it would cost UNM-Gallup a **total of \$5900** for initial accreditation, and a **total of \$3400 each year** to remain accredited.

Evaluation and Assessment

Measuring SLOs. Assessments will include learner self-assessments, peer assessments, and assessments by instructors, including quizzes, case studies, reflective writing and other assignments, portfolios, and performance-based assessments using standardized rubrics that crosscut, integrate, and apply the core competencies into real-world scenarios and customer encounters.

Program Effectiveness and Plan to Assess Learning Outcomes. Students will complete a comprehensive, qualitative course evaluation, along with the standard UNM student evaluations. Periodic consultation with local employers and businesspeople will also provide feedback to inform curricular refinement.

Required Resources

Our campus already routinely offers one of the courses required in this program (the non-transferable equivalent of BCIS 1115, IT 101). This program will require the potential addition of five adjunct hires, each teaching one section a semester, at roughly \$1k/credit-hour (for a total of 12 credit hours). The Business and Applied Technology Division at UNM-Gallup will absorb that, roughly, **\$12,000 annual cost**. These adjunct faculty will be required to have at least 18 graduate-level credit hours (and, preferably, a Master's degree) in their area of instruction, or comparable work experience. No additional instructional space, additional faculty/student support, or additional equipment is needed to offer the courses required in this program.

Projected Enrollment & Costs

We plan to heavily market this program to working people not currently enrolled at any higher education institution. **Program costs**, over a one-year period, would be – again – **roughly \$12,000/year**. We hope to recruit 15 students, enrolled in these 15 credits (\$80.50/credit) each semester, which would produce **roughly \$18,112.50** in tuition dollars. Presumably, many

students will complete the required course sequence within a semester, while others will attend courses part-time. In any case, we believe that the Business and Applied Technology Division can cover the costs of this program. Two of the courses in this program are shared with at least one other program being proposed for approval, so the costs discussed in this paragraph are a high estimate.

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
15 students	15 students	15 students	15 students	15 students	15 students

Detailed Program Budget:

Revenue

15 students, enrolled in 15 credits/year @ \$80.50/credit (our tuition rate) =

Total potential revenue of \$18,112.50/year

Expenses

Five adjunct faculty salaries

Salary @ \$1,000/credit hour, for twelve credit hours

Potential maximum = **\$12,000/year**

Program costs would be covered by tuition.

Appendices:

A = New Mexico Workforce Connections state data

B = “The Economic Base of McKinley County, NM” (Arrowhead Center)

C = List of similar programs

D = List of potential employers

G = Letter from Dr. Pamela Cheek, Associate Provost



This page displays detailed data on Industry Projections (Long-term).
Use the Filter options to change the selections displayed in the table and data visualizations.

Pin to Dashboard

For help click the information icon.

Industry Employment Projections - Long Term



Filter

Refine Results

Find:

More Info	Area	Time Period	Industry	Industry Code	Estimated Employment	Projected Employment	Total Employment Change	Annual Percent Change	Total Percent Change	Annual Change	Annual Transfers	Annual Exits	Annual Openings
	New Mexico	2018-2028	Accommodation and Food Services	72	92,499	101,065	8,566	0.89%	9.26%	N/A	N/A	N/A	N/A

Narrative: The 2018-2028 long term projected employment for Accommodation and Food Services in New Mexico was 101,065 with an annual average percentage change of 0.89%. [Profile](#)

Description: The Accommodation and Food Services sector comprises establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption... [Show More](#)

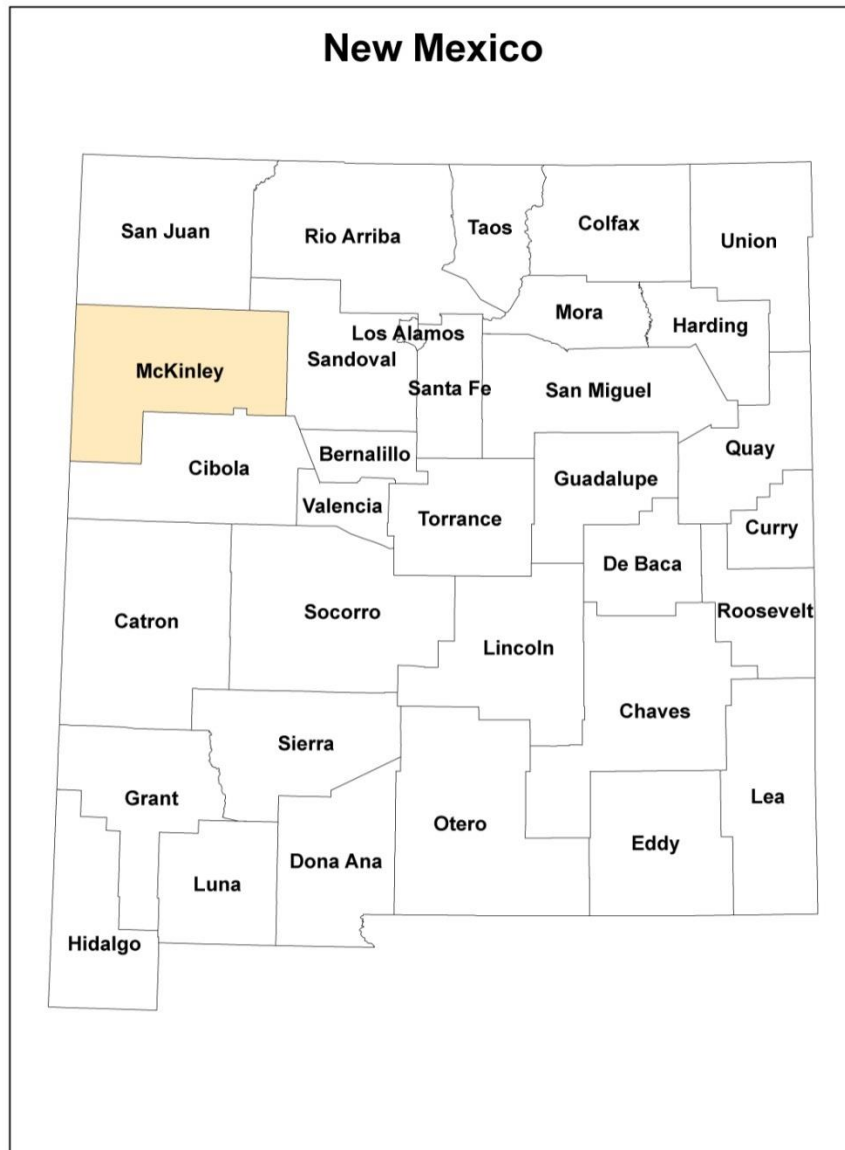
Show: Showing 1 to 1 of 1 entries (filtered from 23 total entries) [Previous](#) **1** [Next](#)

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The Economic Base of McKinley County, NM

**PREPARED BY: Arrowhead Center,
New Mexico State University**

DATE: July 2020



The Economic Base of McKinley County, New Mexico

Introduction

This report is one of 35 economic base studies prepared by New Mexico State University's (NMSU) Arrowhead Center. Of the 35 reports, 33 describe the economic base of New Mexico's counties. There are separate reports for the State of New Mexico and for the Albuquerque Metropolitan Statistical Area (MSA). New Mexico has three additional MSAs (Las Cruces, Santa Fe, and Farmington), all of which are single county MSAs; separate reports for these MSAs were not prepared. All 35 reports may be found at <http://arrowheadcenter.nmsu.edu/economic-and-policy-studies/>.

The reports have been prepared under the direction of James Peach. Erin Sumner, a graduate student in the NMSU Doctorate of Economic Development program, did much of the work on the updates. Comments and suggestions are welcome and are to be sent to jpeach@nmsu.edu. Our intent is to update these reports on an annual basis.

An economic base study is a descriptive tool used to analyze the composition of local economic activity. Economic base studies are often conducted to help guide local economic development activities and to help economic development officials make decisions such as what type of firms they should attempt to attract to local areas. Economic base studies can also help local and regional businesses better understand local and export product markets.

The specific purposes of economic base studies include:

- Understand regional economic growth
- Make short and long-term forecasts
- Identify potential growth sectors
- Identify potential problem areas

According to economic base theory, any local economy may be divided into basic and non-basic industries. This theory also suggests that economic growth depends on sectors that export goods and services out of the region (basic industries), as opposed to those businesses whose services remain local, (non-basic industries). Basic industries promote local economic growth by bringing jobs and income into the local economy. Non-basic industries serve local residents and provide support to basic industries.

An industry classified as basic in one region may be identified as non-basic in another region. One common means of identifying local basic activity is through the use of location quotients (LQs). LQs are calculated as a single industry's percent of total local employment divided by that industry's percent of total state or national employment. For example, an LQ for a single New Mexico industry (industry j) may be calculated as follows:

$$\text{LQ} = \frac{(\text{Employment in industry j in NM} / \text{total employment in NM})}{(\text{Employment in industry j in US} / \text{total employment in US})}$$

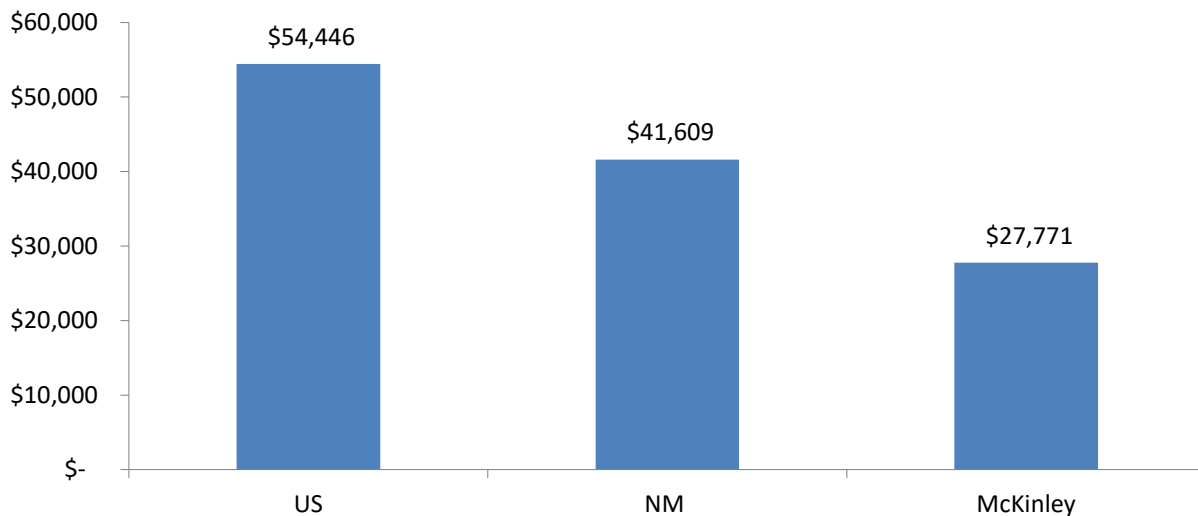
The LQ serves to illustrate the relative importance in the level of the local employment of that sector with respect to the benchmark economy, state or national. An LQ greater than 1.0 indicates that a particular industry employs proportionately more workers locally than it does at the state or national level. Conversely, an LQ of less than 1.0 indicates that the industry of note employs fewer workers locally as compared to the state or national average. For additional information on LQs, see <http://arrowheadcenter.nmsu.edu/wp-content/uploads/2015/06/WhatisaLocationQuotient.pdf>.

In this report, LQs are calculated for industries within McKinley County with the national employment as the basis for comparison (see Table 1). Additionally, LQs using employment for the state of New Mexico as the benchmark are included (see Table 2). In this report, basic industries are identified utilizing general knowledge about the structure of the local economy combined with LQs greater than 1.0. LQs are described for the most recent year for which data were available and for the four preceding years (2014-2018). The data used in this report are from the U.S. Department of Commerce, Bureau of Economic Analysis (BEA) which can be found at www.bea.gov.

McKinley County, New Mexico

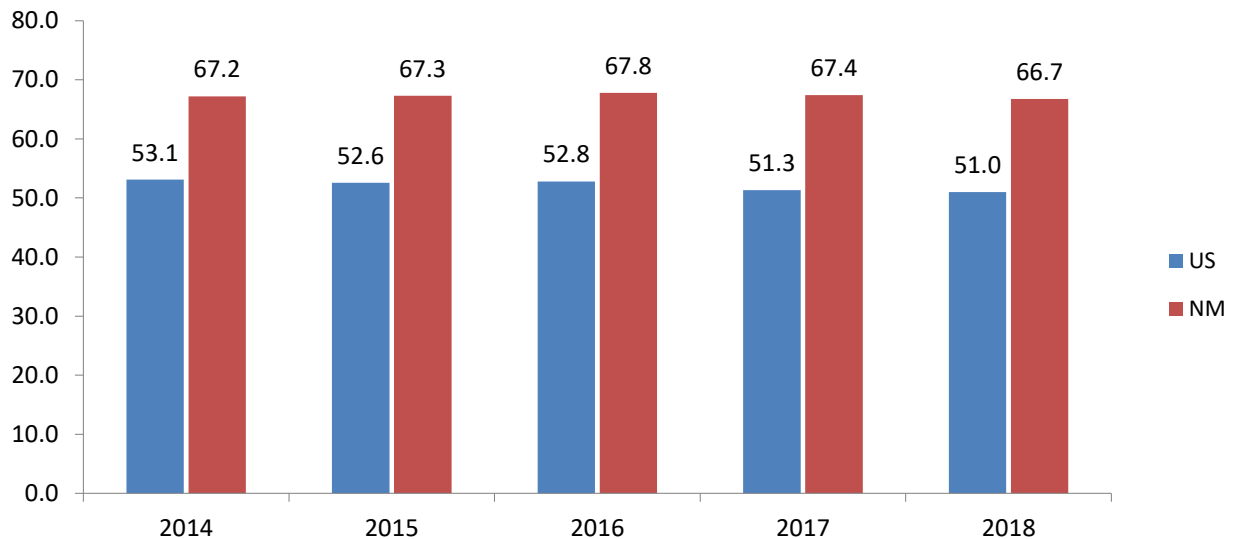
McKinley County is located in the north western section of New Mexico and contains 5,449.81 square miles, or 4.49 percent of the land area in the state. The population for McKinley County in 2018 was 72,290, or 3.45 percent of the state total, ranking 7th in terms of population. The City of Gallup had a population of 22,105 and represented 30.58 percent of total population for McKinley County in 2018. Between 2014 and 2018, the population of McKinley County decreased by 0.71 percent. During the same period, New Mexico's population increased by 0.24 percent and the United States population increased by 2.76 percent.

Figure 1. Per Capita Personal Income: McKinley County (2018)



Per capita personal income in McKinley County in 2018 was \$27,771. Per capita income for McKinley County in 2018 represented 66.74 percent corresponding state figure of \$41,609 and 51.01 percent of the national average of \$54,446 (see Figure 2). Despite its low per capita income, the percentage growth for McKinley's per capita income between 2014 and 2018 was 11.15 percent. The percentage growth for the state between 2014 and 2018 was 11.91 percent and 15.70 percent for the nation.

Figure 2. Per Capita Income of McKinley County as a Percent of U.S. and New Mexico (2014-2018)



Total employment in McKinley County was 28,710 in 2018. Between 2014 and 2018, total employment for McKinley County decreased by 4.55 percent, compared to the increase of New Mexico’s 2.93 percent growth rate and the nation’s 7.79 percent growth rate. The employment to population ratio for McKinley County was 0.40, significantly lower compared to the state’s ratio of 0.53 and nation’s ratio of 0.61. This ratio represents a low rate of population being employed.

In 2018, 67.63 percent of all workers in McKinley County were employed in the Private sector, while Government and Government Enterprises accounted for 25.06 percent and Farm employment accounted for 7.31 percent of total employment. Industries with the highest percentages of total employment included: Healthcare and Social Assistance (14.79), Retail Trade (12.63), Accommodation and Food Services (10.92), and Wholesale Trade (4.60). In the public sector, Local government and Federal/civilian employment were the largest employers in the public sector with 13.56 and 8.50 percent of total employment, respectively. State government employment accounted for 2.37 percent and Military for 0.63 percent. Employment for McKinley County by sector is displayed in Table 1.

Basic and Non-Basic Industries in McKinley County, New Mexico

Table 2 contains LQs for McKinley County from 2014 and 2018 calculated using data for the United States as basis for comparison. Table 3 contains LQs for McKinley County from 2014 and 2018 calculated with respect to the state of New Mexico. For the purposes of this report, an LQ greater than 1.0 with respect to U.S. employment is considered as a basic industry. Sectors with LQs greater than 1.0 have been shaded.

The importance of the agricultural sector to the economic base of McKinley County is reflected in a large LQ for the county under Farm employment, with an LQ of 5.63. This industry has experienced consistent growth during the years considered, with LQs steadily increasing. Wholesale Trade with an LQ of 1.44 is also considered a basic industry for McKinley County, which implies that the county economy is dependent on its wholesale trade specialty. Accommodation and Food Services is also to be considered a basic economic activity for McKinley County, with an LQ of 1.45. Gallup's location on I-40 between Albuquerque and the State of Arizona, as well as its historical hotels, makes it a common stop-over for travelers.

Healthcare and Social Assistance is also considered a basic sector with an LQ of 1.31 in 2018. This LQ reflects the large employment base from the two main medical centers of McKinley County, Rehoboth McKinley Christian Hospital and Gallup Indian Medical Center, both located in Gallup. Though Healthcare and Social Assistance is often categorized as non-basic industry, considering the importance of these hospitals in serving neighboring areas—especially Native American reservations at the Gallup Indian Medical Center, this sector has been included as part of the economic base of McKinley County. Retail Trade with an LQ of 1.31 is also considered a basic industry for McKinley County.

Although Mining has historically been a basic industry in McKinley County, employment data for Mining was undisclosed by the BEA between 2014 and 2018. The Utilities sector with an LQ of 1.84 in 2018 is considered a non-basic or a support industry for McKinley County.

Government and Government Enterprises entry is the aggregate figure of all government levels listed as government categories. In 2018, one public sector industry with an LQ greater than 1.0 was Federal/civilian employment with an LQ of 5.99. This was considered a basic industry for McKinley County. This large LQ reflects the employment base of the Gallup

Indian Medical Center, part of the Indian Health Service. Local government had an LQ of 1.89. Even when local government is greater than 1.0, local government is generally categorized as non-basic given that local governments collect taxes from residents to provide for the services to the community, including employment. Following this practice, local government for McKinley County will be considered as non-basic industry.

The data for 2018 suggest that in McKinley County, the following industries are to be considered basic:

1. Agricultural sector with Farm employment, accounted for 2,098 jobs.
2. Wholesale Trade, accounted for 1,322 jobs.
3. Accommodation and Food Services, accounted for 3,136 jobs.
4. Healthcare and Social Assistance, accounted for 4,247 jobs.
5. Retail Trade, accounted for 3,627 jobs.
6. Federal/civilian employment, accounted for 2,441 jobs.

It is common in economic base studies to calculate an export-base employment multiplier. This employment multiplier is obtained by dividing total employment in McKinley County by total employment in the basic sectors. In the case of McKinley County, the multiplier is equal to 1.70 (28,710 / 16,871). This ratio suggests that the addition of each basic sector job in McKinley County would be associated with additional 1.70 non-basic sector jobs. The export base multiplier (1.70) calculated above reinforces the importance of basic (exporting) industries to the economy of McKinley County. This employment multiplier is not to be compared to employment multipliers included in economic impact analysis tools including RIMS, REMI, and IMPLAN. In the case of McKinley County, potential double counting occupation may result in an upward bias of the multiplier given that farm proprietors often have more than one occupation.

Local economic development policy actions such as the creation of industrial parks, tax abatement and financing, and workforce development projects are often used by local communities to expand an area's economic base. The development of a community economic development plan is to include the appropriate combination of policies, which often result from public and private sector interaction.

Changes from Prior Year

This document has been revised to reflect data figures obtained from the BEA for economic data and the U.S. Census for population data. The population for McKinley County in 2018 was 72,290, a 0.39 percent decrease from a population of 72,574 in 2017. Per capita income for McKinley County in 2018 was \$27,771, which was an increase of 4.26 percent from \$26,636 in 2017. Total employment for McKinley County decreased by 0.52 percent from 2017 to 2018, a decrease of 149 jobs.

Tables 1 to 10 appear on pages 8-17

Table 1: McKinley Employment by Industry 2014-2018					
Number of jobs by industry	2014	2015	2016	2017	2018
By type					
Wage and salary employment	21699	22097	22207	22225	22052
Proprietors employment	8378	8069	6851	6634	6658
Farm proprietors employment	2061	2031	2027	2011	1986
Nonfarm proprietors employment 2/	6317	6038	4824	4623	4672
By industry					
Farm employment	2163	2143	2152	2124	2098
Nonfarm employment	27914	28023	26906	26735	26612
Private nonfarm employment	20258	20366	19406	19313	19416
Forestry, fishing, and related activities	N/A	N/A	N/A	N/A	N/A
Mining	N/A	N/A	N/A	N/A	N/A
Utilities	153	150	151	156	155
Construction	869	978	972	801	837
Manufacturing	1220	1276	1219	1093	1099
Wholesale trade	2690	2409	1385	1386	1322
Retail trade	3744	3874	3737	3679	3627
Transportation and warehousing	593	642	610	679	710
Information	234	221	228	234	232
Finance and insurance	533	526	541	532	526
Real estate and rental and leasing	487	506	532	485	498
Professional, scientific, and technical services	528	503	469	443	445
Management of companies and enterprises	61	72	56	48	54
Administrative and waste management services	484	497	459	515	633
Educational services	312	250	274	274	277
Health care and social assistance	3829	3962	4130	4244	4247
Arts, entertainment, and recreation	263	236	241	281	290
Accommodation and food services	2804	2894	3066	3168	3136
Other services, except public administration	1312	1234	1195	1176	1188
Government and government enterprises	7656	7657	7500	7422	7196
Federal, civilian	2444	2447	2478	2508	2441
Military	196	186	187	185	182
State and local	5016	5024	4835	4729	4573
State government	729	735	709	684	681
Local government	4287	4289	4126	4045	3892
Total employment	30,077	30,166	29,058	28,859	28,710

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N

Table 2: Location Quotients for McKinley (US Base) 2014-2018					
US Base	2014	2015	2016	2017	2018
By type					
Wage and salary employment	0.93	0.94	0.99	1.00	1.00
Proprietors employment	1.25	1.19	1.05	1.01	1.00
Farm proprietors employment	6.94	7.01	7.42	7.61	7.76
Nonfarm proprietors employment	0.99	0.93	0.77	0.73	0.73
By industry					
Farm employment	5.07	5.11	5.43	5.53	5.63
Nonfarm employment	0.94	0.94	0.94	0.94	0.94
Private nonfarm employment	0.79	0.79	0.78	0.78	0.78
Forestry, fishing, and related activities	N/A	N/A	N/A	N/A	N/A
Mining	N/A	N/A	N/A	N/A	N/A
Utilities	1.63	1.58	1.62	1.80	1.84
Construction	0.56	0.63	0.63	0.52	0.53
Manufacturing	0.59	0.62	0.62	0.56	0.57
Wholesale trade	2.48	2.23	1.43	1.46	1.44
Retail trade	1.24	1.28	1.30	1.30	1.31
Transportation and warehousing	0.58	0.58	0.55	0.54	0.53
Information	0.44	0.42	0.45	0.47	0.47
Finance and insurance	0.34	0.34	0.35	0.35	0.35
Real estate and rental and leasing	0.36	0.37	0.40	0.36	0.37
Professional, scientific, and technical services	0.25	0.24	0.23	0.22	0.22
Management of companies and enterprises	0.16	0.19	0.14	0.13	0.14
Administrative and waste management services	0.26	0.27	0.25	0.29	0.35
Educational services	0.43	0.34	0.39	0.40	0.41
Health care and social assistance	1.14	1.17	1.26	1.30	1.31
Arts, entertainment, and recreation	0.39	0.35	0.37	0.42	0.43
Accommodation and food services	1.28	1.31	1.42	1.46	1.45
Other services, except public administration	0.75	0.70	0.72	0.72	0.74
Government and government enterprises	1.97	2.00	2.05	2.07	2.05
Federal, civilian	5.42	5.49	5.79	5.99	5.99
Military	0.61	0.60	0.65	0.65	0.66
State and local	1.61	1.64	1.65	1.64	1.62
State government	0.85	0.87	0.88	0.87	0.88
Local government	1.90	1.93	1.94	1.94	1.89
Total employment	1.00	1.00	1.00	1.00	1.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

Table 3: Location Quotients for McKinley (NM Base) 2014-2018					
NM Based	2014	2015	2016	2017	2018
By type					
Wage and salary employment	0.92	0.93	0.97	0.98	0.98
Proprietors employment	1.31	1.26	1.11	1.07	1.08
Farm proprietors employment	3.45	3.41	3.54	3.56	3.63
Nonfarm proprietors employment	1.09	1.04	0.86	0.82	0.83
By industry					
Farm employment	2.75	2.67	2.71	2.78	2.84
Nonfarm employment	0.95	0.95	0.95	0.95	0.95
Private nonfarm employment	0.86	0.86	0.85	0.85	0.86
Forestry, fishing, and related activities	N/A	N/A	N/A	N/A	N/A
Mining	N/A	N/A	N/A	N/A	N/A
Utilities	1.20	1.16	1.16	1.28	1.32
Construction	0.53	0.59	0.61	0.49	0.51
Manufacturing	1.29	1.35	1.38	1.28	1.27
Wholesale trade	3.36	3.06	2.05	2.11	2.09
Retail trade	1.18	1.22	1.24	1.26	1.26
Transportation and warehousing	0.82	0.85	0.86	0.86	0.84
Information	0.54	0.51	0.54	0.57	0.59
Finance and insurance	0.55	0.55	0.57	0.57	0.57
Real estate and rental and leasing	0.45	0.46	0.50	0.46	0.46
Professional, scientific, and technical services	0.25	0.23	0.23	0.21	0.21
Management of companies and enterprises	0.39	0.44	0.33	0.30	0.32
Administrative and waste management services	0.32	0.34	0.32	0.35	0.43
Educational services	0.67	0.53	0.61	0.61	0.63
Health care and social assistance	1.11	1.11	1.16	1.20	1.22
Arts, entertainment, and recreation	0.39	0.35	0.38	0.42	0.43
Accommodation and food services	1.14	1.16	1.25	1.29	1.28
Other services, except public administration	0.86	0.80	0.81	0.81	0.82
Government and government enterprises	1.32	1.33	1.35	1.37	1.36
Federal, civilian	2.99	3.03	3.17	3.26	3.28
Military	0.40	0.40	0.41	0.41	0.40
State and local	1.11	1.12	1.12	1.13	1.12
State government	0.45	0.45	0.45	0.45	0.46
Local government	1.49	1.50	1.50	1.51	1.48
Total employment	1.00	1.00	1.00	1.00	1.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

Table 4: McKinley, Total Employment by Industry 2018		
	Total Jobs	Percent of Total Employment
By type		
Wage and salary employment	22,052	76.81
Proprietors employment	6,658	23.19
Farm proprietors employment	1,986	6.92
Nonfarm proprietors employment	4,672	16.27
By industry		
Farm employment	2,098	7.31
Nonfarm employment	26,612	92.69
Private nonfarm employment	19,416	67.63
Forestry, fishing, and related activities	N/A	N/A
Mining	N/A	N/A
Utilities	155	0.54
Construction	837	2.92
Manufacturing	1,099	3.83
Wholesale trade	1,322	4.60
Retail trade	3,627	12.63
Transportation and warehousing	710	2.47
Information	232	0.81
Finance and insurance	526	1.83
Real estate and rental and leasing	498	1.73
Professional, scientific, and technical services	445	1.55
Management of companies and enterprises	54	0.19
Administrative and waste management services	633	2.20
Educational services	277	0.96
Health care and social assistance	4,247	14.79
Arts, entertainment, and recreation	290	1.01
Accommodation and food services	3,136	10.92
Other services, except public administration	1,188	4.14
Government and government enterprises	7,196	25.06
Federal, civilian	2,441	8.50
Military	182	0.63
State and local	4,573	15.93
State government	681	2.37
Local government	3,892	13.56
Total employment	28,710	100.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

Table 5: New Mexico Employment by Industry 2014-2018					
Number of jobs by industry	2014	2015	2016	2017	2018
By type					
Wage and salary employment	852,638	859,962	861,216	862,809	875,574
Proprietors employment	231,134	232,022	231,421	234,860	240,000
Farm proprietors employment	21,557	21,579	21,534	21,511	21,243
Nonfarm proprietors employment 2/	209,577	210,443	209,887	213,349	218,757
By industry					
Farm employment	28,346	29,040	29,884	29,031	28,687
Nonfarm employment	1,055,426	1,062,944	1,062,753	1,068,638	1,086,887
Private nonfarm employment	845,767	854,456	854,248	862,552	881,228
Forestry, fishing, and related activities	5,674	5,541	5,820	5,989	6,157
Mining	38,214	36,656	31,809	31,204	34,490
Utilities	4,591	4,684	4,900	4,623	4,576
Construction	59,584	59,707	60,008	62,061	64,328
Manufacturing	34,027	34,157	33,187	32,562	33,596
Wholesale trade	28,854	28,501	25,380	24,989	24,563
Retail trade	113,924	114,887	113,636	111,466	111,663
Transportation and warehousing	25,905	27,245	26,673	30,016	32,916
Information	15,725	15,587	16,001	15,491	15,297
Finance and insurance	34,781	34,461	35,685	35,674	36,018
Real estate and rental and leasing	39,111	39,659	39,865	40,497	41,842
Professional, scientific, and technical services	76,116	77,543	77,750	79,918	81,618
Management of companies and enterprises	5,632	5,875	6,336	6,143	6,488
Administrative and waste management services	54,370	52,996	53,892	56,396	57,515
Educational services	16,709	16,959	17,013	17,048	17,004
Health care and social assistance	124,796	129,722	134,264	134,791	135,667
Arts, entertainment, and recreation	24,227	24,245	24,150	25,154	26,008
Accommodation and food services	88,297	90,194	92,523	93,512	95,173
Other services, except public administration	55,230	55,837	55,356	55,018	56,309
Government and government enterprises	209,659	208,488	208,505	206,086	205,659
Federal, civilian	29,451	29,188	29,385	29,281	28,881
Military	17,809	16,837	17,132	17,346	17,588
State and local	162,399	162,463	161,988	159,459	159,190
State government	58,771	58,969	58,707	57,448	57,079
Local government	103,628	103,494	103,281	102,011	102,111
Total employment	1,083,772	1,091,984	1,092,637	1,097,669	1,115,574

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N

Table 6: United States Employment by Industry 2014-2018					
Number of jobs by industry	2014	2015	2016	2017	2018
By type					
Wage and salary employment	144,722,000	147,636,000	149,912,000	151,860,000	154,375,000
Proprietors employment	41,511,800	42,679,800	43,459,900	44,965,300	46,371,000
Farm proprietors employment	1,840,000	1,829,000	1,818,000	1,802,000	1,790,000
Nonfarm proprietors employment	39,671,800	40,850,800	41,641,900	43,163,300	44,581,000
By industry					
Farm employment	2,643,000	2,646,000	2,638,000	2,621,000	2,604,000
Nonfarm employment	183,590,800	187,669,800	190,733,900	194,204,300	198,142,000
Private nonfarm employment	159,535,800	163,523,800	166,428,900	169,778,300	173,599,000
Forestry, fishing, and related activities	941,000	915,900	935,200	938,300	969,400
Mining	1,597,500	1,553,300	1,452,200	1,320,900	1,353,700
Utilities	580,600	597,400	622,000	590,800	589,700
Construction	9,564,300	9,844,900	10,322,100	10,557,000	10,973,300
Manufacturing	12,907,600	13,076,600	13,131,900	13,235,200	13,501,300
Wholesale trade	6,719,600	6,817,100	6,463,400	6,492,900	6,422,200
Retail trade	18,713,100	19,092,300	19,195,500	19,345,100	19,307,500
Transportation and warehousing	6,282,400	6,932,700	7,418,200	8,520,900	9,364,300
Information	3,327,000	3,316,400	3,384,900	3,404,500	3,460,100
Finance and insurance	9,621,000	9,845,600	10,188,400	10,250,300	10,394,600
Real estate and rental and leasing	8,405,800	8,668,300	8,868,200	9,203,700	9,504,800
Professional, scientific, and technical services	12,864,700	13,333,200	13,496,900	13,848,200	14,203,900
Management of companies and enterprises	2,361,300	2,425,500	2,603,800	2,568,700	2,669,500
Administrative and waste management services	11,719,200	11,770,600	12,034,600	12,212,600	12,472,900
Educational services	4,498,100	4,610,900	4,641,800	4,702,400	4,771,700
Health care and social assistance	20,798,400	21,351,100	21,816,100	22,214,300	22,619,800
Arts, entertainment, and recreation	4,223,300	4,220,100	4,363,100	4,518,600	4,684,900
Accommodation and food services	13,548,900	13,977,700	14,399,000	14,788,400	15,077,500
Other services, except public administration	10,862,000	11,174,200	11,091,600	11,065,500	11,257,900
Government and government enterprises	24,055,000	24,146,000	24,305,000	24,426,000	24,543,000
Federal, civilian	2,792,000	2,810,000	2,847,000	2,857,000	2,849,000
Military	1,975,000	1,957,000	1,928,000	1,929,000	1,922,000
State and local	19,288,000	19,379,000	19,530,000	19,640,000	19,772,000
State government	5,330,000	5,349,000	5,356,000	5,383,000	5,395,000
Local government	13,958,000	14,030,000	14,174,000	14,257,000	14,377,000
Total employment	186,233,800	190,315,800	193,371,900	196,825,300	200,746,000

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N

Table 7: McKinley, New Mexico and United States Percent of Employment by Industry 2018

	United States	New Mexico	McKinley
By type			
Wage and salary employment	76.90	78.49	76.81
Proprietors employment	23.10	21.51	23.19
Farm proprietors employment	0.89	1.90	6.92
Nonfarm proprietors employment	22.21	19.61	16.27
By industry			
Farm employment	1.30	2.57	7.31
Nonfarm employment	98.70	97.43	92.69
Private nonfarm employment	86.48	78.99	67.63
Forestry, fishing, and related activities	0.48	0.55	N/A
Mining	0.67	3.09	N/A
Utilities	0.29	0.41	0.54
Construction	5.47	5.77	2.92
Manufacturing	6.73	3.01	3.83
Wholesale trade	3.20	2.20	4.60
Retail trade	9.62	10.01	12.63
Transportation and warehousing	4.66	2.95	2.47
Information	1.72	1.37	0.81
Finance and insurance	5.18	3.23	1.83
Real estate and rental and leasing	4.73	3.75	1.73
Professional, scientific, and technical services	7.08	7.32	1.55
Management of companies and enterprises	1.33	0.58	0.19
Administrative and waste management services	6.21	5.16	2.20
Educational services	2.38	1.52	0.96
Health care and social assistance	11.27	12.16	14.79
Arts, entertainment, and recreation	2.33	2.33	1.01
Accommodation and food services	7.51	8.53	10.92
Other services, except public administration	5.61	5.05	4.14
Government and government enterprises	12.23	18.44	25.06
Federal, civilian	1.42	2.59	8.50
Military	0.96	1.58	0.63
State and local	9.85	14.27	15.93
State government	2.69	5.12	2.37
Local government	7.16	9.15	13.56
Total employment	100.00	100.00	100.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

Table 8: McKinley Percent of Employment by Sectors 2014-2018					
Description	2014	2015	2016	2017	2018
By type					
Wage and salary employment	72.14	73.25	76.42	77.01	76.81
Proprietors employment	27.86	26.75	23.58	22.99	23.19
Farm proprietors employment	6.85	6.73	6.98	6.97	6.92
Nonfarm proprietors employment	21.00	20.02	16.60	16.02	16.27
By industry					
Farm employment	7.19	7.10	7.41	7.36	7.31
Nonfarm employment	92.81	92.90	92.59	92.64	92.69
Private nonfarm employment	67.35	67.51	66.78	66.92	67.63
Forestry, fishing, and related activities	N/A	N/A	N/A	N/A	N/A
Mining	N/A	N/A	N/A	N/A	N/A
Utilities	0.51	0.50	0.52	0.54	0.54
Construction	2.89	3.24	3.35	2.78	2.92
Manufacturing	4.06	4.23	4.20	3.79	3.83
Wholesale trade	8.94	7.99	4.77	4.80	4.60
Retail trade	12.45	12.84	12.86	12.75	12.63
Transportation and warehousing	1.97	2.13	2.10	2.35	2.47
Information	0.78	0.73	0.78	0.81	0.81
Finance and insurance	1.77	1.74	1.86	1.84	1.83
Real estate and rental and leasing	1.62	1.68	1.83	1.68	1.73
Professional, scientific, and technical services	1.76	1.67	1.61	1.54	1.55
Management of companies and enterprises	0.20	0.24	0.19	0.17	0.19
Administrative and waste management services	1.61	1.65	1.58	1.78	2.20
Educational services	1.04	0.83	0.94	0.95	0.96
Health care and social assistance	12.73	13.13	14.21	14.71	14.79
Arts, entertainment, and recreation	0.87	0.78	0.83	0.97	1.01
Accommodation and food services	9.32	9.59	10.55	10.98	10.92
Other services, except public administration	4.36	4.09	4.11	4.07	4.14
Government and government enterprises	25.45	25.38	25.81	25.72	25.06
Federal, civilian	8.13	8.11	8.53	8.69	8.50
Military	0.65	0.62	0.64	0.64	0.63
State and local	16.68	16.65	16.64	16.39	15.93
State government	2.42	2.44	2.44	2.37	2.37
Local government	14.25	14.22	14.20	14.02	13.56
Total employment	100.00	100.00	100.00	100.00	100.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

Table 9: New Mexico Percent of Employment by Industry 2014-2018					
Description	2014	2015	2016	2017	2018
By type					
Wage and salary employment	78.67	78.75	78.82	78.60	78.49
Proprietors employment	21.33	21.25	21.18	21.40	21.51
Farm proprietors employment	1.99	1.98	1.97	1.96	1.90
Nonfarm proprietors employment	19.34	19.27	19.21	19.44	19.61
By industry					
Farm employment	2.62	2.66	2.74	2.64	2.57
Nonfarm employment	97.38	97.34	97.26	97.36	97.43
Private nonfarm employment	78.04	78.25	78.18	78.58	78.99
Forestry, fishing, and related activities	0.52	0.51	0.53	0.55	0.55
Mining	3.53	3.36	2.91	2.84	3.09
Utilities	0.42	0.43	0.45	0.42	0.41
Construction	5.50	5.47	5.49	5.65	5.77
Manufacturing	3.14	3.13	3.04	2.97	3.01
Wholesale trade	2.66	2.61	2.32	2.28	2.20
Retail trade	10.51	10.52	10.40	10.15	10.01
Transportation and warehousing	2.39	2.49	2.44	2.73	2.95
Information	1.45	1.43	1.46	1.41	1.37
Finance and insurance	3.21	3.16	3.27	3.25	3.23
Real estate and rental and leasing	3.61	3.63	3.65	3.69	3.75
Professional, scientific, and technical services	7.02	7.10	7.12	7.28	7.32
Management of companies and enterprises	0.52	0.54	0.58	0.56	0.58
Administrative and waste management services	5.02	4.85	4.93	5.14	5.16
Educational services	1.54	1.55	1.56	1.55	1.52
Health care and social assistance	11.51	11.88	12.29	12.28	12.16
Arts, entertainment, and recreation	2.24	2.22	2.21	2.29	2.33
Accommodation and food services	8.15	8.26	8.47	8.52	8.53
Other services, except public administration	5.10	5.11	5.07	5.01	5.05
Government and government enterprises	19.35	19.09	19.08	18.77	18.44
Federal, civilian	2.72	2.67	2.69	2.67	2.59
Military	1.64	1.54	1.57	1.58	1.58
State and local	14.98	14.88	14.83	14.53	14.27
State government	5.42	5.40	5.37	5.23	5.12
Local government	9.56	9.48	9.45	9.29	9.15
Total employment	100.00	100.00	100.00	100.00	100.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculations

Table 10: United States Percent of Employment by Industry 2014-2018					
Description	2014	2015	2016	2017	2018
By type					
Wage and salary employment	77.71	77.57	77.53	77.15	76.90
Proprietors employment	22.29	22.43	22.47	22.85	23.10
Farm proprietors employment	0.99	0.96	0.94	0.92	0.89
Nonfarm proprietors employment	21.30	21.46	21.53	21.93	22.21
By industry					
Farm employment	1.42	1.39	1.36	1.33	1.30
Nonfarm employment	98.58	98.61	98.64	98.67	98.70
Private nonfarm employment	85.66	85.92	86.07	86.26	86.48
Forestry, fishing, and related activities	0.51	0.48	0.48	0.48	0.48
Mining	0.86	0.82	0.75	0.67	0.67
Utilities	0.31	0.31	0.32	0.30	0.29
Construction	5.14	5.17	5.34	5.36	5.47
Manufacturing	6.93	6.87	6.79	6.72	6.73
Wholesale trade	3.61	3.58	3.34	3.30	3.20
Retail trade	10.05	10.03	9.93	9.83	9.62
Transportation and warehousing	3.37	3.64	3.84	4.33	4.66
Information	1.79	1.74	1.75	1.73	1.72
Finance and insurance	5.17	5.17	5.27	5.21	5.18
Real estate and rental and leasing	4.51	4.55	4.59	4.68	4.73
Professional, scientific, and technical services	6.91	7.01	6.98	7.04	7.08
Management of companies and enterprises	1.27	1.27	1.35	1.31	1.33
Administrative and waste management services	6.29	6.18	6.22	6.20	6.21
Educational services	2.42	2.42	2.40	2.39	2.38
Health care and social assistance	11.17	11.22	11.28	11.29	11.27
Arts, entertainment, and recreation	2.27	2.22	2.26	2.30	2.33
Accommodation and food services	7.28	7.34	7.45	7.51	7.51
Other services, except public administration	5.83	5.87	5.74	5.62	5.61
Government and government enterprises	12.92	12.69	12.57	12.41	12.23
Federal, civilian	1.50	1.48	1.47	1.45	1.42
Military	1.06	1.03	1.00	0.98	0.96
State and local	10.36	10.18	10.10	9.98	9.85
State government	2.86	2.81	2.77	2.73	2.69
Local government	7.49	7.37	7.33	7.24	7.16
Total employment	100.00	100.00	100.00	100.00	100.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

List of Similar Programs

Certificate in Food Safety and Quality (16.5 credit-hours) @ Clovis Community College


Certificate in Hospitality and Tourism (18 credit-hours) @ Santa Fe Community College

Certificate in Hospitality and Tourism (28 credit-hours) @ Central New Mexico CC

Certificate in Hospitality Management (31 credit-hours) @ UNM-Taos

(Incomplete) List of Potential Employers

Best Western
Colonial Motel
Comfort Suites
El Rancho Hotel & Motel
Fairfield by Marriott
Fire Rock Navajo Casino
Genaro's Restaurant
Grandpa's Grill
Hilton Garden Inn
Holiday Inn Express & Suites
Jerry's Café
La Barraca Restaurant
La Quinta
Microtel Inn
Motel 6
Panz Alegra Restaurant
Quality Inn & Suites
Red Roof Inn
Route 66 Railways Café
Sammy C's Rockin' Sports Pub & Grill
Sizzler
The Rocket Café
Town Place Suites by Marriott
Virgie's Restaurant

From: Dr. Pamela Cheek, Associate Provost for Student Success 
To: Dr. Matthew Mingus, Dean Dan Primozić
Re: Certificates to AAS in HRTM
Date: April 6, 2022

On behalf of Office of the Provost and EVP for Academic Affairs, I have reviewed the initial proposal for the Certificate in Hotel, Restaurant, and Tourism Customer Service, the Certificate in Hotel, Restaurant and Tourism Management, and the AAS in Hotel, Restaurant and Tourism Management and support moving forward with the next stages of the proposal. The rationale presented for the set of stackable certificates is clear. As you move forward with completion of the proposals for the certificates, please consider the following:

Providing clear information in course proposals and course catalog entries that will ultimately allow students to understand which courses may count for academic credit and which courses are career and technical education courses, so that students will not be misinformed about potential transfer of credits.

Providing clear information of eligibility of certificates for financial aid.

Recognizing that CTE and Academic programs at all UNM campuses are subject to cyclical Academic Program Review.

Providing separate certificate and AAS submissions, to which this single letter can be appended as support for movement beyond the pre-proposal phase.

Thank you for your work on these curricula. As you may know, new curricula cannot be submitted to Curriculum Workflow until August, 2022 due to the platform transition that is underway.



CERTIFICATE IN BUSINESS PRINCIPLES

@ UNM-Gallup

CERTIFICATE/BUSINESS PRINCIPLES (15 Credits)
 Student Advisement and Graduation Checklist – 20**-20** Catalog

Student _____ **UNM ID #** _____ **Date admitted** _____
Address _____
Academic Advisor _____
Phone # _____ **Office #** _____ **Phone #** _____

BUSIENSS PRINCIPLES CORE: (15)		Credits	Grade	Semester/Institution
BCIS 1115	Introduction to Computers	3	_____	_____
BUSA 1110	Introduction to Business	3	_____	_____
ACCT 2110	Principles of Accounting	3	_____	_____
BUSA 1130	Business Professionalism	3	_____	_____
BUSA 2240	Customer Service in Business	3	_____	_____

RATIONALE

- UNM-Gallup is interested in building short-term Certificate programs that can help non-traditional students increase their employability and leverage newly-learned skills in the labor market
- A 15-credit Certificate program is a low-risk way of gauging potential interest, and we hope to expand this into . . .
 - A 30-credit Certificate in Business Administration, and
 - A 60-credit AAS program in Business Administration

POTENTIAL STUDENTS / WORKFORCE OUTCOMES

- This program will be marketed to students who are already working and are looking to develop new skills for potential promotions, future job offers, and/or higher salaries
- Jobs that require customer service skills and basic business knowledge are projected to grow by 7% over the next ten years
 - This industry currently makes up 28% of the private-sector economy in McKinley County (that's nearly 10,000 jobs)

FACULTY/RESOURCE NEEDS

- Current facilities are adequate
- **Expenses** will include four adjunct faculty members
 - Potential maximum cost **\$12,000/year**
- We hope to enroll 18 students/year
- 15 students, enrolled in 15 credits/year @ \$80.50/credit =
 - **\$21,735/year in potential revenue**
- Tuition would hopefully cover all expenses
 - If this program fails, it's easy to stop offering
- Once established, we will seek accreditation through the Accreditation Council for Business Schools and Programs
 - Annual cost = **\$4200/year** (combined for Office Specialist, HRT Customer Service, and Business Principles)



ROUTING SLIP FOR CURRICULAR CHANGES

ORIGINAL COPY

Program name and course number: Certificate in Business Principles Matt Meyer Date: 7 Apr 2022

Changes to Instructions: ALL FORMS MUST BE GRAMMATICALLY CORRECT AND TYPED

- Form A, Form B, Form C (checked), Justification, Main Campus Support (Type II) (checked), Transferable, Articulation Letter (checked)

2. Department Chair: [Signature] Corrections of Syllabus Course Outline format (checked Yes), All required forms attached (checked Yes)

3. Dean of Instruction: Budget Implication (checked Yes), Review for appropriateness (checked Yes)

4. Zollinger Library Faculty Representative: (checked Yes)

5. Reviews by the Manager of Computing Services: (checked Yes)

6. Registrar (Two Weeks Before the Curricular Committee): Duplication of course/program (checked No), Duplication of Main Campus course/program (checked No), Appropriate number of course (checked No), All required forms submitted (checked Yes). Signature: [Signature], Date: 4/8/22

7. Dean's Assistant for distribution to Curricular Committee members: 13 Apr. 2022

8. Curricular Committee Action: (checked) Approved as Submitted. Rejected Reason: [Blank]. Chair Signature: [Signature], Date: 29 April 2022

9. Faculty Senate Approval: (checked) Yes. President Signature: [Signature], Date: 16 Sept. 2022

10. Dean's Assistant notified department to press "Submit to Dept. Chair" button on Curriculum Workflow. Date: [Blank]

Certificate in Business Principles
Executive Summary
University of New Mexico-Gallup

Program Description

Goals. This proposed Certificate program in Business Principles is intended to help students build or expand their skills in business. This Certificate is primarily meant to serve students who are looking to increase their employability and leverage what they learn from their coursework in the labor market. Right now, most of the degree programs and pathways offered at UNM-Gallup focus on helping students transfer to four-year institutions. This is important and admirable, but there is a potential pool of prospective students who could benefit from degree programs and pathways focused, instead, on developing skills and knowledge that could help them earn promotions, job offers, or higher salaries in already-established sectors of their local economy.

Branch mission alignment. A Certificate in Business Principles will help students “achieve their . . . professional goals,” which is an important part of the UNM-Gallup Mission statement.

UNM mission & strategic plan alignment. This program could help fulfill chunks of two of the goals outlined in UNM’s 2020 Strategic Plan. That plan’s second goal is, in part, to prepare “students to meet their long-term goals as lifelong learners in academic and personal achievement, career and leadership.” The seventh goal of that same plan is, in part, to “strengthen the state’s economy through . . . workforce development . . .” and prepare students “to become the next generation of entrepreneurs.” By helping students (especially, in regards to this program, working students who often have families) successfully earn a 15-credit credential in Business Principles, UNM-Gallup can help them (in the words of the UNM mission) “contribute to the state and national [economy], and . . . lead satisfying lives.”

Other branch campuses. While other UNM branch campuses offer Business and/or Entrepreneurship degrees, those programs all require quite a bit of general education. This particular program, at the UNM-Gallup campus, would not. There are no comparable 15-credit-hour Business Certificate programs at the other UNM branches.

Employer involvement. If this proposal is allowed to move forward, we will seek advise, feedback, and direction from several business-related local organizations, including the Gallup Business Improvement District, the Gallup MainStreet Arts & Culture District, the Gallup-McKinley County Chamber of Commerce, and the Greater Gallup Economic Development Corporation.

Timeline. Assuming approval, we would like to see the program begin during the Fall 2023 semester.

Evidence of Need

Demand. According to the [most recent data](#) available from New Mexico State University’s Arrowhead Center (as of July 2020), wholesale trade, retail trade, and accommodation/food services are all “basic” industries that are overrepresented and continuously growing in McKinley County, New Mexico (see **APPENDIX B**). Combined, those industries

make up over 28% of the jobs available in the county. This would be an excellent potential program for members of that labor pool who are not interested in leaving the local area and who struggle to complete college-level general education requirements, but who want to increase their employability with new skills and credentials.

Recruitment. Targeted recruitment efforts will include outreach and engagement with students who have expressed an interest in a business credential, but who struggle to complete college-level general education requirements, or who are currently working and/or caring for family members. Courses would be scheduled primarily online, in the evenings, or on weekends.

Similar Offerings in NM. There is a similar [18-credit](#) Business Management Certificate at Luna Community College. San Juan College has a [15-credit](#) Business Foundations Certificate. Dona Ana Community College has a [16-credit](#) Certificate in Business Fundamentals. Clovis Community College has an [18-credit](#) Business Intern Certificate. Santa Fe Community College has a [16-credit](#) Business Administration Certificate.

Formal Needs Assessment. Jobs that require customer service skills and basic business knowledge are [projected to grow](#) in New Mexico, and are projected to grow at a higher rate in the northwestern part of the state (see **APPENDIX A**). And, again, this program will primarily attempt to attract people who are already working in some of the largest sectors of our local private economy.

Program Content and Quality

Curriculum Standards. The curriculum for this program will be made up of the following five courses:

BCIS 1115: Introduction to Computers (3 credits). This is a lecture and hands-on course which focuses on different technologies commonly used in various occupations. This course will provide students with an overview of computer hardware, operating software, and the MS Office suite of applications. The class will also include an overview of the history of technology and its future, and will also provide a fundamental introduction to industry-standard application software for word processing, database management, and graphics. Basic computer use, files and file structure, Windows, the internet, programming, ethics, and security will also be addressed. Course cannot apply to major or minor in Computer Science.

BUSA 1110: Introduction to Business (3 credits). Fundamental concepts and terminology of business including areas such as management, marketing, accounting, economics, personnel, and finance; and the global environment in which they operate.

ACCT 2110: Principles of Accounting (3 credits). An introduction to financial accounting concepts emphasizing the analysis of business transactions in accordance with generally accepted accounting principles (GAAP), the effect of these transactions on the financial statements, financial analysis, and the interrelationships of the financial statements.

BUSA 1130: Business Professionalism (3 credits). Focuses on developing professional behavior appropriate for the business environment. Topics include: Life Management, goal setting, workplace etiquette, job search skills, interviewing, teamwork and team building, motivation, leadership, business communication and workplace interaction.

BUSA 2240: Customer Service in Business (3 credits). Established concepts of service quality in relationship to business success and maximization of returns to the organization. Explores techniques for delivering quality and service in a variety of business settings.

Of these courses, one (BCIS 1115) is going through the approval process of being added to the UNM catalog, while two (BUSA 1110 and ACCT 2110) are already a part of that catalog. The other two courses (BUSA 1130 and BUSA 2240) would not transfer to UNM, but are adopted from the New Mexico HED common course catalog. We hope to eventually expand this program into a 30-credit Certificate in Business Management and a 60-credit AAS in Business Administration, so all of these courses would be “stackable” into any degree pathways developed later in this area of study.

Student Learning Outcomes. Upon completion of this Certificate program, students will be able to:

- Understand and articulate how businesses function
- Understand how small businesses are financed and managed
- Recognize the importance of employee motivation in the workplace
- Compare and discuss various disciplines within a business environment
- Communicate clearly and effectively, both orally and in writing, using appropriate office technologies
- Demonstrate employability and workplace skills

Instructional Models. Instruction will primarily be presented through lectures, discussion, and case studies.

Accreditation. UNM-Gallup will seek accreditation for this program through the [Accreditation Council for Business Schools and Programs](#) (ACBSP). Accreditation requires membership in the ACBSP, which costs roughly \$3000/year, along with a one-time fee of \$2500 to establish candidacy for Certificate accreditation. Each Certificate accredited requires a \$400 annual fee. If only this Certificate program was accredited through the ACBSP, it would cost UNM-Gallup a **total of \$5900** for initial accreditation, and a **total of \$3400 each year** to remain accredited.

Evaluation and Assessment

Measuring SLOs. Assessments will include learner self-assessments, peer assessments, and assessments by instructors, including quizzes, case studies, reflective writing and other assignments, portfolios, and performance-based assessments using standardized rubrics that crosscut, integrate, and apply the core competencies into real-world scenarios and customer encounters.

Program Effectiveness and Plan to Assess Learning Outcomes. Students will complete a comprehensive, qualitative course evaluation, along with the standard UNM student evaluations. Periodic consultation with local employers and businesspeople will also provide feedback to inform curricular refinement.

Required Resources

Our campus already routinely offers three of the courses required in this program (BUSA 1110, ACCT 2110, and the non-transferable equivalent of BCIS 1115, IT 101). This program will require the potential addition of two adjunct hires, each teaching one section a semester, at \$3k/course. The Business and Applied Technology Division at UNM-Gallup will absorb that, roughly, **\$12,000 annual cost**. These adjunct faculty will be required to have at least 18 graduate-level credit hours (and, preferably, a Master’s degree) in their area of instruction. No additional instructional space, additional faculty/student support, or additional equipment is needed to offer the courses required in this program.

Projected Enrollment & Costs

We believe that roughly one-quarter of the students in our AA in Business Administration will be interested in this program (so, about 18 students). We also plan to heavily market this program to working people not currently enrolled at any higher education institution. **Program costs**, over a one-year period, would be – again – **roughly \$12,000/year**. 18 students, enrolled in these 15 credits (\$80.50/credit), would produce **roughly \$21,735** in tuition dollars. Presumably, many students will complete the required course sequence within a semester, while others will attend courses part-time. In any case, we believe that the Business and Applied Technology Division can easily cover the costs of this program.

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
18 students	18 students	18 students	18 students	18 students	18 students

Detailed Program Budget:

Revenue

18 students, enrolled in 15 credits/year @ \$80.50/credit (our tuition rate) =
Total potential revenue of \$21,735/year

Expenses

Two adjunct faculty salaries
 Salary @ \$3000/course, for four courses
 Potential maximum = **\$12,000/year**

Program costs would be covered by tuition.

Appendices:

A = New Mexico Workforce Connections state data

B = “The Economic Base of McKinley County, NM” (Arrowhead Center)

C = List of similar programs

D = List of potential employers

G = Letter from Dr. Pamela Cheek, Associate Provost

Please be advised due to inclement weather, New Mexico Workforce Connection offices in Taos will be on a two-hour delay today, March 8, 2022.

Information
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Here is the information you selected for Accommodation and Food Services in New Mexico.



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Accommodation and Food Services - The Accommodation and Food Services sector comprises establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food services establishments because the two activities are often combined at the same establishment. Excluded from this sector... [More](#)

Source: North American Industry Classification System (NAICS)

Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Customer service	1,000
Honesty	343
Cash handling	288
Must be flexible	272
Positive attitude	266

Source: Online advertised jobs data

Occupational Employment Distribution

Occupation	Estimated Employment
Waiters and Waitresses	15,342
Cooks, Restaurant	8,957
First-Line Supervisors of Food Preparation and Serving Workers	6,186
Food Preparation Workers	2,658
Hosts and Hostesses, Restaurant, Lounge, and	2,473

Coffee Shop

Source: NMDWS, Employment Projections program

Number of Employers in New Mexico by Workforce Region

Source: Employer information is provided by Infogroup®,
Omaha, NE, 800/555-5211.

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Advertised Job Openings in New Mexico by County

Source: Online advertised jobs data

Employment

11.0%

of all jobs in New Mexico

Source: NMDWS, Quarterly Census of Employment and Wages program

Jobs Available

2,440

job openings advertised online on March 7, 2022

Source: Online advertised jobs data

Advertised Tools and Technology

Advertised Detailed Tool

Job Opening

or Technology	Match Count
Abstraction plus reference plus synthesis (A++)	3,022
Point of sale (POS) systems	159
Cash Register	153
Personal protective equipment	118
Microsoft (MS) Office	87

Source: Online advertised jobs data

Advertised Job Certifications

Advertised Certification Group	Job Opening Match Count
ICAgile Certifications	76
American Heart Association (AHA) CPR & First Aid Certifications	72
ServSuccess Certifications	38
Commercial Drivers License (CDL)	20
Cisco Associate Certifications	17

Source: Online advertised jobs data

Monthly Job Count

3,628
job openings advertised online in February 2022

Source: Online advertised jobs data

Employers

5,359
employer locations listed for Accommodation and Food Services

Source: Employer information is provided by Data Axle®, Omaha, NE, 800/555-5211.

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Wages

Average Hourly Wage†	Average Weekly Wage	Average Annual Wage†
\$11.28	\$451	\$23,452

† Assumes a 40-hour week worked the year round.

Source: NMDWS, Quarterly Census of Employment and Wages program

Wage Distribution in New Mexico by Workforce Region

Source: NMDWS, Quarterly Census of Employment and Wages
program

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Virtual One Stop - Sapphire



This page displays detailed data on Occupational Projections (Long-term).

Use the Filter options to change the selections displayed in the table and data visualizations.

Pin to Dashboard

For help click the information icon.

Occupational Employment Projections - Long Term



Filter

Refine Results

Find:

More Info	Area	Time Period	Occupation	Occupation Code	Estimated Employment	Projected Employment	Total Employment Change	Annual Avg. Percent Change	Total Percent Change	Annual Change	Annual Transfers	Annual Exits	Annual Openings
	New Mexico	2018-2028	Business and Financial Operations	130000	37,267	39,867	2,600	0.68%	6.98%	260	2,572	1,070	3,902

Narrative: The estimated number of Business and Financial Operations employed in New Mexico in 2018 was 37,267. It is projected that in 2028 there will be 39,867. This represents an annual average growth rate of 0.68%. [Profile](#)

Description: No description available.

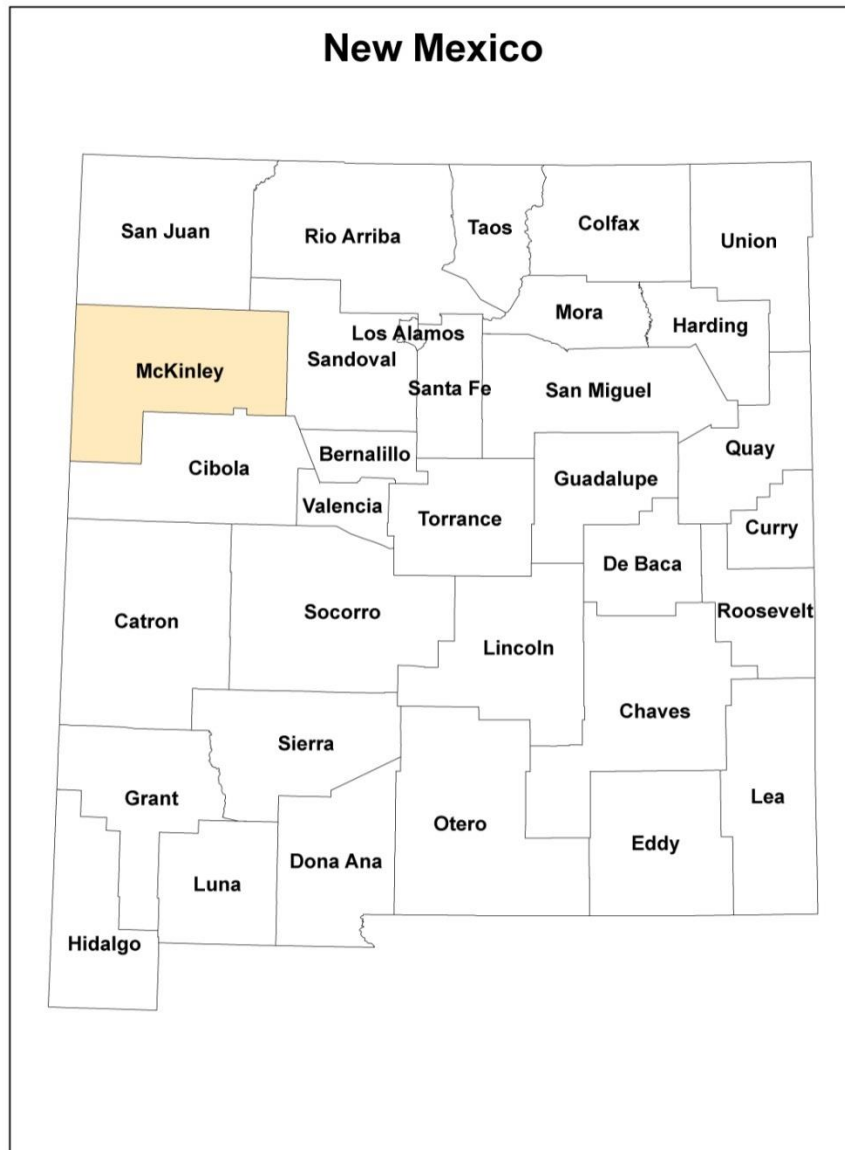
Show: Showing 1 to 1 of 1 entries (filtered from 22 total entries) [Previous](#) **1** [Next](#)

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The Economic Base of McKinley County, NM

**PREPARED BY: Arrowhead Center,
New Mexico State University**

DATE: July 2020



The Economic Base of McKinley County, New Mexico

Introduction

This report is one of 35 economic base studies prepared by New Mexico State University's (NMSU) Arrowhead Center. Of the 35 reports, 33 describe the economic base of New Mexico's counties. There are separate reports for the State of New Mexico and for the Albuquerque Metropolitan Statistical Area (MSA). New Mexico has three additional MSAs (Las Cruces, Santa Fe, and Farmington), all of which are single county MSAs; separate reports for these MSAs were not prepared. All 35 reports may be found at <http://arrowheadcenter.nmsu.edu/economic-and-policy-studies/>.

The reports have been prepared under the direction of James Peach. Erin Sumner, a graduate student in the NMSU Doctorate of Economic Development program, did much of the work on the updates. Comments and suggestions are welcome and are to be sent to jpeach@nmsu.edu. Our intent is to update these reports on an annual basis.

An economic base study is a descriptive tool used to analyze the composition of local economic activity. Economic base studies are often conducted to help guide local economic development activities and to help economic development officials make decisions such as what type of firms they should attempt to attract to local areas. Economic base studies can also help local and regional businesses better understand local and export product markets.

The specific purposes of economic base studies include:

- Understand regional economic growth
- Make short and long-term forecasts
- Identify potential growth sectors
- Identify potential problem areas

According to economic base theory, any local economy may be divided into basic and non-basic industries. This theory also suggests that economic growth depends on sectors that export goods and services out of the region (basic industries), as opposed to those businesses whose services remain local, (non-basic industries). Basic industries promote local economic growth by bringing jobs and income into the local economy. Non-basic industries serve local residents and provide support to basic industries.

An industry classified as basic in one region may be identified as non-basic in another region. One common means of identifying local basic activity is through the use of location quotients (LQs). LQs are calculated as a single industry's percent of total local employment divided by that industry's percent of total state or national employment. For example, an LQ for a single New Mexico industry (industry j) may be calculated as follows:

$$\text{LQ} = \frac{(\text{Employment in industry j in NM} / \text{total employment in NM})}{(\text{Employment in industry j in US} / \text{total employment in US})}$$

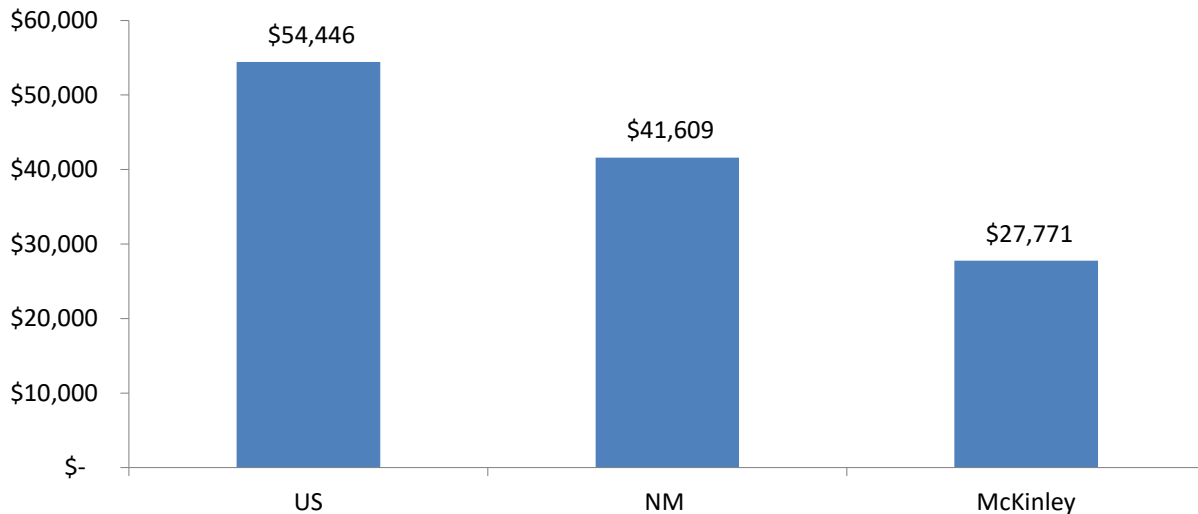
The LQ serves to illustrate the relative importance in the level of the local employment of that sector with respect to the benchmark economy, state or national. An LQ greater than 1.0 indicates that a particular industry employs proportionately more workers locally than it does at the state or national level. Conversely, an LQ of less than 1.0 indicates that the industry of note employs fewer workers locally as compared to the state or national average. For additional information on LQs, see <http://arrowheadcenter.nmsu.edu/wp-content/uploads/2015/06/WhatisaLocationQuotient.pdf>.

In this report, LQs are calculated for industries within McKinley County with the national employment as the basis for comparison (see Table 1). Additionally, LQs using employment for the state of New Mexico as the benchmark are included (see Table 2). In this report, basic industries are identified utilizing general knowledge about the structure of the local economy combined with LQs greater than 1.0. LQs are described for the most recent year for which data were available and for the four preceding years (2014-2018). The data used in this report are from the U.S. Department of Commerce, Bureau of Economic Analysis (BEA) which can be found at www.bea.gov.

McKinley County, New Mexico

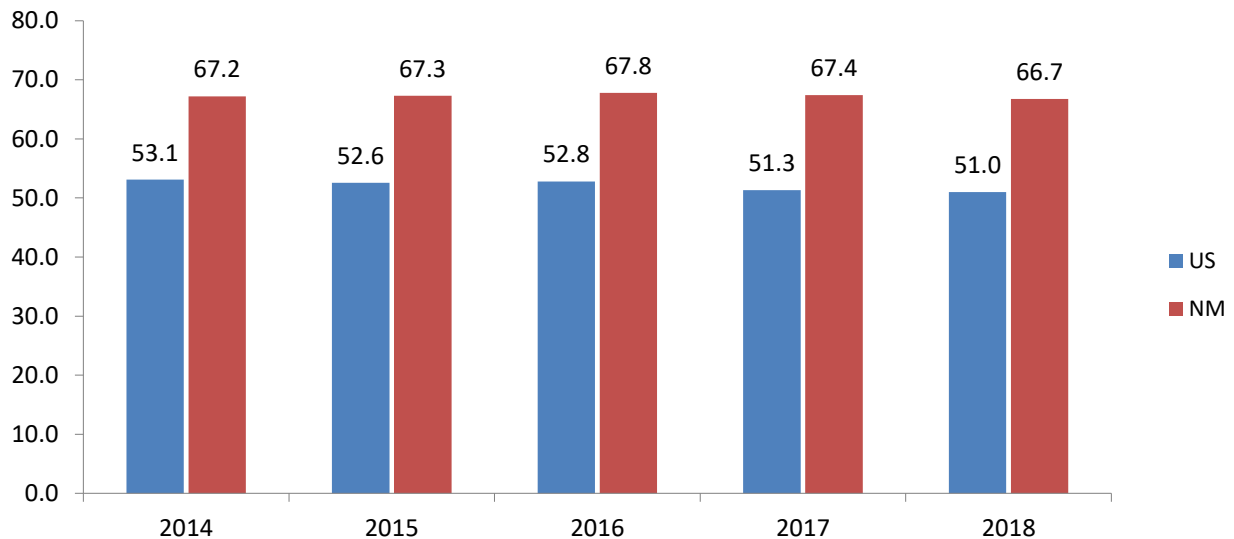
McKinley County is located in the north western section of New Mexico and contains 5,449.81 square miles, or 4.49 percent of the land area in the state. The population for McKinley County in 2018 was 72,290, or 3.45 percent of the state total, ranking 7th in terms of population. The City of Gallup had a population of 22,105 and represented 30.58 percent of total population for McKinley County in 2018. Between 2014 and 2018, the population of McKinley County decreased by 0.71 percent. During the same period, New Mexico's population increased by 0.24 percent and the United States population increased by 2.76 percent.

Figure 1. Per Capita Personal Income: McKinley County (2018)



Per capita personal income in McKinley County in 2018 was \$27,771. Per capita income for McKinley County in 2018 represented 66.74 percent corresponding state figure of \$41,609 and 51.01 percent of the national average of \$54,446 (see Figure 2). Despite its low per capita income, the percentage growth for McKinley's per capita income between 2014 and 2018 was 11.15 percent. The percentage growth for the state between 2014 and 2018 was 11.91 percent and 15.70 percent for the nation.

Figure 2. Per Capita Income of McKinley County as a Percent of U.S. and New Mexico (2014-2018)



Total employment in McKinley County was 28,710 in 2018. Between 2014 and 2018, total employment for McKinley County decreased by 4.55 percent, compared to the increase of New Mexico’s 2.93 percent growth rate and the nation’s 7.79 percent growth rate. The employment to population ratio for McKinley County was 0.40, significantly lower compared to the state’s ratio of 0.53 and nation’s ratio of 0.61. This ratio represents a low rate of population being employed.

In 2018, 67.63 percent of all workers in McKinley County were employed in the Private sector, while Government and Government Enterprises accounted for 25.06 percent and Farm employment accounted for 7.31 percent of total employment. Industries with the highest percentages of total employment included: Healthcare and Social Assistance (14.79), Retail Trade (12.63), Accommodation and Food Services (10.92), and Wholesale Trade (4.60). In the public sector, Local government and Federal/civilian employment were the largest employers in the public sector with 13.56 and 8.50 percent of total employment, respectively. State government employment accounted for 2.37 percent and Military for 0.63 percent. Employment for McKinley County by sector is displayed in Table 1.

Basic and Non-Basic Industries in McKinley County, New Mexico

Table 2 contains LQs for McKinley County from 2014 and 2018 calculated using data for the United States as basis for comparison. Table 3 contains LQs for McKinley County from 2014 and 2018 calculated with respect to the state of New Mexico. For the purposes of this report, an LQ greater than 1.0 with respect to U.S. employment is considered as a basic industry. Sectors with LQs greater than 1.0 have been shaded.

The importance of the agricultural sector to the economic base of McKinley County is reflected in a large LQ for the county under Farm employment, with an LQ of 5.63. This industry has experienced consistent growth during the years considered, with LQs steadily increasing. Wholesale Trade with an LQ of 1.44 is also considered a basic industry for McKinley County, which implies that the county economy is dependent on its wholesale trade specialty. Accommodation and Food Services is also to be considered a basic economic activity for McKinley County, with an LQ of 1.45. Gallup's location on I-40 between Albuquerque and the State of Arizona, as well as its historical hotels, makes it a common stop-over for travelers.

Healthcare and Social Assistance is also considered a basic sector with an LQ of 1.31 in 2018. This LQ reflects the large employment base from the two main medical centers of McKinley County, Rehoboth McKinley Christian Hospital and Gallup Indian Medical Center, both located in Gallup. Though Healthcare and Social Assistance is often categorized as non-basic industry, considering the importance of these hospitals in serving neighboring areas—especially Native American reservations at the Gallup Indian Medical Center, this sector has been included as part of the economic base of McKinley County. Retail Trade with an LQ of 1.31 is also considered a basic industry for McKinley County.

Although Mining has historically been a basic industry in McKinley County, employment data for Mining was undisclosed by the BEA between 2014 and 2018. The Utilities sector with an LQ of 1.84 in 2018 is considered a non-basic or a support industry for McKinley County.

Government and Government Enterprises entry is the aggregate figure of all government levels listed as government categories. In 2018, one public sector industry with an LQ greater than 1.0 was Federal/civilian employment with an LQ of 5.99. This was considered a basic industry for McKinley County. This large LQ reflects the employment base of the Gallup

Indian Medical Center, part of the Indian Health Service. Local government had an LQ of 1.89. Even when local government is greater than 1.0, local government is generally categorized as non-basic given that local governments collect taxes from residents to provide for the services to the community, including employment. Following this practice, local government for McKinley County will be considered as non-basic industry.

The data for 2018 suggest that in McKinley County, the following industries are to be considered basic:

1. Agricultural sector with Farm employment, accounted for 2,098 jobs.
2. Wholesale Trade, accounted for 1,322 jobs.
3. Accommodation and Food Services, accounted for 3,136 jobs.
4. Healthcare and Social Assistance, accounted for 4,247 jobs.
5. Retail Trade, accounted for 3,627 jobs.
6. Federal/civilian employment, accounted for 2,441 jobs.

It is common in economic base studies to calculate an export-base employment multiplier. This employment multiplier is obtained by dividing total employment in McKinley County by total employment in the basic sectors. In the case of McKinley County, the multiplier is equal to 1.70 (28,710 / 16,871). This ratio suggests that the addition of each basic sector job in McKinley County would be associated with additional 1.70 non-basic sector jobs. The export base multiplier (1.70) calculated above reinforces the importance of basic (exporting) industries to the economy of McKinley County. This employment multiplier is not to be compared to employment multipliers included in economic impact analysis tools including RIMS, REMI, and IMPLAN. In the case of McKinley County, potential double counting occupation may result in an upward bias of the multiplier given that farm proprietors often have more than one occupation.

Local economic development policy actions such as the creation of industrial parks, tax abatement and financing, and workforce development projects are often used by local communities to expand an area's economic base. The development of a community economic development plan is to include the appropriate combination of policies, which often result from public and private sector interaction.

Changes from Prior Year

This document has been revised to reflect data figures obtained from the BEA for economic data and the U.S. Census for population data. The population for McKinley County in 2018 was 72,290, a 0.39 percent decrease from a population of 72,574 in 2017. Per capita income for McKinley County in 2018 was \$27,771, which was an increase of 4.26 percent from \$26,636 in 2017. Total employment for McKinley County decreased by 0.52 percent from 2017 to 2018, a decrease of 149 jobs.

Tables 1 to 10 appear on pages 8-17

Table 1: McKinley Employment by Industry 2014-2018					
Number of jobs by industry	2014	2015	2016	2017	2018
By type					
Wage and salary employment	21699	22097	22207	22225	22052
Proprietors employment	8378	8069	6851	6634	6658
Farm proprietors employment	2061	2031	2027	2011	1986
Nonfarm proprietors employment 2/	6317	6038	4824	4623	4672
By industry					
Farm employment	2163	2143	2152	2124	2098
Nonfarm employment	27914	28023	26906	26735	26612
Private nonfarm employment	20258	20366	19406	19313	19416
Forestry, fishing, and related activities	N/A	N/A	N/A	N/A	N/A
Mining	N/A	N/A	N/A	N/A	N/A
Utilities	153	150	151	156	155
Construction	869	978	972	801	837
Manufacturing	1220	1276	1219	1093	1099
Wholesale trade	2690	2409	1385	1386	1322
Retail trade	3744	3874	3737	3679	3627
Transportation and warehousing	593	642	610	679	710
Information	234	221	228	234	232
Finance and insurance	533	526	541	532	526
Real estate and rental and leasing	487	506	532	485	498
Professional, scientific, and technical services	528	503	469	443	445
Management of companies and enterprises	61	72	56	48	54
Administrative and waste management services	484	497	459	515	633
Educational services	312	250	274	274	277
Health care and social assistance	3829	3962	4130	4244	4247
Arts, entertainment, and recreation	263	236	241	281	290
Accommodation and food services	2804	2894	3066	3168	3136
Other services, except public administration	1312	1234	1195	1176	1188
Government and government enterprises	7656	7657	7500	7422	7196
Federal, civilian	2444	2447	2478	2508	2441
Military	196	186	187	185	182
State and local	5016	5024	4835	4729	4573
State government	729	735	709	684	681
Local government	4287	4289	4126	4045	3892
Total employment	30,077	30,166	29,058	28,859	28,710

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N

Table 2: Location Quotients for McKinley (US Base) 2014-2018					
US Base	2014	2015	2016	2017	2018
By type					
Wage and salary employment	0.93	0.94	0.99	1.00	1.00
Proprietors employment	1.25	1.19	1.05	1.01	1.00
Farm proprietors employment	6.94	7.01	7.42	7.61	7.76
Nonfarm proprietors employment	0.99	0.93	0.77	0.73	0.73
By industry					
Farm employment	5.07	5.11	5.43	5.53	5.63
Nonfarm employment	0.94	0.94	0.94	0.94	0.94
Private nonfarm employment	0.79	0.79	0.78	0.78	0.78
Forestry, fishing, and related activities	N/A	N/A	N/A	N/A	N/A
Mining	N/A	N/A	N/A	N/A	N/A
Utilities	1.63	1.58	1.62	1.80	1.84
Construction	0.56	0.63	0.63	0.52	0.53
Manufacturing	0.59	0.62	0.62	0.56	0.57
Wholesale trade	2.48	2.23	1.43	1.46	1.44
Retail trade	1.24	1.28	1.30	1.30	1.31
Transportation and warehousing	0.58	0.58	0.55	0.54	0.53
Information	0.44	0.42	0.45	0.47	0.47
Finance and insurance	0.34	0.34	0.35	0.35	0.35
Real estate and rental and leasing	0.36	0.37	0.40	0.36	0.37
Professional, scientific, and technical services	0.25	0.24	0.23	0.22	0.22
Management of companies and enterprises	0.16	0.19	0.14	0.13	0.14
Administrative and waste management services	0.26	0.27	0.25	0.29	0.35
Educational services	0.43	0.34	0.39	0.40	0.41
Health care and social assistance	1.14	1.17	1.26	1.30	1.31
Arts, entertainment, and recreation	0.39	0.35	0.37	0.42	0.43
Accommodation and food services	1.28	1.31	1.42	1.46	1.45
Other services, except public administration	0.75	0.70	0.72	0.72	0.74
Government and government enterprises	1.97	2.00	2.05	2.07	2.05
Federal, civilian	5.42	5.49	5.79	5.99	5.99
Military	0.61	0.60	0.65	0.65	0.66
State and local	1.61	1.64	1.65	1.64	1.62
State government	0.85	0.87	0.88	0.87	0.88
Local government	1.90	1.93	1.94	1.94	1.89
Total employment	1.00	1.00	1.00	1.00	1.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

Table 3: Location Quotients for McKinley (NM Base) 2014-2018					
NM Based	2014	2015	2016	2017	2018
By type					
Wage and salary employment	0.92	0.93	0.97	0.98	0.98
Proprietors employment	1.31	1.26	1.11	1.07	1.08
Farm proprietors employment	3.45	3.41	3.54	3.56	3.63
Nonfarm proprietors employment	1.09	1.04	0.86	0.82	0.83
By industry					
Farm employment	2.75	2.67	2.71	2.78	2.84
Nonfarm employment	0.95	0.95	0.95	0.95	0.95
Private nonfarm employment	0.86	0.86	0.85	0.85	0.86
Forestry, fishing, and related activities	N/A	N/A	N/A	N/A	N/A
Mining	N/A	N/A	N/A	N/A	N/A
Utilities	1.20	1.16	1.16	1.28	1.32
Construction	0.53	0.59	0.61	0.49	0.51
Manufacturing	1.29	1.35	1.38	1.28	1.27
Wholesale trade	3.36	3.06	2.05	2.11	2.09
Retail trade	1.18	1.22	1.24	1.26	1.26
Transportation and warehousing	0.82	0.85	0.86	0.86	0.84
Information	0.54	0.51	0.54	0.57	0.59
Finance and insurance	0.55	0.55	0.57	0.57	0.57
Real estate and rental and leasing	0.45	0.46	0.50	0.46	0.46
Professional, scientific, and technical services	0.25	0.23	0.23	0.21	0.21
Management of companies and enterprises	0.39	0.44	0.33	0.30	0.32
Administrative and waste management services	0.32	0.34	0.32	0.35	0.43
Educational services	0.67	0.53	0.61	0.61	0.63
Health care and social assistance	1.11	1.11	1.16	1.20	1.22
Arts, entertainment, and recreation	0.39	0.35	0.38	0.42	0.43
Accommodation and food services	1.14	1.16	1.25	1.29	1.28
Other services, except public administration	0.86	0.80	0.81	0.81	0.82
Government and government enterprises	1.32	1.33	1.35	1.37	1.36
Federal, civilian	2.99	3.03	3.17	3.26	3.28
Military	0.40	0.40	0.41	0.41	0.40
State and local	1.11	1.12	1.12	1.13	1.12
State government	0.45	0.45	0.45	0.45	0.46
Local government	1.49	1.50	1.50	1.51	1.48
Total employment	1.00	1.00	1.00	1.00	1.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

Table 4: McKinley, Total Employment by Industry 2018		
	Total Jobs	Percent of Total Employment
By type		
Wage and salary employment	22,052	76.81
Proprietors employment	6,658	23.19
Farm proprietors employment	1,986	6.92
Nonfarm proprietors employment	4,672	16.27
By industry		
Farm employment	2,098	7.31
Nonfarm employment	26,612	92.69
Private nonfarm employment	19,416	67.63
Forestry, fishing, and related activities	N/A	N/A
Mining	N/A	N/A
Utilities	155	0.54
Construction	837	2.92
Manufacturing	1,099	3.83
Wholesale trade	1,322	4.60
Retail trade	3,627	12.63
Transportation and warehousing	710	2.47
Information	232	0.81
Finance and insurance	526	1.83
Real estate and rental and leasing	498	1.73
Professional, scientific, and technical services	445	1.55
Management of companies and enterprises	54	0.19
Administrative and waste management services	633	2.20
Educational services	277	0.96
Health care and social assistance	4,247	14.79
Arts, entertainment, and recreation	290	1.01
Accommodation and food services	3,136	10.92
Other services, except public administration	1,188	4.14
Government and government enterprises	7,196	25.06
Federal, civilian	2,441	8.50
Military	182	0.63
State and local	4,573	15.93
State government	681	2.37
Local government	3,892	13.56
Total employment	28,710	100.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

Table 5: New Mexico Employment by Industry 2014-2018					
Number of jobs by industry	2014	2015	2016	2017	2018
By type					
Wage and salary employment	852,638	859,962	861,216	862,809	875,574
Proprietors employment	231,134	232,022	231,421	234,860	240,000
Farm proprietors employment	21,557	21,579	21,534	21,511	21,243
Nonfarm proprietors employment 2/	209,577	210,443	209,887	213,349	218,757
By industry					
Farm employment	28,346	29,040	29,884	29,031	28,687
Nonfarm employment	1,055,426	1,062,944	1,062,753	1,068,638	1,086,887
Private nonfarm employment	845,767	854,456	854,248	862,552	881,228
Forestry, fishing, and related activities	5,674	5,541	5,820	5,989	6,157
Mining	38,214	36,656	31,809	31,204	34,490
Utilities	4,591	4,684	4,900	4,623	4,576
Construction	59,584	59,707	60,008	62,061	64,328
Manufacturing	34,027	34,157	33,187	32,562	33,596
Wholesale trade	28,854	28,501	25,380	24,989	24,563
Retail trade	113,924	114,887	113,636	111,466	111,663
Transportation and warehousing	25,905	27,245	26,673	30,016	32,916
Information	15,725	15,587	16,001	15,491	15,297
Finance and insurance	34,781	34,461	35,685	35,674	36,018
Real estate and rental and leasing	39,111	39,659	39,865	40,497	41,842
Professional, scientific, and technical services	76,116	77,543	77,750	79,918	81,618
Management of companies and enterprises	5,632	5,875	6,336	6,143	6,488
Administrative and waste management services	54,370	52,996	53,892	56,396	57,515
Educational services	16,709	16,959	17,013	17,048	17,004
Health care and social assistance	124,796	129,722	134,264	134,791	135,667
Arts, entertainment, and recreation	24,227	24,245	24,150	25,154	26,008
Accommodation and food services	88,297	90,194	92,523	93,512	95,173
Other services, except public administration	55,230	55,837	55,356	55,018	56,309
Government and government enterprises	209,659	208,488	208,505	206,086	205,659
Federal, civilian	29,451	29,188	29,385	29,281	28,881
Military	17,809	16,837	17,132	17,346	17,588
State and local	162,399	162,463	161,988	159,459	159,190
State government	58,771	58,969	58,707	57,448	57,079
Local government	103,628	103,494	103,281	102,011	102,111
Total employment	1,083,772	1,091,984	1,092,637	1,097,669	1,115,574

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N

Table 6: United States Employment by Industry 2014-2018					
Number of jobs by industry	2014	2015	2016	2017	2018
By type					
Wage and salary employment	144,722,000	147,636,000	149,912,000	151,860,000	154,375,000
Proprietors employment	41,511,800	42,679,800	43,459,900	44,965,300	46,371,000
Farm proprietors employment	1,840,000	1,829,000	1,818,000	1,802,000	1,790,000
Nonfarm proprietors employment	39,671,800	40,850,800	41,641,900	43,163,300	44,581,000
By industry					
Farm employment	2,643,000	2,646,000	2,638,000	2,621,000	2,604,000
Nonfarm employment	183,590,800	187,669,800	190,733,900	194,204,300	198,142,000
Private nonfarm employment	159,535,800	163,523,800	166,428,900	169,778,300	173,599,000
Forestry, fishing, and related activities	941,000	915,900	935,200	938,300	969,400
Mining	1,597,500	1,553,300	1,452,200	1,320,900	1,353,700
Utilities	580,600	597,400	622,000	590,800	589,700
Construction	9,564,300	9,844,900	10,322,100	10,557,000	10,973,300
Manufacturing	12,907,600	13,076,600	13,131,900	13,235,200	13,501,300
Wholesale trade	6,719,600	6,817,100	6,463,400	6,492,900	6,422,200
Retail trade	18,713,100	19,092,300	19,195,500	19,345,100	19,307,500
Transportation and warehousing	6,282,400	6,932,700	7,418,200	8,520,900	9,364,300
Information	3,327,000	3,316,400	3,384,900	3,404,500	3,460,100
Finance and insurance	9,621,000	9,845,600	10,188,400	10,250,300	10,394,600
Real estate and rental and leasing	8,405,800	8,668,300	8,868,200	9,203,700	9,504,800
Professional, scientific, and technical services	12,864,700	13,333,200	13,496,900	13,848,200	14,203,900
Management of companies and enterprises	2,361,300	2,425,500	2,603,800	2,568,700	2,669,500
Administrative and waste management services	11,719,200	11,770,600	12,034,600	12,212,600	12,472,900
Educational services	4,498,100	4,610,900	4,641,800	4,702,400	4,771,700
Health care and social assistance	20,798,400	21,351,100	21,816,100	22,214,300	22,619,800
Arts, entertainment, and recreation	4,223,300	4,220,100	4,363,100	4,518,600	4,684,900
Accommodation and food services	13,548,900	13,977,700	14,399,000	14,788,400	15,077,500
Other services, except public administration	10,862,000	11,174,200	11,091,600	11,065,500	11,257,900
Government and government enterprises	24,055,000	24,146,000	24,305,000	24,426,000	24,543,000
Federal, civilian	2,792,000	2,810,000	2,847,000	2,857,000	2,849,000
Military	1,975,000	1,957,000	1,928,000	1,929,000	1,922,000
State and local	19,288,000	19,379,000	19,530,000	19,640,000	19,772,000
State government	5,330,000	5,349,000	5,356,000	5,383,000	5,395,000
Local government	13,958,000	14,030,000	14,174,000	14,257,000	14,377,000
Total employment	186,233,800	190,315,800	193,371,900	196,825,300	200,746,000

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N

Table 7: McKinley, New Mexico and United States Percent of Employment by Industry 2018

	United States	New Mexico	McKinley
By type			
Wage and salary employment	76.90	78.49	76.81
Proprietors employment	23.10	21.51	23.19
Farm proprietors employment	0.89	1.90	6.92
Nonfarm proprietors employment	22.21	19.61	16.27
By industry			
Farm employment	1.30	2.57	7.31
Nonfarm employment	98.70	97.43	92.69
Private nonfarm employment	86.48	78.99	67.63
Forestry, fishing, and related activities	0.48	0.55	N/A
Mining	0.67	3.09	N/A
Utilities	0.29	0.41	0.54
Construction	5.47	5.77	2.92
Manufacturing	6.73	3.01	3.83
Wholesale trade	3.20	2.20	4.60
Retail trade	9.62	10.01	12.63
Transportation and warehousing	4.66	2.95	2.47
Information	1.72	1.37	0.81
Finance and insurance	5.18	3.23	1.83
Real estate and rental and leasing	4.73	3.75	1.73
Professional, scientific, and technical services	7.08	7.32	1.55
Management of companies and enterprises	1.33	0.58	0.19
Administrative and waste management services	6.21	5.16	2.20
Educational services	2.38	1.52	0.96
Health care and social assistance	11.27	12.16	14.79
Arts, entertainment, and recreation	2.33	2.33	1.01
Accommodation and food services	7.51	8.53	10.92
Other services, except public administration	5.61	5.05	4.14
Government and government enterprises	12.23	18.44	25.06
Federal, civilian	1.42	2.59	8.50
Military	0.96	1.58	0.63
State and local	9.85	14.27	15.93
State government	2.69	5.12	2.37
Local government	7.16	9.15	13.56
Total employment	100.00	100.00	100.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

Table 8: McKinley Percent of Employment by Sectors 2014-2018					
Description	2014	2015	2016	2017	2018
By type					
Wage and salary employment	72.14	73.25	76.42	77.01	76.81
Proprietors employment	27.86	26.75	23.58	22.99	23.19
Farm proprietors employment	6.85	6.73	6.98	6.97	6.92
Nonfarm proprietors employment	21.00	20.02	16.60	16.02	16.27
By industry					
Farm employment	7.19	7.10	7.41	7.36	7.31
Nonfarm employment	92.81	92.90	92.59	92.64	92.69
Private nonfarm employment	67.35	67.51	66.78	66.92	67.63
Forestry, fishing, and related activities	N/A	N/A	N/A	N/A	N/A
Mining	N/A	N/A	N/A	N/A	N/A
Utilities	0.51	0.50	0.52	0.54	0.54
Construction	2.89	3.24	3.35	2.78	2.92
Manufacturing	4.06	4.23	4.20	3.79	3.83
Wholesale trade	8.94	7.99	4.77	4.80	4.60
Retail trade	12.45	12.84	12.86	12.75	12.63
Transportation and warehousing	1.97	2.13	2.10	2.35	2.47
Information	0.78	0.73	0.78	0.81	0.81
Finance and insurance	1.77	1.74	1.86	1.84	1.83
Real estate and rental and leasing	1.62	1.68	1.83	1.68	1.73
Professional, scientific, and technical services	1.76	1.67	1.61	1.54	1.55
Management of companies and enterprises	0.20	0.24	0.19	0.17	0.19
Administrative and waste management services	1.61	1.65	1.58	1.78	2.20
Educational services	1.04	0.83	0.94	0.95	0.96
Health care and social assistance	12.73	13.13	14.21	14.71	14.79
Arts, entertainment, and recreation	0.87	0.78	0.83	0.97	1.01
Accommodation and food services	9.32	9.59	10.55	10.98	10.92
Other services, except public administration	4.36	4.09	4.11	4.07	4.14
Government and government enterprises	25.45	25.38	25.81	25.72	25.06
Federal, civilian	8.13	8.11	8.53	8.69	8.50
Military	0.65	0.62	0.64	0.64	0.63
State and local	16.68	16.65	16.64	16.39	15.93
State government	2.42	2.44	2.44	2.37	2.37
Local government	14.25	14.22	14.20	14.02	13.56
Total employment	100.00	100.00	100.00	100.00	100.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

Table 9: New Mexico Percent of Employment by Industry 2014-2018					
Description	2014	2015	2016	2017	2018
By type					
Wage and salary employment	78.67	78.75	78.82	78.60	78.49
Proprietors employment	21.33	21.25	21.18	21.40	21.51
Farm proprietors employment	1.99	1.98	1.97	1.96	1.90
Nonfarm proprietors employment	19.34	19.27	19.21	19.44	19.61
By industry					
Farm employment	2.62	2.66	2.74	2.64	2.57
Nonfarm employment	97.38	97.34	97.26	97.36	97.43
Private nonfarm employment	78.04	78.25	78.18	78.58	78.99
Forestry, fishing, and related activities	0.52	0.51	0.53	0.55	0.55
Mining	3.53	3.36	2.91	2.84	3.09
Utilities	0.42	0.43	0.45	0.42	0.41
Construction	5.50	5.47	5.49	5.65	5.77
Manufacturing	3.14	3.13	3.04	2.97	3.01
Wholesale trade	2.66	2.61	2.32	2.28	2.20
Retail trade	10.51	10.52	10.40	10.15	10.01
Transportation and warehousing	2.39	2.49	2.44	2.73	2.95
Information	1.45	1.43	1.46	1.41	1.37
Finance and insurance	3.21	3.16	3.27	3.25	3.23
Real estate and rental and leasing	3.61	3.63	3.65	3.69	3.75
Professional, scientific, and technical services	7.02	7.10	7.12	7.28	7.32
Management of companies and enterprises	0.52	0.54	0.58	0.56	0.58
Administrative and waste management services	5.02	4.85	4.93	5.14	5.16
Educational services	1.54	1.55	1.56	1.55	1.52
Health care and social assistance	11.51	11.88	12.29	12.28	12.16
Arts, entertainment, and recreation	2.24	2.22	2.21	2.29	2.33
Accommodation and food services	8.15	8.26	8.47	8.52	8.53
Other services, except public administration	5.10	5.11	5.07	5.01	5.05
Government and government enterprises	19.35	19.09	19.08	18.77	18.44
Federal, civilian	2.72	2.67	2.69	2.67	2.59
Military	1.64	1.54	1.57	1.58	1.58
State and local	14.98	14.88	14.83	14.53	14.27
State government	5.42	5.40	5.37	5.23	5.12
Local government	9.56	9.48	9.45	9.29	9.15
Total employment	100.00	100.00	100.00	100.00	100.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculations

Table 10: United States Percent of Employment by Industry 2014-2018					
Description	2014	2015	2016	2017	2018
By type					
Wage and salary employment	77.71	77.57	77.53	77.15	76.90
Proprietors employment	22.29	22.43	22.47	22.85	23.10
Farm proprietors employment	0.99	0.96	0.94	0.92	0.89
Nonfarm proprietors employment	21.30	21.46	21.53	21.93	22.21
By industry					
Farm employment	1.42	1.39	1.36	1.33	1.30
Nonfarm employment	98.58	98.61	98.64	98.67	98.70
Private nonfarm employment	85.66	85.92	86.07	86.26	86.48
Forestry, fishing, and related activities	0.51	0.48	0.48	0.48	0.48
Mining	0.86	0.82	0.75	0.67	0.67
Utilities	0.31	0.31	0.32	0.30	0.29
Construction	5.14	5.17	5.34	5.36	5.47
Manufacturing	6.93	6.87	6.79	6.72	6.73
Wholesale trade	3.61	3.58	3.34	3.30	3.20
Retail trade	10.05	10.03	9.93	9.83	9.62
Transportation and warehousing	3.37	3.64	3.84	4.33	4.66
Information	1.79	1.74	1.75	1.73	1.72
Finance and insurance	5.17	5.17	5.27	5.21	5.18
Real estate and rental and leasing	4.51	4.55	4.59	4.68	4.73
Professional, scientific, and technical services	6.91	7.01	6.98	7.04	7.08
Management of companies and enterprises	1.27	1.27	1.35	1.31	1.33
Administrative and waste management services	6.29	6.18	6.22	6.20	6.21
Educational services	2.42	2.42	2.40	2.39	2.38
Health care and social assistance	11.17	11.22	11.28	11.29	11.27
Arts, entertainment, and recreation	2.27	2.22	2.26	2.30	2.33
Accommodation and food services	7.28	7.34	7.45	7.51	7.51
Other services, except public administration	5.83	5.87	5.74	5.62	5.61
Government and government enterprises	12.92	12.69	12.57	12.41	12.23
Federal, civilian	1.50	1.48	1.47	1.45	1.42
Military	1.06	1.03	1.00	0.98	0.96
State and local	10.36	10.18	10.10	9.98	9.85
State government	2.86	2.81	2.77	2.73	2.69
Local government	7.49	7.37	7.33	7.24	7.16
Total employment	100.00	100.00	100.00	100.00	100.00

Source: Bureau of Economic Analysis at www.bea.gov, table CAEMP25N and author's calculation

List of Similar Programs

Business Administration Certificate (16 credit-hours) @ Santa Fe Community College

Business Foundations Certificate (15 credit-hours) @ San Juan College

Business Intern Certificate (18 credit-hours) @ Clovis Community College

Business Management Certificate (18 credit-hours) @ Luna Community College

Certificate in Business Fundamentals (16 credit-hours) @ Dona Ana Community College

Incomplete List of Potential Employers

A.J. Tires

Allen Theaters

Ashley Home Store

Bubany Insurance Agency

Butler's Office Supply

Farmers Insurance

Fire Rock Navajo Casino

First American Credit Union

Four Corners Title Co.

Gal-A-Bowl

Gallup Coffee Company

Gallup Lumber & Supply

Glenn's Pastries

Goodwill Industries of New Mexico

Home Depot

I Knead Sugar

Jiffy Lube

Joshua Turney Insurance / State Farm

Pinnacle Bank

Red Rock Insurance

Rio West Mall


TBK Bank

US Bank

WaFd Bank

Walmart

Wells Fargo Bank

From: Dr. Pamela Cheek, Associate Provost for Student Success 
To: Dr. Matthew Mingus, Dean Dan Primozic
Re: Certificate in Business Principles, Certificate in Business Administration, AAS in Business Administration
Date: April 6, 2022

On behalf of Office of the Provost and EVP for Academic Affairs, I have reviewed the initial proposal for the Certificate in Business Principles, the Certificate in Business Administration, and the AAS in Business Administration and support moving forward with the next stages of the proposal. The rationale presented for the set of stackable certificates is clear and the relationship with an accrediting body is appropriate. As you move forward with completion of the proposals for the certificates, please consider the following:

Providing clear information in course proposals and course catalog entries that will ultimately allow students to understand which courses may count for academic credit and which courses are career and technical education courses, so that students will not be misinformed about potential transfer of credits.

Providing clear information of eligibility of certificates for financial aid.

Recognizing that CTE and Academic programs at all UNM campuses are subject to cyclical Academic Program Review, even if they are also evaluated by an external accreditor.

Providing separate certificate and AAS submissions, to which this single letter can be appended as support for movement beyond the pre-proposal phase.

Thank you for your work on these curricula. As you may know, new curricula cannot be submitted to Curriculum Workflow until August, 2022 due to the platform transition that is underway.



CERTIFICATE IN OFFICE SPECIALIST

@ UNM-Gallup

CERTIFICATE/OFFICE SPECIALIST (15 Credits)
 Student Advisement and Graduation Checklist – 20**-20** Catalog

Student _____ UNM ID # _____ Date admitted _____
 Address _____
 Phone # _____ Academic Advisor _____
 Office # _____ Phone # _____

OFFICE SPECIALIST CORE: (15)	Credits	Grade	Semester/Institution
BCIS 1115 Introduction to Computers	3	_____	_____
BUSA 1210 Records Management	3	_____	_____
OTEC 1101 Beginning Keyboarding	3	_____	_____
BUSA 1130 Business Professionalism	3	_____	_____
BUSA 2240 Customer Service in Business	3	_____	_____

RATIONALE

- UNM-Gallup is interested in building short-term Certificate programs that can help non-traditional students increase their employability and leverage newly-learned skills in the labor market
- A 15-credit Certificate program is a low-risk way of gauging potential interest, and we hope to expand this into . . .
 - A 30-credit Certificate in Office Administration, and
 - A 60-credit AAS program in Office Administration

POTENTIAL STUDENTS / WORKFORCE OUTCOMES

- This program will be marketed to students who are already working and are looking to develop new skills for potential promotions, future job offers, and/or higher salaries
- Four of the top five employers in McKinley County rely heavily on office personnel
 - Gallup Indian Medical Center
 - Gallup-McKinley County Schools
 - Rehoboth McKinley Christian Hospital
 - City of Gallup
- Demand for these jobs is expected to remain static

FACULTY/RESOURCE NEEDS

- Current facilities are adequate
- **Expenses** will include four adjunct faculty members
 - Potential maximum cost **\$12,000/year**
- We hope to enroll 15 students/year
- 15 students, enrolled in 15 credits/year @ \$80/50/credit =
 - **\$18,112.50/year in potential revenue**
- Tuition would hopefully cover all expenses
 - If this program fails, it's easy to stop offering
- Once established, we will seek accreditation through the Accreditation Council for Business Schools and Programs
 - Annual cost = **\$4200/year** (combined for Office Specialist, HRT Customer Service, and Business Principles)



University of New Mexico

ROUTING SLIP FOR CURRICULAR CHANGES

ORIGINAL
COPY

Contract in Office Specialist Matt Minges 7 April 2022
Program name and/or Course Number Initiator's Name Date

1. Chairperson/Instructor (ALL FORMS MUST BE GRAMMATICALLY CORRECT AND TYPED)

- Form A: Transfer Application (change)
- Form B: New Course Outline
- Form C: New or Change Program
- Articulation Letter
- Syllabus Course outline
- Program outline new & old
- Transferable
- Justification
- Justification
- Main Campus Support (If Type B *see back)
- Credit Award
- Transferable
- Articulation Letter

2. Department Chair David Jarvis - Articulation Letter

- Corrections of Syllabus, Course Outline format Yes No
- All required forms attached Yes No

3. Dean of Instruction Ray

- Budget Implication Yes No
- Review for appropriateness Yes No

4. Zollinger Library Faculty Representative Yes No [Signature]

5. Reviews by the Manager of Computing Services Yes No [Signature]

6. Registrar (Two Weeks Before the Curricular Committee)

- Duplication of course/program Yes No
- Duplication of Main Campus course/program Yes No
- Appropriate number of course Yes No
- All required forms submitted Yes No

[Signature] 4/8/22
Signature Date

7. Dean's Assistant for distribution to Curricular Committee members 13 Apr. 2022
Date

8. Curricular Committee Action: Approval with revisions Tabled Approved as Submitted
 Rejected. Reason _____

[Signature] 29 April 2022
Chair Signature Date

9. Faculty Senate Approval Yes No; Reason _____
[Signature] 16 Spt. 2022
President Signature Date

10. Dean's Assistant: notified department to press "Submit to Dept. Chair" button on Curriculum Workflow

Date

Certificate in Office Specialist
Executive Summary
University of New Mexico-Gallup

Program Description

Goals. This proposed Certificate program in Office Specialist is intended to help students build or expand their skills in general office operations and procedures. This Certificate is primarily meant to serve students who are looking to increase their employability and leverage what they learn from their coursework in the labor market. Right now, most of the degree programs and pathways offered at UNM-Gallup focus on helping students transfer to four-year institutions. This is important and admirable, but there is a potential pool of prospective students who could benefit from degree programs and pathways focused, instead, on developing skills and knowledge that could help them earn promotions, job offers, or higher salaries in already-established sectors of their local economy.

Branch mission alignment. A Certificate in Office Specialist will help students “achieve their . . . professional goals,” which is an important part of the UNM-Gallup Mission statement.

UNM mission & strategic plan alignment. This program could help fulfill chunks of two of the goals outlined in UNM’s 2020 Strategic Plan. That plan’s second goal is, in part, to prepare “students to meet their long-term goals as lifelong learners in academic and personal achievement, career and leadership.” The seventh goal of that same plan is, in part, to “strengthen the state’s economy through . . . workforce development . . .” and prepare students “to become the next generation of entrepreneurs.” By helping students (especially, in regards to this program, working students who often have families) successfully earn a 15-credit credential in becoming an Office Specialist, UNM-Gallup can help them (in the words of the UNM mission) “contribute to the state and national [economy], and . . . lead satisfying lives.”

Other branch campuses. UNM-Taos offers a 31-credit-hour Certificate program in Office Technology. While UNM-Gallup hopes to eventually offer a 30-credit-hour Certificate in Office Administration (and, hopefully, a 60-credit-hour AAS in Office Administration as well), we would like to create a 15-credit-hour Certificate initially to gauge student interest. UNM-Los Alamos and UNM-Valencia do not offer anything comparable to what we are proposing here.

Employer involvement. If this proposal is allowed to move forward, we will seek advise, feedback, and direction from several business-related local organizations, including the Gallup Business Improvement District, the Gallup MainStreet Arts & Culture District, the Gallup-McKinley County Chamber of Commerce, and the Greater Gallup Economic Development Corporation.

Timeline. Assuming approval, we would like to see the program begin during the Fall 2023 semester.

Evidence of Need

Demand. According to the [most recent data](#) available from New Mexico State University’s Arrowhead Center (as of July 2020), sectors of the McKinley County economy that rely on white-collar office jobs – “Information”, “Administrative and Waste Management Services”, and, most notably, “Government” jobs – make up a significant percentage of the

county's overall employment (see APPENDIX B). The two largest employers in the county – the Gallup-McKinley County School district and the Gallup Indian Medical Center – employ hundreds of administrative office staff. This would be an excellent potential program for members of that labor pool who are not interested in leaving the local area and who struggle to complete college-level general education requirements, but who want to increase their employability with new skills and credentials.

Recruitment. Targeted recruitment efforts will include outreach and engagement with students who have expressed an interest in a business credential, but who struggle to complete college-level general education requirements, or who are currently working and/or caring for family members. Courses would be scheduled primarily online, in the evenings, or on weekends.

Similar Offerings in NM. San Juan College, Clovis Community College, and the New Mexico State University branch campuses offer similar Certificate programs that range from 24-28 credit-hours. Santa Fe Community College offers a [15-credit](#) Law Office Administrative Assistant Certificate.

Formal Needs Assessment. Jobs that require customer service skills and basic knowledge about office management are [projected to decrease](#) by 0.29% from 2018-2028 in New Mexico (see APPENDIX A). In the northwestern part of the state, demand for these jobs will remain static. Again, though, this program will primarily attempt to attract people who are already working in some of the largest sectors of our local economy.

Program Content and Quality

Curriculum Standards. The curriculum for this program will be made up of the following five courses:

BCIS 1115: Introduction to Computers (3 credits). This is a lecture and hands-on course which focuses on different technologies commonly used in various occupations. This course will provide students with an overview of computer hardware, operating software, and the MS Office suite of applications. The class will also include an overview of the history of technology and its future, and will also provide a fundamental introduction to industry-standard application software for word processing, database management, and graphics. Basic computer use, files and file structure, Windows, the internet, programming, ethics, and security will also be addressed. Course cannot apply to major or minor in Computer Science.

BUSA 1210: Records Management (3 credits). Principles, methods and procedures for the selection, operation and control of manual and automated records systems.

OTEC 1101: Beginning Keyboarding (3 credits). Develops proper keyboarding technique to achieve speed and accuracy. A minimum average of 25 words-per-minute (wpm) on three five-minute timings is required. This course will integrate keyboarding instruction with file management.

BUSA 1130: Business Professionalism (3 credits). Focuses on developing professional behavior appropriate for the business environment. Topics include: Life Management, goal setting, workplace etiquette, job search skills, interviewing, teamwork and team building, motivation, leadership, business communication and workplace interaction.

BUSA 2240: Customer Service in Business (3 credits). Established concepts of service quality in relationship to business success and maximization of returns to the organization. Explores techniques for delivering quality and service in a variety of business settings.

Of these courses, one (BCIS 1115) is going through the approval process of being added to the UNM catalog. The remaining four courses (BUSA 1210, OTEC 1101, BUSA 1130, and BUSA 2240) would not transfer to UNM, but are adopted from the New Mexico HED common course catalog. We hope to eventually expand this program into a 30-credit Certificate in Office Administration and a 60-credit AAS in Office Administration, so all of these courses would be “stackable” into any degree pathways developed later in this area of study.

Student Learning Outcomes. Upon completion of this Certificate program, students will be able to:

- Understand the basics of computer concepts and different technologies used by home users, small office/home office users, mobile users, power users, and enterprise users
- Operate and name different components of a computer
- Access the web and utilize the resources and explain the evolution of the internet
- Understand the importance of digital safety and security
- Recognize Records Control and Management systems
- Recognize the importance of using organized, efficient records management systems
- Understand and discuss the records retention cycle, including control procedures for transferring, storing, and destruction of files
- Demonstrate proper keyboarding techniques
- Communicate and interact in various office settings using professional etiquette
- Identify the skills needed to provide exceptional customer service

Instructional Models. Instruction will primarily be presented through lectures, discussion, and case studies.

Accreditation. UNM-Gallup will seek accreditation for this program through the [Accreditation Council for Business Schools and Programs](#) (ACBSP). Accreditation requires membership in the ACBSP, which costs roughly \$3000/year, along with a one-time fee of \$2500 to establish candidacy for Certificate accreditation. Each Certificate accredited requires a \$400 annual fee. If only this Certificate program was accredited through the ACBSP, it would cost UNM-Gallup a **total of \$5900** for initial accreditation, and a **total of \$3400 each year** to remain accredited.

Evaluation and Assessment

Measuring SLOs. Assessments will include learner self-assessments, peer assessments, and assessments by instructors, including quizzes, case studies, reflective writing and other assignments, portfolios, and performance-based assessments using standardized rubrics that crosscut, integrate, and apply the core competencies into real-world scenarios and customer encounters.

Program Effectiveness and Plan to Assess Learning Outcomes. Students will complete a comprehensive, qualitative course evaluation, along with the standard UNM student evaluations. Periodic consultation with local employers and businesspeople will also provide feedback to inform curricular refinement.

Required Resources

Our campus already routinely offers one of the courses required in this program (the non-transferable equivalent of BCIS 1115, IT 101). This program will require the potential addition of four adjunct hires, each teaching one section a semester, at roughly \$3k/course. The Business and Applied Technology Division at UNM-Gallup will absorb that, roughly, **\$12,000 annual cost**. These adjunct faculty will be required to have at least 18 graduate-level credit hours (and, preferably, a Master’s degree) in their area of instruction, or comparable work experience. No additional instructional space, additional faculty/student support, or additional equipment is needed to offer the courses required in this program.

Projected Enrollment & Costs

We plan to heavily market this program to working people not currently enrolled at any higher education institution. **Program costs**, over a one-year period, would be – again – **roughly \$12,000/year**. We hope to recruit 15 students, enrolled in these 15 credits (\$80.50/credit) each semester, which would produce **roughly \$18,112.50** in tuition dollars. Presumably, many students will complete the required course sequence within a semester, while others will attend courses part-time. In any case, we believe that the Business and Applied Technology Division can cover the costs of this program. Three of the courses in this program are shared with at least one other program being proposed for approval, so the costs discussed in this paragraph are a high estimate.

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
15 students	15 students	15 students	15 students	15 students	15 students

Detailed Program Budget:

Revenue

15 students, enrolled in 15 credits/year @ \$80.50/credit (our tuition rate) =

Total potential revenue of \$18,112.50/year

Expenses

Four adjunct faculty salaries

Salary @ \$1,000/credit hour, for twelve credit hours

Potential maximum = **\$12,000/year**

Program costs would be covered by tuition.

Appendices:

A = New Mexico Workforce Connections state data

B = “The Economic Base of McKinley County, NM” (Arrowhead Center)

C = List of similar programs

D = List of potential employers

G = Letter from Dr. Pamela Cheek, Associate Provost



This page displays detailed data on Occupational Projections (Long-term).

Use the Filter options to change the selections displayed in the table and data visualizations.

Pin to Dashboard

For help click the information icon.

Occupational Employment Projections - Long Term



Filter

Refine Results

Find:

More Info	Area	Time Period	Occupation	Occupation Code	Estimated Employment	Projected Employment	Total Employment Change	Annual Avg. Percent Change	Total Percent Change	Annual Change	Annual Transfers	Annual Exits	Annual Openings
	New Mexico	2018-2028	Office and Administrative Support	430000	127,800	124,154	-3,646	-0.29%	-2.85%	-365	8,699	6,169	14,503

Narrative: The estimated number of Office and Administrative Support employed in New Mexico in 2018 was 127,800. It is projected that in 2028 there will be 124,154. This represents an annual average growth rate of -0.29%. [Profile](#)

Description: No description available.

Show: Showing 1 to 1 of 1 entries (filtered from 22 total entries) [Previous](#) [1](#) [Next](#)

Copy CSV Excel PDF Print

List of Similar Programs

Administrative Office Assistant Certificate (31 credit-hours) @ San Juan College

Law Office Administrative Assistant Certificate (15 credit-hours) @ Santa Fe CC

Medical Office Administration Certificate (24 credit-hours) @ Clovis Community College

Office Administration Technology Certificate (33 credit-hours) @ Dona Ana CC

(Incomplete) List of Potential Employers

Advocate Law Center

Amigo Automotive

Aztec Auto

City of Gallup

Dental Innovations

DePauli Engineering & Surveying

Full Circle Chiropractic

Gallup Delta Tire

Gallup McKinley County Schools

Gallup Title Company

Gurley Ford Motor Company

Healing Hands Wellness Center

LAM Corporation

Law Office of Barry Klopfer

Mason & Isaacson

McKinley County

McKinley County Humane Society

Middle College High School

New Mexico Cancer Center

Ortho Dental Inc.

Red Rock Care Center

Rehoboth Christian School


Rehoboth McKinley Christian Health Care Services

Rosebrough & Fowles, P.C.

Sundance Dental

The Gallup Independent

UNM-Gallup

From: Dr. Pamela Cheek, Associate Provost for Student Success 
To: Dr. Matthew Mingus, Dean Dan Primozic
Re: Certificate in Office Specialist, Certificate in Office Administration, AAS in Office Administration
Date: April 6, 2022

On behalf of Office of the Provost and EVP for Academic Affairs, I have reviewed the initial proposal for the Certificate in Office Specialist, Certificate in Office Administration, AAS in Office Administration and support moving forward with the next stages of the proposal. The rationale presented for the set of stackable certificates is clear. As you move forward with completion of the proposals for the certificates, please consider the following:


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Providing clear information of eligibility of certificates for financial aid.

Recognizing that CTE and Academic programs at all UNM campuses are subject to cyclical Academic Program Review.

Providing separate certificate and AAS submissions, to which this single letter can be appended as support for movement beyond the pre-proposal phase.

Thank you for your work on these curricula. As you may know, new curricula cannot be submitted to Curriculum Workflow until August, 2022 due to the platform transition that is underway.

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Certificate in Office Specialist
Executive Summary
University of New Mexico-Gallup

Program Description

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Evidence of Need

Demand. According to the [most recent data](#) available from New Mexico State University’s Arrowhead Center (as of July 2020), sectors of the McKinley County economy that rely on white-collar office jobs – “Information”, “Administrative and Waste Management Services”, and, most notably, “Government” jobs – make up a significant percentage of the

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- Understand and discuss the records retention cycle, including control procedures for transferring, storing, and destruction of files
- Demonstrate proper keyboarding techniques
- Communicate and interact in various office settings using professional etiquette
- Identify the skills needed to provide exceptional customer service

Instructional Models. Instruction will primarily be presented through lectures, discussion, and case studies.

Accreditation. UNM-Gallup will seek accreditation for this program through the [Accreditation Council for Business Schools and Programs](#) (ACBSP). Accreditation requires membership in the ACBSP, which costs roughly \$3000/year, along with a one-time fee of \$2500 to establish candidacy for Certificate accreditation. Each Certificate accredited requires a \$400 annual fee. If only this Certificate program was accredited through the ACBSP, it would cost UNM-Gallup a **total of \$5900** for initial accreditation, and a **total of \$3400 each year** to remain accredited.

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Detailed Program Budget:

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15 students, enrolled in 15 credits/year @ \$80.50/credit (our tuition rate) =

Total potential revenue of \$18,112.50/year

Expenses

Four adjunct faculty salaries

Salary @ \$1,000/credit hour, for twelve credit hours

Potential maximum = **\$12,000/year**

Program costs would be covered by tuition.

Appendices:

A = New Mexico Workforce Connections state data

B = “The Economic Base of McKinley County, NM” (Arrowhead Center)

C = List of similar programs

D = List of potential employers

G = Letter from Dr. Pamela Cheek, Associate Provost

Masters of Science in Anesthesia

Christopher Arndt, MD
Professor & Chair
Department of Anesthesiology & Critical Care Medicine



Rationale

- New Mexico needs anesthesia professionals
- Few training programs exist in SW
- Retain local talent for well-paying jobs

Anticipated Student Interest is High

- Nationally there are 3 student applicants for every position in the country
- PA program interest is a potential marker
- Student testimonials
- Integrate into Communities to Careers program

Students Served

Output Description	FY24	FY25	FY 26	FY 27	FY 28
Students Served	10	22	37	46	53
Graduates			10	12	16
Employed in New Mexico*			6	8	12

*estimated

		FY23	FY24	FY25	FY26	FY27	FY28
Time (years)		Now	1	2	3	4	5
Student Tuition (In-State)		\$0	\$39,432	\$40,694	\$41,996	\$43,340	\$44,727
Student Tuition (Out-of-State)		\$0	\$49,716	\$51,307	\$52,949	\$54,643	\$56,392
Percentage of In-State Students		0.5	0.5	0.5	0.5	0.5	0.5
Students (Year 1)		0	10	12	16	20	20
Students (Year 2)		0	0	9	11	15	19
Students (Year 3)		0	0	0	9	11	14
Students (Total)		0	10	21	36	46	53
Yr 1 Student Revenue		\$0	\$445,740	\$552,004	\$759,558	\$979,830	\$1,011,184
Yr 2 Student Revenue		\$0	\$0	\$414,003	\$522,196	\$734,872	\$960,625
Yr 3 Student Revenue		\$0	\$0	\$0	\$128,175	\$161,672	\$212,349
TOTAL CASH INFLOWS		\$0	\$445,740	\$966,008	\$1,409,930	\$1,876,374	\$2,184,158
EXPENSES							
	Payroll	\$171,803	\$878,939	\$1,174,784	\$1,256,161	\$1,270,427	\$1,284,865
	Administrative	\$10,480	\$68,604	\$62,798	\$65,677	\$77,658	\$77,708
	Educational	\$5,000	\$31,800	\$54,208	\$83,503	\$102,835	\$116,840
	Travel & Professional	\$28,771	\$64,163	\$73,198	\$88,557	\$90,994	\$100,821
	Marketing	\$12,928	\$54,670	\$51,411	\$54,914	\$56,536	\$59,393
	Capital Expenditure	\$133,333	\$0	\$0	\$0	\$0	\$0
TOTAL CASH OUTFLOWS		\$362,315	\$1,098,176	\$1,416,399	\$1,548,812	\$1,598,450	\$1,639,627
TOTAL NET CASH FLOWS		-\$362,315	-\$652,436	-\$450,391	-\$138,882	\$277,924	\$544,532
Discount Factor 10%		1.000	0.909	0.826	0.751	0.683	0.621
Present Value of Cash Flow		-\$362,315.30	-\$593,064.28	-\$372,023.07	-\$104,300.66	\$189,822.15	\$338,154.07
NET PRESENT VALUE		\$552,522.85					

CM Program Code Master of Science in Anesthesia

Under Review | Fall 2023

Proposal Information

Workflow Status

In Progress

Faculty Senate Approval, Faculty Senate

Waiting for Approval | Faculty Senate Approval

Rick Holmes

expand ▲

Proposal Information

Sponsoring faculty member ⓘ

Christopher Arndt, MD

Faculty email

carndt@salud.unm.edu

College

School of Medicine

Department

Anesthesiology and Critical
Care Medicine

Campus

Health Sciences Center
(Albuquerque)

Effective Term and Year

Proposed Effective Term and Year

Fall 2023

Justification

Program Justification

Nationally, there are only fourteen accredited anesthesiologist assistant educational programs and five institutions that are currently seeking provisional accreditation (AAAEP, 2022). The CAA profession is continuing to grow rapidly causing a need for increased numbers of graduates from these programs each year. A 2021 study on anesthesiology supply and demand conducted by Merritt Hawkins displayed a need for anesthesia providers nationwide due to an aging population in providers and increased demand of anesthesia from delayed surgeries due to the COVID-19 pandemic (Merritt Hawkins, 2021). The need for anesthesiologist assistants is directly related to the shortages of physician anesthesiologists and certified registered nurse anesthetists (CRNAs). The excess of over 130 open anesthesia jobs within the State of New Mexico provides evidence of a dire need for increased anesthesia providers regionally (Gasworks, 2022). Due to the 28-month intense curriculum, a UNM AA program can aid in providing a quicker supply of competent anesthesia providers to fill the current and future gaps in anesthesia personnel within New Mexico and the Southwest region while also maximizing the abilities of the physician anesthesiologists on the anesthesia care team. CMS reimbursement for anesthesiologist assistants as non-physician anesthesia providers also allows for a greater pool of qualified anesthesia providers to be utilized while ensuring decreased costs in healthcare but maintained profits from surgical procedures (CMS, 2022).

Association of Anesthesiologist Assistant Education Programs, AAAEP. (2022). Home page. <http://www.aaep.org/>

Centers for Medicare & Medicaid Services, CMS. (March 2022). Advanced practice: Registered nurses, anesthesiologist assistants, & physician assistants. <https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/MLN-Publications-Items/CMS1244981>

Merritt Hawkins. (2021). Anesthesiology: Supply, demand, and recruiting plans. <https://www.merritthawkins.com/uploadedFiles/anesthesiology-white-paper-merritt-hawkins-2021.pdf>

Associated Forms

Select any associated course forms that exist

ANES 500 - Introduction to Clinical Anesthesia (4) | **Under Review**

ANES 501 - Medical Terminology (1) | **Under Review**

ANES 503 - Introduction to Anesthesia Delivery Systems (2) | **Under Review**

ANES 502 - General Anatomy & Physiology (3) | **Under Review**

ANES 505 - Pharmacology for Anesthesia I (3) | **Under Review**

ANES 508 - Anesthesia Skills Lab & Simulation I (2) | **Under Review**

ANES 517 - Anesthesia Principles & Practice I (2) | **Under Review**

ANES 518 - Anesthesia Skills Lab & Simulation II (2) | **Under Review**

ANES 520 - Clinical Anesthesia Experience I (4) | **Under Review**

ANES 515 - Pharmacology for Anesthesia II (3) | **Under Review**

ANES 526 - Advanced Technical Skills & Patient Assessment (2) | **Under Review**

ANES 523 - Principles of Clinical Instrumentation & Patient Monitoring II (2) | **Under Review**

ANES 524 - Cardiac Electrophysiology (2) | **Under Review**

ANES 527 - Anesthesia Principles & Practice II (2) | **Under Review**

ANES 522 - Clinical Decision Making II (2) | **Under Review**

ANES 521 - Medical Spanish (1) | **Under Review**

ANES 528 - Anesthesia Skills Lab & Simulation III (2) | **Under Review**

ANES 532 - Regional Anesthesia (2) | **Under Review**

ANES 534 - Liver, Endocrine, & Renal Physiology (2) | **Under Review**

ANES 541 - Ethics, Law, & Diversity (1) | **Under Review**

ANES 537 - Anesthesia Principles & Practice III (2) | **Under Review**

ANES 538 - Anesthesia Skills Lab & Simulation IV (2) | **Under Review**

ANES 576 - Senior Seminar II (1) | **Under Review**

ANES 504 - Principles of Airways (2) | **Under Review**

ANES 506 - Basic Technical Skills & Patient Assessment (2) | **Under Review**

ANES 512 - Clinical Decision Making I (2) | **Under Review**

ANES 513 - Principles of Clinical Instrumentation & Patient Monitoring I (2) | **Under Review**

ANES 514 - Respiratory Physiology (2) | **Under Review**

ANES 530 - Clinical Anesthesia Experience II (3) | **Under Review**

ANES 540 - Clinical Anesthesia Experience III (6) | **Under Review**

ANES 546 - Medical Humanities & Sociology II (1) | **Under Review**

ANES 550 - Clinical Anesthesia IV (15) | **Under Review**

ANES 551 - Anesthesia Review I (1) | **Under Review**

ANES 560 - Clinical Anesthesia V (12) | **Under Review**

Select any associated program forms that exist

ANES 561 - Anesthesia Review II (1) | **Under Review**
ANES 566 - Senior Seminar I (1) | **Under Review**
ANES 570 - Clinical Anesthesia VI (15) | **Under Review**

Program Category and Level

Program Category Program	Program Level Graduate	Degree, Minor, or Certificate Name Master of Science in Anesthesia
New Graduate Program Yes	Dual Degree No	New Undergrad Degree/Certificate No

Catalog Information

Program Description

The Master of Science in Anesthesia degree is a 28-month didactic and clinical curriculum that prepares learners for certification as a Certified Anesthesiologist Assistants. This master's level program is meant to prepare competent entry-level anesthesiologist assistants in the cognitive, psychomotor, and affective learning domains who will practice in the anesthesia care team model. Curriculum for this program includes 28 months of intensive didactic sessions complemented by clinical rotations. Students will learn to provide safe and efficacious anesthesia care to patients of all ages and degrees of illness for a complete range of surgical procedures and subspecialties including (but not limited to): cardiac, neurology, obstetrics, orthopedics, pediatrics, regional anesthesia, trauma, and vascular. The program curriculum and clinical requirements prepares students for the certification examination offered by the National Commission for the Certification of Anesthesiologist Assistants.

Admissions Requirements

- **Prior to matriculation, earned a Bachelor's degree in any area of study from an institution accredited by the Commission on Colleges of a Regional Accrediting Organization**
- **GPA**
 - Cumulative last 60 credit hours minimum 3.0
 - Will be calculated from all subject areas taken in the most recent 60 credits
 - Pre-reqs minimum 3.0, preferred 3.2
 - Total cumulative preferred 3.0

**Undergraduate and graduate coursework factors into GPAs. Only coursework completed at the time of application submissions will be factored into all GPAs. All attempts of courses that fall within the parameters of each GPA calculation are factored into GPAs for admission to the AA program, regardless of whether the course was repeated or the grade was "replaced."*

- **Required Prerequisite Courses** (must be completed within the past 7 years unless otherwise noted or must be completed by date of matriculation; courses must be taken at a regionally-accredited community college or university in the United States for a letter grade):
 - 1 year Biology with lab (minimum 4 semester credit hours / 5 quarter hours)
 - 1 year General Chemistry with lab (minimum 4 semester credit hours / 5 quarter hours)
 - 1 semester Organic Chemistry with lab, preferred 1 year of Organic Chemistry with lab (minimum 4 semester credit hours / 5 quarter hours)
 - 1 year Physics with lab (minimum 4 semester credit hours / 5 quarter hours)
 - 1 semester Biochemistry **completed within the past 5 years* (minimum 3 semester credit hours / 4 quarter hours)
 - 1 semester Statistics (minimum 3 semester credit hours / 4 quarter hours)
 - 1 semester of Human Anatomy & Physiology **completed within the past 5 years* (minimum 3 semester credit hours / 4 quarter hours)
 - preferred-1 semester of Cellular & Molecular Biology
 - preferred-1 semester of English
 - preferred- 1 semester of Psychology
- **AP courses** will be accepted if the applicant scored a 4 or higher on the AP exam and received at least a B or higher within the course
- **Foreign national applicants** who would like to be considered for admission are expected to have the equivalent of at least two years of full-time undergraduate or graduate studies at an accredited college or university in the United States, and to have all the same required course prerequisites.
- **Standardized Admissions Tests**
 - Medical College Admissions Test (MCAT) or the Graduate Record Exam (GRE): must be taken within three years of the application submission. When an applicant has taken the MCAT or GRE more than once, component scores will not be combined.
 - Casper: 60-90 minute online, open-response situational judgment test
 - Prior to application, all applicants are required to complete the online Casper assessment utilizing the Altus Suite
 - **Clinical Anesthesia Shadowing Experience**
 - Prior to application, applicants must complete at least eight hours of verified shadowing with either a Physician Anesthesiologist (MD or DO), Anesthesiologist Resident, Certified Anesthesiologist Assistant (CAA) or a Certified Registered Nurse Anesthetist (CRNA) or ability to provide a statement in why hours could not be completed
 - If students are having trouble finding shadowing opportunities it is recommended that they contact the program office for advice and help in finding a location.
 - **Letters of Recommendation**
 - Submit three letters of recommendation from individuals who can attest to the applicant's ability and personal character as they relate to the pursuit of graduate study and a career as an anesthesiologist assistant.

- Letters from family or friends will not be accepted.
- **Resume/CV**
 - Applicants are required to submit a current CV (curriculum vitae) or resume as part of their application.
- **Personal Statement**
 - Applicants are required to submit a personal statement. This document should focus on explaining your motivation for selecting a career in healthcare and, specifically, why you're interested in becoming a Certified Anesthesiologist Assistant
- **Physical and Technical Requirements**
 - Each student must possess general abilities required of most healthcare practitioners, and specific abilities that relate more directly to the practice of anesthesia. Essential requirements include, but are not limited to, the following:
 - motor skills: physical dexterity to master all technical and procedural aspects of patient care, and adequate motor capability to perform complex two-handed tasks.
 - sensory abilities: ability to gather all relevant information about a patient's physical and psychosocial status with all five senses, especially sight, hearing and touch.
 - intellectual abilities: must have sufficient powers of intellect to acquire, assimilate, integrate and apply information; must have the intellectual ability to solve problems.
 - communication skills: must have sufficient use of speech, hearing and vision to communicate effectively with patients, teachers and peers in both oral and written forms.
 - professionalism: must exhibit professional behavior, including the ability to place others' needs ahead of your own; display compassion, empathy, altruism, integrity, responsibility and tolerance. Must possess the ability to exercise the requisite judgment in the practice of anesthesia.
 - physical health: must possess the physical health and stamina needed to carry out the program of AA education.
 - A disability does not preclude a student from admission, and the MSA Program makes reasonable accommodations for students with documented disabilities. However, each enrolled student is expected to demonstrate, without unreasonable dependence on technology or intermediaries, the skills and attributes outlined in the program's Physical & Technical Requirements policy.
- **Interviews**
 - A portion of qualified applicants will be invited for an interview with the UNM AA Program admissions committee. Interviews will be offered on a rolling basis.

The UNM Anesthesiologist Assistant Program utilizes a holistic application review process. Overall qualities of all applicants will be reviewed and the highest consideration will be given to applicants who are:

- Residents of New Mexico and the Southwestern United States
- Demonstrate alignment with program mission and values
- Have an excellent academic record
- Have prior healthcare experience
- Provide qualified and compelling personal references
- Have demonstrated commitment to community through service work
- Have served in the United States Military

Graduation Requirements

- Satisfactorily complete all required coursework of the Master of Science in Anesthesia degree program
- Continued demonstration of ethical and moral behavior
- Adherence to all federal, state, and local laws
- Adherence to the rules, regulations, and university policies of the University of New Mexico
- Be in good standing at graduation

Program Information

Degree Type

Master of Science in Anesthesia

Program Type

Graduate

CIP Code ⓘ

51.0809

CIP Title ⓘ

Anesthesiologist Assistant

Plan Options

Professional Credential/Licensure Program Information

Licensure Information

Pre-licensure

Professional credential or licensure description

To obtain professional certification as a Certified Anesthesiologist Assistant through the Commission for Certification of Anesthesiologist Assistants (NCCAA), one must:

- Graduate from a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited anesthesiologist assistant program
- Successfully pass the Certifying Examination for Anesthesiologist Assistants administered by National Commission for Certification of Anesthesiologist Assistants (NCCAA) in collaboration with the National Board of Medical Examiners (NBME)

File Uploads

Proposal File Upload

- Adams_J_UNMLetterSupport_SurgeonGeneral.pdf
- Bassi_R_UNMLetterSupport_IU_AAprogram.pdf
- Escudero_R_UNMLetterSupport_CommunityMD.pdf
- Garson_L_UNMLetterSupport_CommunityMD.pdf
- Hernandez_A_UNMSupportLetter_PS.pdf
- Holland_A_UNMLetterSupport_CU_AAprogram.pdf
- Hunt_L_UNMLetterSupport_CommunityMD.pdf
- Johnson_N_UNMSupportLetter_CommunityMD.pdf
- Khurshid_A_UNMLetter_NMSAA.pdf
- Koerper_K_UNMLetterSupport_CommunityMD.pdf
- Miller_C_UNMSupportLetter_PS.pdf
- NMAAA_UNMLetterSupport_State.pdf
- NMSA_UNMLetterSupport_State.pdf
- Ortiz_G_UNMLetter_NMCAA.pdf
- Rainosek_M_AASchoolLetter_CommunityMD.pdf
- SJRMC_UNMSupportLetter_CommunityAnesthesiaPractice.pdf
- Solove_G_UNMSupportLetter_CommunityMD.pdf
- Tindol_K_UNMLetterSupport_South_AAprogram.pdf
- Valencia_M_UNMLetter_NMCAA.pdf
- UNM_AAProgram_Proforma_Sep22.xlsx
- UNM_AA_graduate_progam_newhedO22.docx
- MSA Curriculum Delivery Plan_E.docx

Executive Summary Upload

- UNM_AAProgram_ExecutiveSummary_F.docx

Associate Provost

Memo

- Letter to HED 5.4.22.docx

Degree Information

Degree Hours

116

Minimum Major Hours

Professional Accrediting Bodies

Commission on Accreditation of Allied Health Education Programs

Degree Requirements

Degree Requirements

- Earned at least this many total credits: 116

Concentrations

Program Concentrations

Code

Title

Concentration Required

N/A

Emphases

Emphasis required ⓘ

N/A

Emphasis Hours**Emphasis Rules**

No Rules

Program Learning Outcomes

Learning Outcomes

- Demonstrates knowledge in medical sciences that are needed as a foundation for the clinical role of a Certified Anesthesiologist Assistant. These sciences include anatomy, biochemistry, physiology, and pharmacology.
- Demonstrates competency in medical biophysics specific for anesthesia practice and patient care
- Demonstrates patient advocacy, appropriate preoperative preparation, and utilization of point of care testing to ensure focused patient care
- Provides communication, collaboration, and professional practice within an anesthesia care team
- Demonstrates preparedness in emergency anesthetic care

Date: October 5, 2022

To: Cinnamon Blair, Chief of Staff, UNM President

From: Christine E Kasper, PhD, RN, FAAN, FACS

RE: Creation and Appointment of the Terry and Alyce J Richardson Professorship in Nursing

Dear Ms. Blair and members of the naming committee,

Dear Ms. Blair and members of the naming committee,

On behalf of the UNM College of Nursing, I would like to request approval to create the Terry and Alyce J. Richardson Professorship in Nursing. This naming request is respectfully submitted in accordance with UNM Administrative Policy 1020: Naming Facilities, Spaces, Endowments, and Programs, under Section 2.1.

Ms. Alyce J. Richardson received a bachelor's degree in University Studies from UNM in 2002. Mr. Terry D. Richardson is a 1972 alumnus of New Mexico State University with a bachelor's degree in Electrical Engineering and of the University of Southern California with a master's degree in Operations Research.

Terry is the co-owner of Richardson Investments Inc, which is the parent company of Richardson Properties and Rich Ford Sales. Alyce is originally from Wayne, Pennsylvania. She had a career with both domestic and international airlines and worked as a travel agent. While living in Albuquerque, she completed her bachelor's degree at UNM concentrating in Irish literature. Alyce and Terry have been avid supporters of nursing education at the University of New Mexico since 2015 giving gifts to provide student scholarships, including incentive scholarships to encourage undergraduate students to continue to a graduate degree in nursing directly from their undergraduate programs.

Additionally, as prescribed by Faculty Handbook Policy C170 "Endowed Chairs and Named Professorships" and in consultation with faculty within the department, we seek approval to appoint Katherine Zychowski, PhD as the inaugural holder of the Terry and Alyce J. Richardson Professorship in Nursing.

Dr. Zychowski is currently a part of a larger cohort of scholars at UNM working on various aspects of health detriments caused by legacy uranium mining in Native American communities. She is passionate about public health research that impacts underserved populations, more specifically, research that will drive changes in policy and promote healthy communities. Zychowski was awarded an NIH/NIEHS K99 'Pathway to Independence' career development award in 2018.

For your consideration, I have included Dr. Zychowski's CV and letters of support for your review. Thank you for your time and consideration of this request.



Christine E. Kasper, Dean and Professor

12 October, 2022

Dear UNM Board of Regents,

It is with great pleasure (and fair amount of pride) that I nominate Katherine (Katie) Zychowski, Ph.D. for the Terry and Alyce J. Richardson Professorship in Nursing Endowment. Dr. Zychowski is an Assistant Professor in the University of New Mexico College of Nursing, where she is simultaneously building her independent research career as well as leading the new surge of momentum to bring basic science research into our College of Nursing. Dr. Zychowski's research spans the gamut from fundamental mechanistic toxicology to community-based research, which is especially focused on the underserved Native American communities of New Mexico.

Dr. Zychowski trained at Texas A&M in Dr. Tim Phillips' lab prior to joining my program in 2014. Her contributions in my group, as a postdoc and then Research Assistant Professor led to 20 publications (so far) in very strong journals such as Proceedings of the National Academies of Science, Particle and Fibre Toxicology, Atherosclerosis, Toxicological Sciences., and Toxicology and Applied Pharmacology. She was fundamental to the orchestration of one of the most complex on-site field research operations I have ever seen, using a 53' mobile laboratory (loaned from Michigan State University) to study toxicity of uranium mine site-derived particulate matter on Navajo Nation, 4 hours away from the UNM research facilities. She developed and implemented novel translational assays leading to clinical manuscripts related to coronary artery disease and sleep apnea, in addition to the more typical preclinical work in my lab.

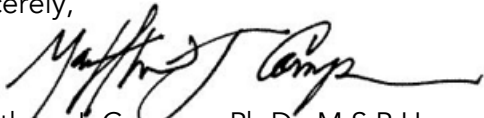
Dr. Zychowski came to UNM as a postdoc and was awarded a fellowship through our Academic Science Education & Research Training (ASERT) K12 program, focused on research and science education. She excelled in this program and is routinely recognized as one of the major program successes. She built a "Transition to Independence" K99/R00 application to the National Institutes of Health around her early research, which was awarded on her first submission. This K99/R00 award brought over \$850,000 to the UNM College of Nursing to support Dr. Zychowski and her team over the past three years. This award has helped to launch Dean Christine Kasper's vision towards the development of a more basic research enterprise that can feed the clinical and community care questions in the field of nursing. So far, with the addition of Drs. Zychowski and Xiaozhong Yu, this effort has been paying off extremely well, with new NIH and CDC funding.

The independent research in Dr. Zychowski's lab is largely focused on understanding novel biomolecular responses in the lung following inhaled pollutant exposures, and how such

responses can lead to systemic effects. Currently, she is focused on the formation of exosomes and microRNA, and she is also pursuing research on NETosis and extracellular traps from neutrophils. These novel directions positioned her nicely as independent from the studies in my program, and she has been successfully publishing and garnering new funding (e.g., a new 2-year, \$415,000 grant from the NIH) on these topics. Notably, she has also transitioned nicely to implementing team science, with her colleague Dr. Roghanchi, on a new CDC/NIOSH study of silica and mine dust.

Dr. Zychowski naturally has a high intellect, as is essential to succeed in our competitive funding environment. But what truly separates her from her peers is persistence. She has shown the ability to fight, and bounce back, to create better ideas, better grant proposals, better study designs. Her persistence is also inherent to her success at UNM and a huge benefit to the College of Nursing. It is this level of determination that makes her successful, and admirable, as well. I therefore think she is an ideal candidate for the Terry and Alyce J. Richardson Professorship in Nursing Endowment. Your consideration of her candidacy is greatly appreciated!

Sincerely,



Matthew J. Campen, Ph.D., M.S.P.H.

Regents' Professor, Department of Pharmaceutical Sciences

Chair, Environmental Health Signature Program

Director, NM Center for Metals in Biology and Medicine (NIGMS P20)

Director, Clinical and Translational Sciences Mentored Career Development Program (NCATS KL2)

Associate Director, UNM Clinical and Translational Sciences Center

University of New Mexico College of Pharmacy

October 12, 2022

Dear Members of the Naming Committee,

I most strongly endorse and support Dr. Katherine Zychowski for the Richardson Professorship for her noteworthy contributions to the discipline toxicology. She is an Assistant Professor in the College of Nursing (CON), University of New Mexico and an early career scientist who has hit the ground running. In the CON our leadership structure is unique in that all the tenure track and tenured faculty report to the Associate Dean of Research and Scholarship, therefore I have direct knowledge of Dr. Zychowski's expertise. She is currently funded with an NIH R00, NIH R21 and a Board Agency Announcement (BAA) Contract. She is a co-Investigator on a NIH P42 Heavy Metal Superfund Center grant. Concurrently she teaches research and methods courses in the Honors Undergraduate Program and PhD program.

Dr. Zychowski's research focuses on the consequences of environmental pollutants such as inhaled dust from the mines in New Mexico at the cellular level. Dr. Zychowski is currently working on the cardiovascular effect of inhalational uranium mine dust exposure in humans utilizing the New Mexico – based Mining dust in the United States (MiDUS) cohort. Dr. Zychowski is conducting her translation research with a team of scientists including Dr. Sood, Endowed Chair in Mining-Related Lung Diseases and the Medical Director, Miners' Wellness Tele-ECHOs Clinic which builds upon her previous foundational work with rodent models.

Dr. Zychowski is a rising star and receiving the Richardson Professorship would facilitate and recognize her continued stellar work in the field of toxicology and position her academic career. She has been previously recognized by the Society of Toxicology by receiving the Donald E. Gardner Education Award and the 2016 Cardiovascular Specialty Section Travel Ward. Recently she was invited to present her work at the CDC/NIOSH sponsored workshop on Silica Exposure and Lung Disease in the Mining industry. She serves as an NIH reviewer and was a previous Women in Toxicology awards reviewer. She receives excellent student teaching evaluations from her Undergraduate Honors Program and PhD doctoral students, and they often site her as a role model and someone who inspires them.

In conclusion, Dr. Zychowski is a promising scientist, leader, and educator and this recognition will further ensure her success as she develops into top notch scientist and leader in the field of toxicology. It is my pleasure to strongly support without reservation Dr. Zychowski for this prestigious professorship. Please feel free to contact me with questions.

Sincerely,



Patricia Watts Kelley, PhD, FNP-BC, GNP-BC, FAANP, FAAN
Professor and Associate Dean for Research & Scholarship
Patricia Higgins Endowed Professor
pwattskelley@salud.unm.edu



HEALTH SCIENCES
OFFICE OF INTERPROFESSIONAL EDUCATION

October 13, 2022

Dean Kasper and President Stokes,

I am writing a letter of support for Assistant Professor, Dr. Katherine Zychowski in the UNM College of Nursing for the Richardson Professorship in Nursing. Dr. Zychowski has been at the UNM College of Nursing for over two years, and she has brought a depth and breadth of environmental health knowledge and research in toxicology to the Health Sciences. She has been participating in important cross disciplinary research studies with other investigators in the School of Medicine and the College of Pharmacy on Inhalation toxicology. She is primarily focused on pre-clinical studies involving biological mechanisms of inhaled toxicants impacting the blood brain barrier (which is novel and extremely important). She and her colleagues are exploring critical information involving uranium (U)-driven biomarkers, which have a direct, translational impact for clinicians and public health professionals. She has been an active participant in the Interprofessional Project ECHO Miners Wellness Telemedicine program and her research is supporting the work of rural clinicians with former uranium miners on health impacts from occupational exposures.

Dr. Zychowski is also leading studies to assess the inflammatory response/ impact of inhaled wood smoke (from wildfires), to quantify and characterize some of the health impacts from wildfire exposure, which will guide protection measures for smoke-exposed individuals.

In addition to her research, Dr. Zychowski has been an educator and mentor to several nursing students and is joining the work of Health Sciences faculty (including myself) to prepare the next generation of nurses and health professionals with the environmental health and planetary health information they need to address the health issues that our patients and populations will continue to experience at a greater pace in the future.

With the support of the Richardson Endowment, Dr. Zychowski plans to work more closely with nursing students to engage them in environmental health practices and policies. She is also hoping to take the research that she has been collaborating on into rural New Mexico communities. This funding will help to support some of the logistics and time for that work.

Dr. Zychowski is a light! Her work is unique, timely and relevant, and she brings important experience in environmental health to the Health Sciences Programs and the College of Nursing. I am in full support of her receiving the Richardson Endowed Chair position.

Thank you for your consideration of this appointment,

A handwritten signature in black ink, appearing to read 'Heidi Honegger Rogers'.

Heidi Honegger Rogers DNP, FNP-C, APHN-BC She/Her/Hers

Director, [UNM Health Sciences Center Interprofessional Education Program](#)

Associate Professor, [UNM College of NursingHroggers1@Salud.UNM.edu](mailto:UNMCollegeofNursingHroggers1@Salud.UNM.edu)

Kidney Institute of New Mexico

October 12, 2022

To the Members of the Terry and Alyce J. Richardson Professorship in Nursing Committee,

I recommend Dr. Katherine E. Zychowski, Ph.D., for the Richardson Endowed Professorship. Her resume attests that she is an exceptional candidate for the Endowed Professorship. She has firm priorities consonant with the University of New Mexico's missions. Regent's Professor, Pharmaceutical Sciences, Dr. Matthew J. Campen, Ph.D., M.S.P.H. provided an introduction half-way through the coronavirus pandemic. Personally, her tone and demeanor convey the confidence of a leader. In total, she has a record and personality that contribute significantly to the over-arching objectives of our institution.

Background. My grandmother migrated to eastern New Mexico before it became an established state. My father and his brothers were born and raised in Portales and Clovis. Thanks to the GI Bill, my father, and his twin brother graduated from the University of New Mexico. He, his twin, and a younger brother served Albuquerque as dentists for approximately six decades. I am a native of Albuquerque and a graduate of the University of New Mexico (1990, 1992), the University of New Mexico Biomedical Sciences Graduate Program (1995), and the University of New Mexico School of Medicine (1999). My clinical residency and fellowship in nephrology were via the American Board of Internal Medicine Research Investigator Pathway, with research funding from the National Kidney Foundation. This line of research—the role of platelet-derived growth factor receptor b in embryonic kidney development—was funded by an American Heart Association Fellow to Faculty Transition Award. I spent 20 years in Texas, climbing the academic medicine ladder, and obtained the rank of tenured Associate Professor of Medicine at the University of Texas Health System. In 2018, I returned to Albuquerque to direct the Kidney Institute of New Mexico and serve as the Renal Section Chief of the New Mexico Veterans Administration Health Care System.

My research expertise centers on complications from magnetic resonance contrast agents. Magnetic resonance imaging contrast agents rely on the properties of a physiologically alien rare earth metal, gadolinium. When gadolinium triggers a complication, these are often fatal. Our research team is globally renowned for investigating the biological effects of these widely-used diagnostic agents. Since returning to Albuquerque in 2018, I have partnered with many investigators within the University of New Mexico/Health Sciences Center and advanced the science. Many

Dr. Zychowski is an exemplary faculty member. She epitomizes a 'triple threat' faculty member: research, teaching, and service. Faculty members and students were fortunate to have recruited Dr. Zychowski to the College of Nursing at the University of New Mexico Health Sciences Center. She has brought a large number of extramural research funds to the University. She teaches at the University of New Mexico and other campuses, such as Central New Mexico College. Her discoveries are impactful for the residents and laborers within New Mexico. Google Scholar metrics attest to this, showing a high number and rate of citations since her terminal degree.

My recommendation is with qualifications. My experience with academic medicine began with entering an experimental physiology laboratory led by the late Dr. William Galey, Jr., Ph.D., in 1992 as a graduate student. I was recruited to the University of New Mexico Biomedical Sciences Graduate Program by Dr. Robert Glew, Ph.D. After medical school, I am among the few in the nation to choose the American Board of Internal Medicine Research Investigator Pathway (with support from the NIH Loan Repayment Program). I served on many committees ranging from admissions to promotion and tenure. As one with a professional career within academic medicine, I know *grand cru* faculty members. Dr. Zychowski easily passes this bar.

Sincerely,



Brent Wagner, MD, FACP, FASN
AAMC ID 10159780
Director, Kidney Institute of New Mexico
Associate Professor of Medicine, Division of Nephrology
University of New Mexico Health Science Center
Renal Section Staff Physician, Medical Section and Associate Chief of Staff for Research & Development
New Mexico VA Health Care System/Raymond G. Murphy Memorial Hospital
New Mexico Veterans Administration Health Care System (501/111c)
1501 San Pedro Dr. SE
Albuquerque, NM 87108



THE UNIVERSITY OF NEW MEXICO ♦ HEALTH SCIENCES CENTER

SCHOOL OF MEDICINE

Department of Internal Medicine

Division of Pulmonary, Critical Care, and Sleep Medicine

October 9, 2022

Christine E. Kasper, PhD, RN, FAAN, FACSM
Dean and Professor
Crenshaw Endowed Chair
UNM College of Nursing

Dear Dean Kasper

As the Miners' Colfax Medical Center Endowed Chair for Mining-Related Lung Diseases, the Medical Director of the Miners' Wellness Tele-ECHO Clinic, Assistant Dean, Distinguished Professor, and a current NIH-funded investigator, it is with the greatest enthusiasm that I recommend Dr. Katherine Zychowski for the inaugural holder of the Terry and Alyce J. Richardson Endowed Professorship at UNM College of Nursing for her significant contributions to the field of toxicology. I have had over 20 years of experience as a pulmonary and critical care physician and researcher in the areas of lung and occupational-related diseases, as well as extensive experience in community and patient advocacy, minority and rural health and clinical and translational science. I am therefore in an excellent position to review the scientific potential of Dr. Zychowski.

As a tenure track Assistant Professor at the UNM College of Nursing, she is a junior faculty, and this award will further strengthen her academic career. She has previously been recognized with the Donald E. Gardner Education Award and the 2016 Cardiovascular Specialty Section Travel Award. She is funded by multiple NIH grants (K99, R00, R21, P42, and BAA Contract). Her research involves the health consequences of inhaled dusts from mining operations and other air pollution sources on serum-derived inflammatory mechanisms, including systemic inflammatory potential and exosomes. I have worked with Dr. Katherine Zychowski on the cardiovascular effect of inhalational uranium mine dust exposure in humans for the last four years, utilizing the New Mexico-based Mining Dust in the United States (MiDUS) cohort. Our translational work expands upon her years of similar research in mice. She was invited to present her work at the recent workshop on Silica Exposure and Lung Disease in the Mining Industry, sponsored by the CDC/NIOSH. The significance of the work relates to the health impact of the occupational and environmental exposures to uranium dust that disproportionately impacts Navajo communities in New Mexico.

She has already demonstrated leadership skills, including mentoring students in toxicology. She was the editor for the Women in Toxicology newsletter and the Women in Toxicology Awards Committee. In addition, she serves as a reviewer for multiple toxicology-related NIH study sections and teaches toxicology courses at the College of Pharmacy.

The field of toxicology is going through a radical transformation, and technological advances and emphasis on underserved affected communities are changing the field. Young, dynamic leaders like Dr. Zychowski would play a vital role in this transformation, and recognition at this stage of her career would serve the future goal of the College of Nursing. Therefore, I strongly recommend this award to Dr. Katherine Zychowski without any reservation. Please contact me with any questions at asood@salud.unm.edu.

Sincerely,



Akshay Sood, MD, MPH
Professor and Endowed Chair
Assistant Dean, Mentoring and Faculty Retention
Division of Pulmonary, Critical Care and Sleep Medicine
Department of Internal Medicine
University of New Mexico School of Medicine
1 University of New Mexico, MSC 10 5550
Albuquerque, NM 87131, USA
Telephone: 505-272-4751

Katherine E. Zychowski, Ph.D.

Curriculum Vitae

University of New Mexico-Health Sciences Center

College of Nursing

2502 Marble, NE, Office: 222

Albuquerque, NM 87131-5691

Office: 505-272-8366

EDUCATIONAL HISTORY

Ph.D.: Toxicology, Texas A&M University, College Station, Texas (2014)

Dissertation title: Calcium montmorillonite clay for the mitigation of aflatoxicosis and gastrointestinal inflammation *in vitro* and *in vivo* (Mentor: Dr. Timothy D. Phillips)

B.S.: Biology, Baylor University, Waco, Texas (2010)

EMPLOYMENT HISTORY

Assistant Professor, University of New Mexico, College of Nursing (March 2020-present)

My area of research involves exploring serum-derived, inflammatory mechanisms and consequences of inhaled dusts from mining operations and other air pollution sources.

Research Assistant Professor, University of New Mexico- College of Pharmacy (June 2018-March 2020)

I was awarded an NIEHS K99 *Pathway to Independence* award and continued research involving neurovascular consequences of inhaled uranium mine-site derived dusts.

IRACDA Postdoctoral Fellow, University of New Mexico – College of Pharmacy (October 2014-May 2018)

Mentor: Matthew J. Campen

My focus included basic and translational research involving environmental and occupational public health issues within the southwestern United States. My primary project involved deciphering the mechanism behind inhaled uranium and vanadium particulate-driven endothelial dysfunction in Navajo Nation (New Mexico and Arizona), due to mining-related activities.

Toxicology Graduate Research Assistant, Texas A&M University (July 2010-August 2014)

Mentor: Dr. Timothy D. Phillips

My area of expertise involved human and animal interventions for aflatoxicosis. My research focused on using calcium montmorillonite clay to mitigate aflatoxicosis and gastrointestinal inflammation.

Human Physiology Laboratory Teaching Assistant, Baylor University (August 2009 – May 2010)

Supervisor: Dr. Crystal Usenko

I conducted Human Physiology I laboratory for undergraduates. I administered weekly quizzes and provided technical support for laboratory activities.

PROFESSIONAL RECOGNITION AND HONORS

AWARDS AND SCHOLARSHIPS

	YEAR	ORGANIZATION
Cardiovascular Specialty Section Travel Award	2016	Society of Toxicology
Donald E. Gardner Education Award	2016	Society of Toxicology
Society of Toxicology Travel Award	2014	Society of Toxicology
George T. Edds Award – Outstanding Student in Toxicology	2014	Texas A&M University
College of Veterinary Medicine (CVM)-Graduate Student Proposal Award	2013	Texas A&M University
CVM High Impact Achievement Award- First Author Publication	2013, 2014	Texas A&M University
Regent's Fellowship	2010	Texas A&M University
Gulf Coast Society of Toxicology Travel Award	2010	Gulf Coast Society of Toxicology
Bob Gardner Research Award	2009	Baylor University
Summer Undergraduate Research Fellowship	2009	Baylor University
Jesse H. and Mary Gibbs Scholars Award	2006	Houston Endowment

MEMBERSHIPS IN PROFESSIONAL SOCIETIES

Society of Toxicology

Specialty Sections: Women in Toxicology, Cardiovascular Toxicology, Inhalation and Respiratory Toxicology

Society of Toxicology- Mountain West Regional Chapter

American Thoracic Society (ATS)

American Heart Association (AHA)

EXTRAMURAL PROFESSIONAL ACTIVITIES

Ad hoc reviewer for peer-reviewed scientific journals

AJP-Heart and Circulatory Physiology, Toxicological Sciences, Cardiovascular Toxicology, Toxicology and Applied Pharmacology, Food and Chemical Toxicology, Food Additives and Contaminants, Applied Clay Science, World Journal of Gastroenterology, African Journal of Biotechnology, PLOS ONE, Particle and Fibre Toxicology, Environmental Research, Toxics, Science of the Total Environment, International Journal of Environmental Research and Public Health

Leadership in Professional Societies and at the University of New Mexico

- Inhalation Respiratory Specialty Section (IRSS) Councilor, Society of Toxicology (2022-present)
- Research and Scholarship Committee member- UNM College of Nursing (2021-present)
- Virtual ToxScholar (scientific outreach for undergraduate students) (2020-present)
- CVTSS Specialty Section newsletter writer and editor (2020)
- CVTSS Treasurer (2020-2022), Society of Toxicology
- Cardiovascular Specialty Section (CVTSS) Postdoctoral Representative, Society of Toxicology (2016-2018)
- Women in Toxicology Awards Committee Member (2016)
- Women in Toxicology Newsletter Editor (2016)
- Conference Organizer and Sponsor of the Keynote Speaker for the Women in Science and Engineering (WISE) Conference, College Station, TX (2015)
- Texas A&M Graduate Student Toxicology Student Representative (2013-2014)
- Treasurer – Graduate Student Association (Texas A&M University-College of Veterinary Medicine) (2012-2013)
- Graduate Student Council – Toxicology Program Representative (2012-2013)
- Committee for Diversity Initiatives – Society of Toxicology (2012-2013)
- Undergraduate Peer Mentor, Society of Toxicology (2012)

Reviewer for intramural and extramural funding

- **CDC/NIOSH** Prevention and Control Special Emphasis Panel Disease, Disability and Injury Prevention Special Emphasis Panel **ZOH1 ZYB (06)** Grant Reviewer, NIOSH Agricultural Centers for Agricultural Safety and Health (April, 2022)
- **CDC/NIOSH** Disease, Disability and Injury Prevention and Control Special Emphasis Panel **ZOH1 EHG (11)** Grant Reviewer NIOSH Centers of Excellence Total Worker Health (U19) (April, 2021)
- **NIH/NIEHS** Special Emphasis Panel **ZES1 LAT-K (T)** Grant Reviewer Mechanism for time-sensitive research opportunities in environmental health sciences (R21) (Feb. 2021)
- **CDC/NIOSH** State Occupational Safety and Health Surveillance Program Grant Reviewer (U60) **ZOH1 SHG (12)** (Jan. 2021)
- **NIH/NIEHS** Special Emphasis Panel **ZES1 JAB-K (T8)** 2 Grant Reviewer Mechanism for time-sensitive research opportunities in environmental health sciences (R21) (Sept. 2020)
- **NIH/NIEHS** Special Emphasis Panel **ZES1 JAB-S (TS)** Grant Reviewer Mechanism for time-sensitive research opportunities in environmental health sciences (R21) (Aug. 2020)
- Environmental Health Superfund Pilot Reviewer-University of New Mexico (2020)
- Undergraduate Pipeline Network (UPN) Reviewer-University of New Mexico (2017, 2018)
- Grant Reviewer, Native American Environmental Health Equity Center pilot grants- University of New Mexico (2017)

Other reviewer activities

- **CDC/ATSDR** Peer Review of Cobalt Toxicological Profile (December, 2021)

INVITED SEMINARS AND ORAL PRESENTATIONS

1. CDC/NIOSH/West Virginia University (Virtual via Zoom) Invited Seminar: *Systemic consequences and mechanisms of mine-site derived dust exposure: an overview*, September, 2022
2. International Mining Dust and Aerosol Research Conference (Qingdao, China and Virtual via Zoom; sponsored by Pennsylvania State University) Invited Seminar: *Lung-Based Exosomal Inhibition Mediates Systemic Impacts Following Mine-site derived Particulate Matter Exposure*, November 15, 2021
3. UNM-College of Nursing PhD Program of Research Overview, September 15, 2021
4. UNM- Clinical and Translational Sciences Center Synergy Seminar: *Cardiovascular Disease in Miners*, April 26, 2021
5. Workshop: Silica Exposure and Lung Disease in the Mining Industry sponsor: CDC/National Institute of Occupational Health and Safety (NIOSH) and Department of Labor/ *Investigation of silica dust toxicity based on particle characteristics and exposure dose*, October 22, 2020
6. University of New Mexico- College of Nursing Spotlight on Research and Scholarship *Bridging mechanistic toxicology with community-based research*, August 7, 2020
7. Wayne State University, Detroit, MI, January 22, 2019, University of Utah, February 4, 2019, and University of Massachusetts at Amherst, February 13, 2019, and the University of New Mexico, September 25, 2020, *Toxicological Consequences of Inhaled Uranium Mine-site Derived Dusts*
8. Michigan State University, East Lansing, MI. *Cardiovascular and Neurological Consequences from Claim 28, an Abandoned Uranium Mine*, June 4, 2018
9. K'e Conference, Community Meeting, Shiprock, NM, *Update on AirCARE1 exposures in Blue Gap Tachee, AZ*, March 17, 2018
10. Sandia National Laboratories, International Biological and Chemical Threat Reduction, *Vascular and Pulmonary Consequences of Respirable Dusts Derived from Uranium Mines on the Navajo Nation*, January, 16, 2018
11. Michigan State University, East Lansing, MI. *Cardiovascular and Respiratory Effects from Pulmonary Exposure to Metal-Contaminated Dusts from an Abandoned Uranium Mine*, October 20, 2016
12. University of New Mexico, Albuquerque, NM. Meeting with the Navajo Nation Uranium Mine Trustee (Sadie Hoskie), *UNM METALS group – Current and Future Investigations*, August 21, 2016
13. Village of Mesita Community Meeting and Village of Pagate Community Meeting, Laguna, NM. *Understanding Exposure Pathways for Laguna Residents Living Near Jackpile Mine*, October 25, 2016 and November 3, 2016
14. Faculty of Toxicology Symposium, Texas A&M University, College Station, TX. *Interventions for Aflatoxicosis*, August 5, 2016

ABSTRACTS (selected)

1. V. Salinas, M. Das, Q. Jacquez, A. Camacho, **K. Zychowski**, M. Hovingh, G. Rubasinghege, M. Rezaee, M. Rezaee, P. Roghanchi *Respirable Coal Mine Dust Research: Dissolution of Silica and Heavy Metals in Simulated Lung Fluids*, presented at New Mexico Tech Research Day, May 2022
2. A. Camacho, Q. Jacquez, B. Baird, V. Maximino Silva, **K.E. Zychowski**. *Exosomal Inhibition via Oropharyngeal Aspiration Resolves Systematic Impacts Caused by Mine Site-Derived Particulate Matter Exposure*, Society of Toxicology, March 2022
3. Q. Jacquez, A. Camacho, B. Baird, V. Maximino Silva, X. Shore, O. Myers, C. Pollard, N. Ass'ad, A. Sood, **K.E. Zychowski** "VCAM-1 is upregulated in Uranium Miners relative to Non-Uranium Miners," Society of Toxicology, March 2022
4. K. Lopez, Q. Jacquez, A. Camacho, **K. Zychowski**. *Exosomes as drivers of neurovascular consequences following mine-site dust exposure* UPN Research Day August, 2021, University of New Mexico, Albuquerque, NM USA
5. A. Wilson, R. Salazar, C.Velasco, J.Cerrato, M.Campen, **K. Zychowski**. *Mine-site derived dusts drive systemic lupus erythematosus* College of Pharmacy UPN Symposium December, 2020, University of New Mexico, Albuquerque, NM USA (NIH/NIEHS Superfund Conference)

6. NA Assad, **K. Zychowski**, C Pollard, O Myers, JA Martinez, KA White, MJ Campen, A Sood. *Uranium Miners Exhibit Greater Serum Cumulative Inflammatory Potential* American Thoracic Society May, 2020 Philadelphia, PA (meeting canceled due to COVID-19)
7. B.Sanchez, G.W. Herbert, S. Lucas, **K. Zychowski** *Serum-borne factors alter cerebrovascular endothelial microRNA expression following particulate matter exposure near an abandoned uranium mine on the Navajo Nation* Society of Toxicology, Anaheim, CA March, 2020 (meeting canceled due to COVID-19)
8. Community-engaged research and translation activities with Tribal communities in the western United States **Authors** – Joseph Hoover, Sheldwin Yazzie, Katherine Zychowski, Melissa Gonzales (February, 2020)
9. A. Wilson, R. Salazar, C.Velasco, J.Cerrato, M.Campen, **K. Zychowski**. *Mine-site derived dusts drive systemic lupus erythematosus* College of Pharmacy UPN Symposium August, 2019, University of New Mexico, Albuquerque, NM USA
10. J. Tworek, B. Sanchez, A.Wheeler, G. Herbert, S. Lucas, M. Morishita, M. Paffett, B. Bleske, M. Campen, **K. Zychowski**. *Effects from Airborne Metal-Enriched Particulate Matter from an Abandoned Uranium Mine* College of Pharmacy UPN Symposium August 2018, University of New Mexico, Albuquerque, NM USA
11. **K. Zychowski**, G.Herbert, C.R. Tyler, S.N. Lucas, B.Sanchez, J. Cerrato, S. Avasarala, P. Muttill, N. Kunda, M.J. Campen “Pulmonary and vascular consequences of inhaled mine-site derived dusts” IRACDA Conference Proceedings, June 2017, Page 12.
12. **K. Zychowski**, G.Herbert, C.R. Tyler, S.N. Lucas, B.Sanchez, J. Cerrato, S. Avasarala, P. Muttill, N. Kunda, M.J. Campen “Navajo mine dust exposure and subsequent toxicological implications” IRACDA Conference Proceedings, June 2016, Page 7.
13. **K. Zychowski**, S. Lucas, G. Herbert, M.J. Campen. Hypoxia-induced Pulmonary Arterial Hypertension Augments Ozone Lung Injury and Airway Reactivity. College of Pharmacy, University of New Mexico, Albuquerque, NM- *The Toxicologist*, March 2015, Page 341.
14. A. Romoser, **K. Zychowski**, S. Elmore, H. J. Ly, F. Pierezan, A. Isaiah, J. S. Suchodolski, A. Rodrigues Hoffmann and T. D. Phillips. Mitigation of Colitis with NovaSil Clay Therapy. College of Veterinary Medicine and Biomedical Sciences, Texas A&M University, College Station, TX. – *The Toxicologist*, March 2015, Page 393.
15. **K. Zychowski**, A. Rodrigues Hoffmann, H.J. Ly, C. Pohlenz, A. Buentello, A. Romoser, D. Gatlin and T.D. Phillips. The Effect of Aflatoxin B₁ on Red Drum (*Sciaenops ocellatus*) and Assessment of Dietary Supplementation of NovaSil for the Prevention of Aflatoxicosis. College of Veterinary Medicine and Biomedical Sciences, Texas A&M University, College Station, TX.– *The Toxicologist*, March 2014, Page 80
16. K. Brown, A. A. Marroquin-Cardona, N. Mitchell, T. Mays, S. Elmore, **K. Zychowski** and T.D. Phillips. Modified Hydra Bioassay to Evaluate Combined Effects of Aflatoxin B₁ and Fumonisin B₁. Veterinary Integrative Biosciences, Texas A&M University, College Station, TX. – *The Toxicologist*, March 2012, Page 307.
17. **K. Zychowski**, A Peredo, A. Buentello, M. Hume, D. Gatlin, A. Marroquin-Cardona, S. Elmore, N. Mitchell, K. Brown, T. Mays, T.D. Phillips. Responses of Tilapia to Contaminated Diets Supplemented with NovaSil. Veterinary Integrative Biosciences, Texas A&M University, College Station, TX, Wildlife and Fisheries, Texas A&M University, College Station, TX, and United States Department of Agriculture, Southern Plains Institute – *The Toxicologist*, March 2012, Page 225
18. S.E. Elmore, N.J. Mitchell, A. Marroquin-Cardona, K. Brown, T. Mays, **K. Zychowski** and T.D. Phillips. Assessment of the Surface Stability and Aflatoxin Sorption Capacity of Montmorillonite Clay Following

Fermentation and Heat Treatment. Veterinary Integrative Biosciences, Texas A&M University, College Station, TX- *The Toxicologist*, March 2012, Page 224.

19. **K. Zychowski**, Alicia Marroquin-Cardona, Y. Deng and T.D. Phillips *AFB₁ Binding Capacities of Excelerite Clay Samples from Panaca, Nevada* College of Veterinary Medicine, Texas A&M University, College Station, TX – *The Toxicologist*, March 2011, Page 478

COMMUNITY SERVICE

- Facilitator, Inhalation Respiratory Specialty Section, E-journal Club (2017)
- Volunteer judge, Hoover Middle School Science Fair, Albuquerque, NM (2015)
- Volunteer judge, New Mexico Regional Science Fair, Albuquerque, NM (2015)
- Volunteer poster judge, Metals and Carcinogenesis Conference (2014)

UNIVERSITY SERVICE

- UNM-HSC Office of Research Shared Facility Assessment Task Force (2022)
- Mock K-award Study Section, UNM-HSC (2022)
- Applied for FY23 Equipment Grant on behalf of the UNM-College of Nursing (2022)
- Applied for FY23 State-Funded Equipment Grant (2022) on behalf of the UNM-College of Nursing – awarded MesoScale Discovery 384 well system, and Electric Cell-Impedance Sensing System
- Undergraduate Pipeline Network poster judge (2020-present)
- Faculty Handbook Review Committee (2022-present)
- Research and Scholarship Committee (2021-present)
- Biomedical Sciences Graduate Program Interviewer for PhD Program (2021-present)
- Academic Admissions Committee for Nursing PhD Program (2021)
- Biomedical Sciences Graduate Program Research Day Poster Judge (2020-present)
- Volunteer poster judge, University of New Mexico, BIO Research Day, Albuquerque, NM (2016, 2017, 2018, 2019)

PUBLICATIONS

1. Lopez K, Camacho A, Jacquez Q, Amistadi MK, Medina S, **Zychowski K**. 2022. Lung-Based, Exosome Inhibition Mediates Systemic Impacts following Particulate Matter Exposure. *Toxics*. Aug;10(8):457.
2. Salinas V, Das M, Jacquez Q, Camacho A, **Zychowski K**, Hovingh M, Medina A, Rubasinghege G, Rezaee M, Baltrusaitis J, Fairley N. 2022. Characterization and Toxicity Analysis of Lab-Created Respirable Coal Mine Dust from the Appalachians and Rocky Mountains Regions. *Minerals*. Jul 17;12(7):898.
3. Young, T.L., Scieszka, D., Begay, J.G., Lucas, S.N., Herbert, G., **Zychowski, K.**, Hunter, R., Salazar, R., Ottens, A.K., Erdely, A. and Gu, H., 2022. Aging influence on pulmonary and systemic inflammation and neural metabolomics arising from pulmonary multi-walled carbon nanotube exposure in apolipoprotein E-deficient and C57BL/6 female mice. *Inhalation toxicology*, pp.1-15.
4. Ass'ad NA, Shore X, Myers O, Camacho AR, Jacquez Q, Pollard C, Cook LS, Leng S, Page K, Sood A, **Zychowski K.E**. VCAM-1 Is Upregulated in Uranium Miners Compared to Other Miners. *Life*. 2021 Nov;11(11):1223.
5. Young, T.L., Mostovenko, E., Denson, J.L., Begay, J.G., Lucas, S.N., Herbert, G., **Zychowski, K.**, Hunter, R., Salazar, R., Wang, T. and Fraser, K., 2021. Pulmonary delivery of the broad-spectrum matrix metalloproteinase inhibitor marimastat diminishes multiwalled carbon nanotube-induced circulating bioactivity without reducing pulmonary inflammation. *Particle and Fibre Toxicology*, 18(1), pp.1-16.

6. El Hayek E, Medina S, Guo J, Nouredine A, **Zychowski K.E.**, Hunter R, Velasco CA, Wiese M, Maestas-Olguin A, Brinker CJ, Brearley A, Spilde M, Howard T, Lauer FT, Herbert G, Ali AM, Burchiel S, Campen MJ, Cerrato JM. "Uptake and Toxicity of Respirable Carbon-Rich Uranium-Bearing Particles: Insights into the Role of Particulates in Uranium Toxicity." *Environmental science & technology* 55, no. 14 **2021**: 9949-9957.
7. Young, T.L., Mostovenko, E., Denson, J.L., Begay, J.G., Lucas, S.N., Herbert, G., **Zychowski, K.**, Hunter, R., Salazar, R., Wang, T. and Fraser, K., **2021**. Role of Matrix Metalloproteinases in Multiwalled Carbon Nanotube-mediated Pulmonary and Systemic Inflammatory Activation **2021**.
8. Wilson, A., Velasco, C.A., Herbert, G.W., Lucas, S.N., Sanchez, B.N., Cerrato, J.M., Spilde, M., Li, Q.Z., Campen, M.J. and **Zychowski, K.E.**, **2021**. Mine-site derived particulate matter exposure exacerbates neurological and pulmonary inflammatory outcomes in an autoimmune mouse model. *Journal of toxicology and environmental health. Part A*, 84(12), pp.503-517.
9. Garcia, M., Salazar, R., Wilson, T., Lucas, S., Herbert, G., Young, T., Begay, J., Denson, J.L., **Zychowski, K.**, Ashley, R. and Byrum, S. et al. **2021** Early Gestational Exposure to Inhaled Ozone Impairs Maternal Uterine Artery and Cardiac Function. *Toxicological Sciences*
10. Begay, J., Sanchez, B., Wheeler, A., Baldwin Jr, F., Lucas, S., Herbert, G., Shuey, C., Klaver, Z., Harkema, J.R., Wagner, J.G. and Morishita, M, Bleske, B., **Zychowski, K.E.**, Campen, M.J. "Assessment of particulate matter toxicity and physicochemistry at the Claim 28 uranium mine site in Blue Gap, AZ." *Journal of Toxicology and Environmental Health, Part A* **2020**: 1-18.
11. Hunter, R., Kivlighan, K., Ruyak, S., Jacquez, Q., and **Zychowski, K.E.** "Angiogenesis in Wound Healing Following Pharmacological and Toxicological Exposures" *Current Pathobiology Reports* **2020**
12. Sanchez, B., Zhou, X., Gardiner, A.S., Herbert, G., Lucas, S., Morishita, M., Wagner, J.G., Lewandowski, R., Harkema, J.R., Shuey, C., Campen, M.J., **Zychowski, K.E.** "Serum-borne factors alter cerebrovascular endothelial microRNA expression following particulate matter exposure near an abandoned uranium mine on the Navajo Nation." *Particle and Fibre Toxicology* **2020**: 29
13. **Zychowski, K.E.**, Tyler, C.R.S., Sanchez, B., Harmon, M., Liu, J., Irshad, H., McDonald, J.D., Bleske, B.E. and Campen, M.J., "Vehicular Particulate Matter (PM) Characteristics Impact Vascular Outcomes Following Inhalation." *Cardiovascular Toxicology* **2019**: 1-11.
14. **Zychowski, K.E.**, Wheeler, A., Sanchez, B., Harmon, M., Tyler, C.R.S., Herbert, G., Lucas, S.N., Ali, A.M., Avasarala, S., Kunda, N. and Robinson, P., **2019**. Toxic effects of particulate matter derived from dust samples near the dzhidinski ore processing mill, Eastern Siberia, Russia. *Cardiovascular toxicology*, 19(5), pp.401-411.
15. Assad N, Sood A, Campen MJ, **Zychowski KE**. Metal-induced pulmonary fibrosis. *Current environmental health reports*. **2018** Dec 1;5(4):486-98.
16. **Zychowski, K.E.**, Kodali, V., Harmon, M., Tyler, C.R., Sanchez, B., Ordonez Suarez, Y., Herbert, G., Wheeler, A., Avasarala, S., Cerrato, J.M. and Kunda, N.K., **2018**. Respirable uranyl-vanadate-containing particulate matter derived from a legacy uranium mine site exhibits potentiated cardiopulmonary toxicity. *Toxicological Sciences*, 164(1), pp.101-114.
17. Aragon, M.J., Topper, L., Tyler, C.R., Sanchez, B., **Zychowski, K.**, Young, T., Herbert, G., Hall, P., Erdely, A., Eye, T. and Bishop, L., **2017**. Serum-borne bioactivity caused by pulmonary multiwalled carbon nanotubes induces neuroinflammation via blood-brain barrier impairment. *Proceedings of the National Academy of Sciences*, 114(10), pp.E1968-E1976.

18. Harmon, M.E., Lewis, J., Miller, C., Hoover, J., Ali, A.M.S., Shuey, C., Cajero, M., Lucas, S., **Zychowski, K.**, Pacheco, B. and Erdei, E., **2017**. Residential proximity to abandoned uranium mines and serum inflammatory potential in chronically exposed Navajo communities. *Journal of exposure science & environmental epidemiology*, 27(4), pp.365-371.
19. **Zychowski, K.E.**, Lucas, S.N., Sanchez, B., Herbert, G. and Campen, M.J., **2016**. Hypoxia-induced pulmonary arterial hypertension augments lung injury and airway reactivity caused by ozone exposure. *Toxicology and applied pharmacology*, 305, pp.40-45.
20. Tyler, C.R., **Zychowski, K.E.**, Sanchez, B.N., Rivero, V., Lucas, S., Herbert, G., Liu, J., Irshad, H., McDonald, J.D., Bleske, B.E. and Campen, M.J., **2016**. Surface area-dependence of gas-particle interactions influences pulmonary and neuroinflammatory outcomes. *Particle and fibre toxicology*, 13(1), pp.1-18.
21. **Zychowski, K.E.**, Sanchez, B., Pedrosa, R.P., Lorenzi-Filho, G., Drager, L.F., Polotsky, V.Y. and Campen, M.J., **2016**. Serum from obstructive sleep apnea patients induces inflammatory responses in coronary artery endothelial cells. *Atherosclerosis*, 254, pp.59-66.
22. Paffett, M.L., **Zychowski, K.E.**, Sheppard, L., Robertson, S., Weaver, J.M., Lucas, S.N. and Campen, M.J., **2015**. Ozone inhalation impairs coronary artery dilation via intracellular oxidative stress: evidence for serum-borne factors as drivers of systemic toxicity. *Toxicological Sciences*, 146(2), pp.244-253.
23. Cung, H., Aragon, M.J., **Zychowski, K.**, Anderson, J.R., Nawarskas, J., Roldan, C., Sood, A., Qualls, C. and Campen, M.J., **2015**. Characterization of a novel endothelial biosensor assay reveals increased cumulative serum inflammatory potential in stabilized coronary artery disease patients. *Journal of translational medicine*, 13(1), pp.1-12.
24. **Zychowski, K.E.**, Elmore, S.E., Rychlik, K.A., Ly, H.J., Pierezan, F., Isaiah, A., Suchodolski, J.S., Hoffmann, A.R., Romoser, A.A. and Phillips, T.D., **2015**. Mitigation of colitis with NovaSil clay therapy. *Digestive diseases and sciences*, 60(2), pp.382-392.
25. Mitchell, N.J., Kumi, J., Aleser, M., Elmore, S.E., Rychlik, K.A., **Zychowski, K.E.**, Romoser, A.A., Phillips, T.D. and Ankrah, N.A., **2014**. (UPS) in children. *The American journal of tropical medicine and hygiene*, 91(4), p.777.
26. **Zychowski, K.E.**, Hoffmann, A.R., Ly, H.J., Pohlenz, C., Buentello, A., Romoser, A., Gatlin, D.M. and Phillips, T.D., **2013**. The effect of aflatoxin-B1 on red drum (*Sciaenops ocellatus*) and assessment of dietary supplementation of NovaSil for the prevention of aflatoxicosis. *Toxins*, 5(9), pp.1555-1573.
27. **Zychowski, K.E.**, Pohlenz, C., Mays, T., Romoser, A., Hume, M., Buentello, A., Gatlin III, D.M. and Phillips, T.D., **2013**. The effect of NovaSil dietary supplementation on the growth and health performance of Nile tilapia (*Oreochromis niloticus*) fed aflatoxin-B1 contaminated feed. *Aquaculture*, 376, pp.117-123.

IN PROGRESS

1. Erdei, Esther, Deborah Kanda, Li Luo, Nour Ass'ad, Xixi Zhou, Orrin Meyers, Xin Wang, Akshay Sood, **Katherine E. Zychowski** "Autoimmune markers in a former mining cohort: a pilot study" (*in preparation*)
2. **Katherine Zychowski**, Chris Shuey, Esther Erdei "Inhaled Particulate Matter Exposure in Marginalized Communities" (*in preparation*)

3. Quiteria Jacquez, Alexandra Camacho, Connor Dixon, Rui Liu, Changjian Feng, **Katherine E. Zychowski** “Neurological consequences to woodsmoke exposure is a sex-dependent response” (*in preparation*)
4. Quiteria Jacquez, Alexandra Camacho, Connor Dixon, Rui Liu, Changjian Feng, **Katherine E. Zychowski** “Ovariectomy mediates neuroinflammation following inhaled woodsmoke exposure” (*in preparation*)

BOOK CHAPTERS

1. Joseph H. Hoover, Alicia M. Bolt, Scott W. Burchiel, José M. Cerrato, Erica Dashner-Titus, Esther Erdei, Jorge Gonzalez Estrella, Eliane El Hayek, Laurie Hudson, Li Luo, Debra MacKenzie, Sebastian Medina, Jodi Schilz, Carmen A. Velasco, **Katherine Zychowski**, Johnnye L. Lewis “A Transdisciplinary Approach for Studying Uranium Mobility, Exposure, and Human Health Impacts on Tribal Lands in the Southwest, United States” (2020)
2. Young, Tamara L., **Katherine E. Zychowski**, Jesse L. Denson, and Matthew J. Campen. "Blood-brain barrier at the interface of air pollution-associated neurotoxicity and neuroinflammation." *Role of Inflammation in Environmental Neurotoxicity* 3 (2019): 295.

MENTORING

NAME	YEARS	CURRENT POSITION	PUBLICATIONS AND ACCOMPLISHMENTS
Connor Dixon	2022-present	B.S. student at University of New Mexico	<i>In progress</i>
Keegan Lopez	2021-2022	B.S. student at New Mexico Highlands University	1 poster presentation, 1 publication
Alex Camacho	2019-2020	MPH student at University of Texas at San Antonio	1 poster presentation, 1 publication
Alexis Wilson	2019-2019	University of Mississippi Marine Biology Intern	2 poster presentations, 1 publication
Yoselin Ordonez Suarez	2015-2018	Pharmacist	1 publication, 4 poster presentations, UNM College of Pharmacy Research Fellowship
John Tworek	2018	Biochemistry Ph.D. student at the University of Iowa	UPEN Fellowship, 2 poster presentations, SACNAS conference acceptance, “Outstanding Student Poster Presentation”
Abigail Wheeler	2017-2018	Public Health Ph.D. student, Johns Hopkins University	2 poster presentations, 2 publications
Teresa Giandonato	2017	Marine Biologist	UPEN Fellowship, SACNAS Travel Award 1 poster presentation
Bethany Sanchez, B.S., M.P.H	2014-2018	Medical Student, UNM	5 publications, 6 poster presentations

TEACHING

- Philosophy of Nursing Science NURS 601 (2022, Summer)
- Honors Study in Nursing Level III NURS 498 (2021, Summer and Fall)
- PHRM 825 lectures - Integrated Pharmacotherapeutics II - (2020)
- PHRM 580 lectures - General Toxicology – (2019)
- Facilitation of BIOM 657 - Advanced Topics in Cellular and Systems Physiology (2018)
- Co-taught Microbiology (BIO 2110) and Evolutionary Medicine (BIO 4120) at Central New Mexico College (CNM) (2016-2018)
- Designed active learning modules for teaching activities at CNM and UNM

- Guest-lectured in Basic Environmental Toxicology (PHEO 610) at TAMU (2013)

FUNDING

Current Extramural Funding

Type: R00 ES029104 (PI: Zychowski)

05/15/2020-04/30/2023

Name: “Neurovascular Consequences of Inhaled Uranium Mine-Site Dust Exposure”

Agency: National Institute of Environmental Health Sciences (NIH/NIEHS)

Goal: Poor remediation of abandoned commercial uranium mines throughout the Southwestern United States has subjected Native tribal communities to metal-based (uranium, vanadium, arsenic) environmental exposures. Recent data suggest that inhalation of fugitive mine-site derived dust may have neurovascular consequences. The proposed research intends explore this relationship and evaluate the mechanism underlying mine-site derived particulate matter-induced endothelial dysfunction and long-term neurological consequences.

Role: PI

Total Cost: \$747,000

Type: R21 ES032432 (PI: Zychowski)

07/15/2021-07/14/2023

Name: Particulate Matter-Induced Pulmonary Exosomes and the Lung-Brain Axis

Agency: National Institute of Environmental Health Sciences (NIH/NIEHS)

Goal: Poor remediation of abandoned commercial uranium mines throughout the Southwestern United States has subjected Native tribal communities to metal-based (uranium, vanadium, arsenic) environmental exposures. Recent data suggest that inhalation of fugitive mine-site derived dust may have neurological consequences. The proposed research intends to explore this relationship and evaluate lung and serum-derived exosomes as a potential mechanism driving PM-induced endothelial dysfunction and neurological consequences.

Role: PI

Total Cost: \$416,000

Type: Broad Agency Announcement 75D30121C12182 (PIs: Roghanchi, Zychowski) 09/01/2021-08/31/2024

Name: Integration of Respirable Crystalline Mine Dust (RCMD) and Respirable Crystalline Silica (RCS) Physicochemistry and Toxicity Outcomes in an Occupational Risk Assessment Model

Agency: National Institute of Occupational Safety and Health (CDC/NIOSH)

Goal: The inhalation and consequential deposition of respirable coal mine dust (RCMD) and respirable crystalline silica dust (RCS) in the different regions of miners’ respiratory tracts could lead to detrimental biological responses and adverse health effects such as silicosis. It is, however, crucial to understand the level of dust particle toxicity based on the dose of exposure and dust particle characteristics to accurately assess miners’ exposure dose and health effects. Establishment of a valid model that risk stratifies miners for coal workers’ pneumoconiosis based on mine-, dust-, and health-specific measures could help identify high-risk mines for early intervention.

Role: Co-PI

Total Cost: \$190,100 (UNM portion only)

Type: P42ES025589 (PI: Lewis)

04/01/2022-03/31/2027

UNM Metals Exposure Toxicity Assessment on Tribal Lands Superfund Research Program: BioProject 3

There is great concern regarding the potential health risks associated with increased exposure to metals due to legacy uranium and hard rock mining in the Southwestern United States. This project evaluates the effects of inhalation exposure to metal-rich particulates alone or in mixtures on immune dysregulation and the potential to lead to lung and systemic autoimmunity. Information gained will provide novel mechanistic insight into the potential risks associated with exposure to airborne metals and their role in metal-mediated immune modulation and disease.

Role: Co-Investigator

Completed

Type: K12GM088021 (PI: Wandinger-Ness)

01/2016-05/2018

Name: Institutional Research and Career Development Award for Academic Science Education and Research Training” (IRACDA-ASERT)

Agency: National Institute of General Medical Sciences (NIH/NIGMS)

Goal: To increase competitiveness of ASERT fellows for academic careers with academic enrichment opportunities, enhance research oriented, innovative teaching at minority-serving institutions through collaborations with expert educators. The University of Mexico has one of 18 IRACDA programs nationally.

Role: IRACDA Postdoctoral Fellow

Type: Pilot Project (from P42 METALS SRP Center ES025589)

01/2018-03/2018

Name: “Assessing neurovascular effects of uranium mine-site derived PM exposures by using a toxicogenomics approach”

Agency: National Institute of Environmental Health Sciences (NIH/NIEHS)

Goal: A key element of the METALS pilot program is to generate data that can be used to support external funding applications.

Role: PI

Total Cost: \$13,010

Type: Pilot Project (from P42 METALS SRP Center ES025589)

01/01/2018-12/31/2019

Name: Uranium Miners Have Increased Cumulative Systemic Inflammatory Potential Compared to Non-uranium Miners.

Agency: National Institute of Environmental Health Sciences (NIH/NIEHS)

Goal: The goal of this pilot project is to test the feasibility of field blood sample collection and processing in an existing clinical screening program involving rural New Mexico miners. Additionally, we will compare the serum of uranium versus non-uranium miners for the potential to active transcriptional responses (VCAM-1, ICAM-1 and IL-8) in human coronary endothelial cells using a novel bioassay.

Role: Coinvestigator

Total Cost: \$25,000

Type: K99ES029104 (PI: Zychowski)

06/01/2018-05/31/2020

Name: “Neurovascular Consequences of Inhaled Uranium Mine-Site Dust Exposure”

Agency: National Institute of Environmental Health Sciences (NIH/NIEHS)

Goal: Poor remediation of abandoned commercial uranium mines throughout the Southwestern United States has subjected Native tribal communities to metal-based (uranium, vanadium, arsenic) environmental exposures. Recent data suggest that inhalation of fugitive mine-site derived dust may have neurovascular consequences. The proposed research intends explore this relationship and evaluate the mechanism underlying mine-site derived particulate matter-induced endothelial dysfunction and long-term neurological consequences.

Role: PI

Total Cost: \$160,000

In progress revision

Type: R01ES033981 (PI: Zychowski) (Nov. 2022 Resubmission)

07/01/2023-06/30/2027

Systemic Implications and Novel Mechanisms of Circulating Exosomes Following Inhaled Exposures

Goal: Poor remediation of abandoned commercial uranium (U) mines throughout the Southwestern United States has subjected Native tribal communities to metal-based (U, V, As) environmental exposures. Recent data suggest that inhalation of fugitive metal-based dust may have systemic impacts, driven by exosomes. The proposed research intends to explore the relationship and mechanisms between PM-driven exosomes and systemic consequences.

Date: October 5, 2022

To: Cinnamon Blair, Chief of Staff, UNM President

From: Christine E Kasper, PhD, RN, FAAN, FACS

RE: Creation and Appointment of the Terry and Alyce J Richardson Professorship in Nursing

Dear Ms. Blair and members of the naming committee,

Dear Ms. Blair and members of the naming committee,

On behalf of the UNM College of Nursing, I would like to request approval to create the Terry and Alyce J. Richardson Professorship in Nursing. This naming request is respectfully submitted in accordance with UNM Administrative Policy 1020: Naming Facilities, Spaces, Endowments, and Programs, under Section 2.1.

Ms. Alyce J. Richardson received a bachelor's degree in University Studies from UNM in 2002. Mr. Terry D. Richardson is a 1972 alumnus of New Mexico State University with a bachelor's degree in Electrical Engineering and of the University of Southern California with a master's degree in Operations Research.

Terry is the co-owner of Richardson Investments Inc, which is the parent company of Richardson Properties and Rich Ford Sales. Alyce is originally from Wayne, Pennsylvania. She had a career with both domestic and international airlines and worked as a travel agent. While living in Albuquerque, she completed her bachelor's degree at UNM concentrating in Irish literature. Alyce and Terry have been avid supporters of nursing education at the University of New Mexico since 2015 giving gifts to provide student scholarships, including incentive scholarships to encourage undergraduate students to continue to a graduate degree in nursing directly from their undergraduate programs.

Additionally, as prescribed by Faculty Handbook Policy C170 "Endowed Chairs and Named Professorships" and in consultation with faculty within the department, we seek approval to appoint Katherine Zychowski, PhD as the inaugural holder of the Terry and Alyce J. Richardson Professorship in Nursing.

Dr. Zychowski is currently a part of a larger cohort of scholars at UNM working on various aspects of health detriments caused by legacy uranium mining in Native American communities. She is passionate about public health research that impacts underserved populations, more specifically, research that will drive changes in policy and promote healthy communities. Zychowski was awarded an NIH/NIEHS K99 'Pathway to Independence' career development award in 2018.

For your consideration, I have included Dr. Zychowski's CV and letters of support for your review. Thank you for your time and consideration of this request.



Christine E. Kasper, Dean and Professor

12 October, 2022

Dear UNM Board of Regents,

It is with great pleasure (and fair amount of pride) that I nominate Katherine (Katie) Zychowski, Ph.D. for the Terry and Alyce J. Richardson Professorship in Nursing Endowment. Dr. Zychowski is an Assistant Professor in the University of New Mexico College of Nursing, where she is simultaneously building her independent research career as well as leading the new surge of momentum to bring basic science research into our College of Nursing. Dr. Zychowski's research spans the gamut from fundamental mechanistic toxicology to community-based research, which is especially focused on the underserved Native American communities of New Mexico.

Dr. Zychowski trained at Texas A&M in Dr. Tim Phillips' lab prior to joining my program in 2014. Her contributions in my group, as a postdoc and then Research Assistant Professor led to 20 publications (so far) in very strong journals such as Proceedings of the National Academies of Science, Particle and Fibre Toxicology, Atherosclerosis, Toxicological Sciences., and Toxicology and Applied Pharmacology. She was fundamental to the orchestration of one of the most complex on-site field research operations I have ever seen, using a 53' mobile laboratory (loaned from Michigan State University) to study toxicity of uranium mine site-derived particulate matter on Navajo Nation, 4 hours away from the UNM research facilities. She developed and implemented novel translational assays leading to clinical manuscripts related to coronary artery disease and sleep apnea, in addition to the more typical preclinical work in my lab.

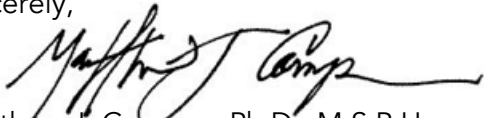
Dr. Zychowski came to UNM as a postdoc and was awarded a fellowship through our Academic Science Education & Research Training (ASERT) K12 program, focused on research and science education. She excelled in this program and is routinely recognized as one of the major program successes. She built a "Transition to Independence" K99/R00 application to the National Institutes of Health around her early research, which was awarded on her first submission. This K99/R00 award brought over \$850,000 to the UNM College of Nursing to support Dr. Zychowski and her team over the past three years. This award has helped to launch Dean Christine Kasper's vision towards the development of a more basic research enterprise that can feed the clinical and community care questions in the field of nursing. So far, with the addition of Drs. Zychowski and Xiaozhong Yu, this effort has been paying off extremely well, with new NIH and CDC funding.

The independent research in Dr. Zychowski's lab is largely focused on understanding novel biomolecular responses in the lung following inhaled pollutant exposures, and how such

responses can lead to systemic effects. Currently, she is focused on the formation of exosomes and microRNA, and she is also pursuing research on NETosis and extracellular traps from neutrophils. These novel directions positioned her nicely as independent from the studies in my program, and she has been successfully publishing and garnering new funding (e.g., a new 2-year, \$415,000 grant from the NIH) on these topics. Notably, she has also transitioned nicely to implementing team science, with her colleague Dr. Roghanchi, on a new CDC/NIOSH study of silica and mine dust.

Dr. Zychowski naturally has a high intellect, as is essential to succeed in our competitive funding environment. But what truly separates her from her peers is persistence. She has shown the ability to fight, and bounce back, to create better ideas, better grant proposals, better study designs. Her persistence is also inherent to her success at UNM and a huge benefit to the College of Nursing. It is this level of determination that makes her successful, and admirable, as well. I therefore think she is an ideal candidate for the Terry and Alyce J. Richardson Professorship in Nursing Endowment. Your consideration of her candidacy is greatly appreciated!

Sincerely,



Matthew J. Campen, Ph.D., M.S.P.H.

Regents' Professor, Department of Pharmaceutical Sciences

Chair, Environmental Health Signature Program

Director, NM Center for Metals in Biology and Medicine (NIGMS P20)

Director, Clinical and Translational Sciences Mentored Career Development Program (NCATS KL2)

Associate Director, UNM Clinical and Translational Sciences Center

University of New Mexico College of Pharmacy

October 12, 2022

Dear Members of the Naming Committee,

I most strongly endorse and support Dr. Katherine Zychowski for the Richardson Professorship for her noteworthy contributions to the discipline toxicology. She is an Assistant Professor in the College of Nursing (CON), University of New Mexico and an early career scientist who has hit the ground running. In the CON our leadership structure is unique in that all the tenure track and tenured faculty report to the Associate Dean of Research and Scholarship, therefore I have direct knowledge of Dr. Zychowski's expertise. She is currently funded with an NIH R00, NIH R21 and a Board Agency Announcement (BAA) Contract. She is a co-Investigator on a NIH P42 Heavy Metal Superfund Center grant. Concurrently she teaches research and methods courses in the Honors Undergraduate Program and PhD program.

Dr. Zychowski's research focuses on the consequences of environmental pollutants such as inhaled dust from the mines in New Mexico at the cellular level. Dr. Zychowski is currently working on the cardiovascular effect of inhalational uranium mine dust exposure in humans utilizing the New Mexico – based Mining dust in the United States (MiDUS) cohort. Dr. Zychowski is conducting her translation research with a team of scientists including Dr. Sood, Endowed Chair in Mining-Related Lung Diseases and the Medical Director, Miners' Wellness Tele-ECHOs Clinic which builds upon her previous foundational work with rodent models.

Dr. Zychowski is a rising star and receiving the Richardson Professorship would facilitate and recognize her continued stellar work in the field of toxicology and position her academic career. She has been previously recognized by the Society of Toxicology by receiving the Donald E. Gardner Education Award and the 2016 Cardiovascular Specialty Section Travel Ward. Recently she was invited to present her work at the CDC/NIOSH sponsored workshop on Silica Exposure and Lung Disease in the Mining industry. She serves as an NIH reviewer and was a previous Women in Toxicology awards reviewer. She receives excellent student teaching evaluations from her Undergraduate Honors Program and PhD doctoral students, and they often site her as a role model and someone who inspires them.

In conclusion, Dr. Zychowski is a promising scientist, leader, and educator and this recognition will further ensure her success as she develops into top notch scientist and leader in the field of toxicology. It is my pleasure to strongly support without reservation Dr. Zychowski for this prestigious professorship. Please feel free to contact me with questions.

Sincerely,



Patricia Watts Kelley, PhD, FNP-BC, GNP-BC, FAANP, FAAN
Professor and Associate Dean for Research & Scholarship
Patricia Higgins Endowed Professor
pwattskelley@salud.unm.edu



HEALTH SCIENCES
OFFICE OF INTERPROFESSIONAL EDUCATION

October 13, 2022

Dean Kasper and President Stokes,

I am writing a letter of support for Assistant Professor, Dr. Katherine Zychowski in the UNM College of Nursing for the Richardson Professorship in Nursing. Dr. Zychowski has been at the UNM College of Nursing for over two years, and she has brought a depth and breadth of environmental health knowledge and research in toxicology to the Health Sciences. She has been participating in important cross disciplinary research studies with other investigators in the School of Medicine and the College of Pharmacy on Inhalation toxicology. She is primarily focused on pre-clinical studies involving biological mechanisms of inhaled toxicants impacting the blood brain barrier (which is novel and extremely important). She and her colleagues are exploring critical information involving uranium (U)-driven biomarkers, which have a direct, translational impact for clinicians and public health professionals. She has been an active participant in the Interprofessional Project ECHO Miners Wellness Telemedicine program and her research is supporting the work of rural clinicians with former uranium miners on health impacts from occupational exposures.

Dr. Zychowski is also leading studies to assess the inflammatory response/ impact of inhaled wood smoke (from wildfires), to quantify and characterize some of the health impacts from wildfire exposure, which will guide protection measures for smoke-exposed individuals.

In addition to her research, Dr. Zychowski has been an educator and mentor to several nursing students and is joining the work of Health Sciences faculty (including myself) to prepare the next generation of nurses and health professionals with the environmental health and planetary health information they need to address the health issues that our patients and populations will continue to experience at a greater pace in the future.

With the support of the Richardson Endowment, Dr. Zychowski plans to work more closely with nursing students to engage them in environmental health practices and policies. She is also hoping to take the research that she has been collaborating on into rural New Mexico communities. This funding will help to support some of the logistics and time for that work.

Dr. Zychowski is a light! Her work is unique, timely and relevant, and she brings important experience in environmental health to the Health Sciences Programs and the College of Nursing. I am in full support of her receiving the Richardson Endowed Chair position.

Thank you for your consideration of this appointment,

A handwritten signature in black ink, appearing to read 'Heidi Honegger Rogers'.

Heidi Honegger Rogers DNP, FNP-C, APHN-BC She/Her/Hers

Director, [UNM Health Sciences Center Interprofessional Education Program](#)

Associate Professor, [UNM College of NursingHroggers1@Salud.UNM.edu](mailto:UNMCollegeofNursingHroggers1@Salud.UNM.edu)

Kidney Institute of New Mexico

October 12, 2022

To the Members of the Terry and Alyce J. Richardson Professorship in Nursing Committee,

I recommend Dr. Katherine E. Zychowski, Ph.D., for the Richardson Endowed Professorship. Her resume attests that she is an exceptional candidate for the Endowed Professorship. She has firm priorities consonant with the University of New Mexico's missions. Regent's Professor, Pharmaceutical Sciences, Dr. Matthew J. Campen, Ph.D., M.S.P.H. provided an introduction half-way through the coronavirus pandemic. Personally, her tone and demeanor convey the confidence of a leader. In total, she has a record and personality that contribute significantly to the over-arching objectives of our institution.

Background. My grandmother migrated to eastern New Mexico before it became an established state. My father and his brothers were born and raised in Portales and Clovis. Thanks to the GI Bill, my father, and his twin brother graduated from the University of New Mexico. He, his twin, and a younger brother served Albuquerque as dentists for approximately six decades. I am a native of Albuquerque and a graduate of the University of New Mexico (1990, 1992), the University of New Mexico Biomedical Sciences Graduate Program (1995), and the University of New Mexico School of Medicine (1999). My clinical residency and fellowship in nephrology were via the American Board of Internal Medicine Research Investigator Pathway, with research funding from the National Kidney Foundation. This line of research—the role of platelet-derived growth factor receptor b in embryonic kidney development—was funded by an American Heart Association Fellow to Faculty Transition Award. I spent 20 years in Texas, climbing the academic medicine ladder, and obtained the rank of tenured Associate Professor of Medicine at the University of Texas Health System. In 2018, I returned to Albuquerque to direct the Kidney Institute of New Mexico and serve as the Renal Section Chief of the New Mexico Veterans Administration Health Care System.

My research expertise centers on complications from magnetic resonance contrast agents. Magnetic resonance imaging contrast agents rely on the properties of a physiologically alien rare earth metal, gadolinium. When gadolinium triggers a complication, these are often fatal. Our research team is globally renowned for investigating the biological effects of these widely-used diagnostic agents. Since returning to Albuquerque in 2018, I have partnered with many investigators within the University of New Mexico/Health Sciences Center and advanced the science. Many

Dr. Zychowski is an exemplary faculty member. She epitomizes a 'triple threat' faculty member: research, teaching, and service. Faculty members and students were fortunate to have recruited Dr. Zychowski to the College of Nursing at the University of New Mexico Health Sciences Center. She has brought a large number of extramural research funds to the University. She teaches at the University of New Mexico and other campuses, such as Central New Mexico College. Her discoveries are impactful for the residents and laborers within New Mexico. Google Scholar metrics attest to this, showing a high number and rate of citations since her terminal degree.

My recommendation is with qualifications. My experience with academic medicine began with entering an experimental physiology laboratory led by the late Dr. William Galey, Jr., Ph.D., in 1992 as a graduate student. I was recruited to the University of New Mexico Biomedical Sciences Graduate Program by Dr. Robert Glew, Ph.D. After medical school, I am among the few in the nation to choose the American Board of Internal Medicine Research Investigator Pathway (with support from the NIH Loan Repayment Program). I served on many committees ranging from admissions to promotion and tenure. As one with a professional career within academic medicine, I know *grand cru* faculty members. Dr. Zychowski easily passes this bar.

Sincerely,



Brent Wagner, MD, FACP, FASN
AAMC ID 10159780
Director, Kidney Institute of New Mexico
Associate Professor of Medicine, Division of Nephrology
University of New Mexico Health Science Center
Renal Section Staff Physician, Medical Section and Associate Chief of Staff for Research & Development
New Mexico VA Health Care System/Raymond G. Murphy Memorial Hospital
New Mexico Veterans Administration Health Care System (501/111c)
1501 San Pedro Dr. SE
Albuquerque, NM 87108



THE UNIVERSITY OF NEW MEXICO ♦ HEALTH SCIENCES CENTER

SCHOOL OF MEDICINE

Department of Internal Medicine

Division of Pulmonary, Critical Care, and Sleep Medicine

October 9, 2022

Christine E. Kasper, PhD, RN, FAAN, FACSM
Dean and Professor
Crenshaw Endowed Chair
UNM College of Nursing

Dear Dean Kasper

As the Miners' Colfax Medical Center Endowed Chair for Mining-Related Lung Diseases, the Medical Director of the Miners' Wellness Tele-ECHO Clinic, Assistant Dean, Distinguished Professor, and a current NIH-funded investigator, it is with the greatest enthusiasm that I recommend Dr. Katherine Zychowski for the inaugural holder of the Terry and Alyce J. Richardson Endowed Professorship at UNM College of Nursing for her significant contributions to the field of toxicology. I have had over 20 years of experience as a pulmonary and critical care physician and researcher in the areas of lung and occupational-related diseases, as well as extensive experience in community and patient advocacy, minority and rural health and clinical and translational science. I am therefore in an excellent position to review the scientific potential of Dr. Zychowski.

As a tenure track Assistant Professor at the UNM College of Nursing, she is a junior faculty, and this award will further strengthen her academic career. She has previously been recognized with the Donald E. Gardner Education Award and the 2016 Cardiovascular Specialty Section Travel Award. She is funded by multiple NIH grants (K99, R00, R21, P42, and BAA Contract). Her research involves the health consequences of inhaled dusts from mining operations and other air pollution sources on serum-derived inflammatory mechanisms, including systemic inflammatory potential and exosomes. I have worked with Dr. Katherine Zychowski on the cardiovascular effect of inhalational uranium mine dust exposure in humans for the last four years, utilizing the New Mexico-based Mining Dust in the United States (MiDUS) cohort. Our translational work expands upon her years of similar research in mice. She was invited to present her work at the recent workshop on Silica Exposure and Lung Disease in the Mining Industry, sponsored by the CDC/NIOSH. The significance of the work relates to the health impact of the occupational and environmental exposures to uranium dust that disproportionately impacts Navajo communities in New Mexico.

She has already demonstrated leadership skills, including mentoring students in toxicology. She was the editor for the Women in Toxicology newsletter and the Women in Toxicology Awards Committee. In addition, she serves as a reviewer for multiple toxicology-related NIH study sections and teaches toxicology courses at the College of Pharmacy.

The field of toxicology is going through a radical transformation, and technological advances and emphasis on underserved affected communities are changing the field. Young, dynamic leaders like Dr. Zychowski would play a vital role in this transformation, and recognition at this stage of her career would serve the future goal of the College of Nursing. Therefore, I strongly recommend this award to Dr. Katherine Zychowski without any reservation. Please contact me with any questions at asood@salud.unm.edu.

Sincerely,



Akshay Sood, MD, MPH
Professor and Endowed Chair
Assistant Dean, Mentoring and Faculty Retention
Division of Pulmonary, Critical Care and Sleep Medicine
Department of Internal Medicine
University of New Mexico School of Medicine
1 University of New Mexico, MSC 10 5550
Albuquerque, NM 87131, USA
Telephone: 505-272-4751

Katherine E. Zychowski, Ph.D.

Curriculum Vitae

University of New Mexico-Health Sciences Center

College of Nursing

2502 Marble, NE, Office: 222

Albuquerque, NM 87131-5691

Office: 505-272-8366

EDUCATIONAL HISTORY

Ph.D.: Toxicology, Texas A&M University, College Station, Texas (2014)

Dissertation title: Calcium montmorillonite clay for the mitigation of aflatoxicosis and gastrointestinal inflammation *in vitro* and *in vivo* (Mentor: Dr. Timothy D. Phillips)

B.S.: Biology, Baylor University, Waco, Texas (2010)

EMPLOYMENT HISTORY

Assistant Professor, University of New Mexico, College of Nursing (March 2020-present)

My area of research involves exploring serum-derived, inflammatory mechanisms and consequences of inhaled dusts from mining operations and other air pollution sources.

Research Assistant Professor, University of New Mexico- College of Pharmacy (June 2018-March 2020)

I was awarded an NIEHS K99 *Pathway to Independence* award and continued research involving neurovascular consequences of inhaled uranium mine-site derived dusts.

IRACDA Postdoctoral Fellow, University of New Mexico – College of Pharmacy (October 2014-May 2018)

Mentor: Matthew J. Campen

My focus included basic and translational research involving environmental and occupational public health issues within the southwestern United States. My primary project involved deciphering the mechanism behind inhaled uranium and vanadium particulate-driven endothelial dysfunction in Navajo Nation (New Mexico and Arizona), due to mining-related activities.

Toxicology Graduate Research Assistant, Texas A&M University (July 2010-August 2014)

Mentor: Dr. Timothy D. Phillips

My area of expertise involved human and animal interventions for aflatoxicosis. My research focused on using calcium montmorillonite clay to mitigate aflatoxicosis and gastrointestinal inflammation.

Human Physiology Laboratory Teaching Assistant, Baylor University (August 2009 – May 2010)

Supervisor: Dr. Crystal Usenko

I conducted Human Physiology I laboratory for undergraduates. I administered weekly quizzes and provided technical support for laboratory activities.

PROFESSIONAL RECOGNITION AND HONORS

AWARDS AND SCHOLARSHIPS

	YEAR	ORGANIZATION
Cardiovascular Specialty Section Travel Award	2016	Society of Toxicology
Donald E. Gardner Education Award	2016	Society of Toxicology
Society of Toxicology Travel Award	2014	Society of Toxicology
George T. Edds Award – Outstanding Student in Toxicology	2014	Texas A&M University
College of Veterinary Medicine (CVM)-Graduate Student Proposal Award	2013	Texas A&M University
CVM High Impact Achievement Award- First Author Publication	2013, 2014	Texas A&M University
Regent's Fellowship	2010	Texas A&M University
Gulf Coast Society of Toxicology Travel Award	2010	Gulf Coast Society of Toxicology
Bob Gardner Research Award	2009	Baylor University
Summer Undergraduate Research Fellowship	2009	Baylor University
Jesse H. and Mary Gibbs Scholars Award	2006	Houston Endowment

MEMBERSHIPS IN PROFESSIONAL SOCIETIES

Society of Toxicology

Specialty Sections: Women in Toxicology, Cardiovascular Toxicology, Inhalation and Respiratory Toxicology

Society of Toxicology- Mountain West Regional Chapter

American Thoracic Society (ATS)

American Heart Association (AHA)

EXTRAMURAL PROFESSIONAL ACTIVITIES

Ad hoc reviewer for peer-reviewed scientific journals

AJP-Heart and Circulatory Physiology, Toxicological Sciences, Cardiovascular Toxicology, Toxicology and Applied Pharmacology, Food and Chemical Toxicology, Food Additives and Contaminants, Applied Clay Science, World Journal of Gastroenterology, African Journal of Biotechnology, PLOS ONE, Particle and Fibre Toxicology, Environmental Research, Toxics, Science of the Total Environment, International Journal of Environmental Research and Public Health

Leadership in Professional Societies and at the University of New Mexico

- Inhalation Respiratory Specialty Section (IRSS) Councilor, Society of Toxicology (2022-present)
- Research and Scholarship Committee member- UNM College of Nursing (2021-present)
- Virtual ToxScholar (scientific outreach for undergraduate students) (2020-present)
- CVTSS Specialty Section newsletter writer and editor (2020)
- CVTSS Treasurer (2020-2022), Society of Toxicology
- Cardiovascular Specialty Section (CVTSS) Postdoctoral Representative, Society of Toxicology (2016-2018)
- Women in Toxicology Awards Committee Member (2016)
- Women in Toxicology Newsletter Editor (2016)
- Conference Organizer and Sponsor of the Keynote Speaker for the Women in Science and Engineering (WISE) Conference, College Station, TX (2015)
- Texas A&M Graduate Student Toxicology Student Representative (2013-2014)
- Treasurer – Graduate Student Association (Texas A&M University-College of Veterinary Medicine) (2012-2013)
- Graduate Student Council – Toxicology Program Representative (2012-2013)
- Committee for Diversity Initiatives – Society of Toxicology (2012-2013)
- Undergraduate Peer Mentor, Society of Toxicology (2012)

Reviewer for intramural and extramural funding

- **CDC/NIOSH** Prevention and Control Special Emphasis Panel Disease, Disability and Injury Prevention Special Emphasis Panel **ZOH1 ZYB (06)** Grant Reviewer, NIOSH Agricultural Centers for Agricultural Safety and Health (April, 2022)
- **CDC/NIOSH** Disease, Disability and Injury Prevention and Control Special Emphasis Panel **ZOH1 EHG (11)** Grant Reviewer NIOSH Centers of Excellence Total Worker Health (U19) (April, 2021)
- **NIH/NIEHS** Special Emphasis Panel **ZES1 LAT-K (T)** Grant Reviewer Mechanism for time-sensitive research opportunities in environmental health sciences (R21) (Feb. 2021)
- **CDC/NIOSH** State Occupational Safety and Health Surveillance Program Grant Reviewer (U60) **ZOH1 SHG (12)** (Jan. 2021)
- **NIH/NIEHS** Special Emphasis Panel **ZES1 JAB-K (T8)** 2 Grant Reviewer Mechanism for time-sensitive research opportunities in environmental health sciences (R21) (Sept. 2020)
- **NIH/NIEHS** Special Emphasis Panel **ZES1 JAB-S (TS)** Grant Reviewer Mechanism for time-sensitive research opportunities in environmental health sciences (R21) (Aug. 2020)
- Environmental Health Superfund Pilot Reviewer-University of New Mexico (2020)
- Undergraduate Pipeline Network (UPN) Reviewer-University of New Mexico (2017, 2018)
- Grant Reviewer, Native American Environmental Health Equity Center pilot grants- University of New Mexico (2017)

Other reviewer activities

- **CDC/ATSDR** Peer Review of Cobalt Toxicological Profile (December, 2021)

INVITED SEMINARS AND ORAL PRESENTATIONS

1. CDC/NIOSH/West Virginia University (Virtual via Zoom) Invited Seminar: *Systemic consequences and mechanisms of mine-site derived dust exposure: an overview*, September, 2022
2. International Mining Dust and Aerosol Research Conference (Qingdao, China and Virtual via Zoom; sponsored by Pennsylvania State University) Invited Seminar: *Lung-Based Exosomal Inhibition Mediates Systemic Impacts Following Mine-site derived Particulate Matter Exposure*, November 15, 2021
3. UNM-College of Nursing PhD Program of Research Overview, September 15, 2021
4. UNM- Clinical and Translational Sciences Center Synergy Seminar: *Cardiovascular Disease in Miners*, April 26, 2021
5. Workshop: Silica Exposure and Lung Disease in the Mining Industry sponsor: CDC/National Institute of Occupational Health and Safety (NIOSH) and Department of Labor/ *Investigation of silica dust toxicity based on particle characteristics and exposure dose*, October 22, 2020
6. University of New Mexico- College of Nursing Spotlight on Research and Scholarship *Bridging mechanistic toxicology with community-based research*, August 7, 2020
7. Wayne State University, Detroit, MI, January 22, 2019, University of Utah, February 4, 2019, and University of Massachusetts at Amherst, February 13, 2019, and the University of New Mexico, September 25, 2020, *Toxicological Consequences of Inhaled Uranium Mine-site Derived Dusts*
8. Michigan State University, East Lansing, MI. *Cardiovascular and Neurological Consequences from Claim 28, an Abandoned Uranium Mine*, June 4, 2018
9. K'e Conference, Community Meeting, Shiprock, NM, *Update on AirCARE1 exposures in Blue Gap Tachee, AZ*, March 17, 2018
10. Sandia National Laboratories, International Biological and Chemical Threat Reduction, *Vascular and Pulmonary Consequences of Respirable Dusts Derived from Uranium Mines on the Navajo Nation*, January, 16, 2018
11. Michigan State University, East Lansing, MI. *Cardiovascular and Respiratory Effects from Pulmonary Exposure to Metal-Contaminated Dusts from an Abandoned Uranium Mine*, October 20, 2016
12. University of New Mexico, Albuquerque, NM. Meeting with the Navajo Nation Uranium Mine Trustee (Sadie Hoskie), *UNM METALS group – Current and Future Investigations*, August 21, 2016
13. Village of Mesita Community Meeting and Village of Pagate Community Meeting, Laguna, NM. *Understanding Exposure Pathways for Laguna Residents Living Near Jackpile Mine*, October 25, 2016 and November 3, 2016
14. Faculty of Toxicology Symposium, Texas A&M University, College Station, TX. *Interventions for Aflatoxicosis*, August 5, 2016

ABSTRACTS (selected)

1. V. Salinas, M. Das, Q. Jacquez, A. Camacho, **K. Zychowski**, M. Hovingh, G. Rubasinghege, M. Rezaee, M. Rezaee, P. Roghanchi *Respirable Coal Mine Dust Research: Dissolution of Silica and Heavy Metals in Simulated Lung Fluids*, presented at New Mexico Tech Research Day, May 2022
2. A. Camacho, Q. Jacquez, B. Baird, V. Maximino Silva, **K.E. Zychowski**. *Exosomal Inhibition via Oropharyngeal Aspiration Resolves Systematic Impacts Caused by Mine Site-Derived Particulate Matter Exposure*, Society of Toxicology, March 2022
3. Q. Jacquez, A. Camacho, B. Baird, V. Maximino Silva, X. Shore, O. Myers, C. Pollard, N. Ass'ad, A. Sood, **K.E. Zychowski** "VCAM-1 is upregulated in Uranium Miners relative to Non-Uranium Miners," Society of Toxicology, March 2022
4. K. Lopez, Q. Jacquez, A. Camacho, **K. Zychowski**. *Exosomes as drivers of neurovascular consequences following mine-site dust exposure* UPN Research Day August, 2021, University of New Mexico, Albuquerque, NM USA
5. A. Wilson, R. Salazar, C.Velasco, J.Cerrato, M.Campen, **K. Zychowski**. *Mine-site derived dusts drive systemic lupus erythematosus* College of Pharmacy UPN Symposium December, 2020, University of New Mexico, Albuquerque, NM USA (NIH/NIEHS Superfund Conference)

6. NA Assad, **K. Zychowski**, C Pollard, O Myers, JA Martinez, KA White, MJ Campen, A Sood. *Uranium Miners Exhibit Greater Serum Cumulative Inflammatory Potential* American Thoracic Society May, 2020 Philadelphia, PA (meeting canceled due to COVID-19)
7. B.Sanchez, G.W. Herbert, S. Lucas, **K. Zychowski** *Serum-borne factors alter cerebrovascular endothelial microRNA expression following particulate matter exposure near an abandoned uranium mine on the Navajo Nation* Society of Toxicology, Anaheim, CA March, 2020 (meeting canceled due to COVID-19)
8. Community-engaged research and translation activities with Tribal communities in the western United States **Authors** – Joseph Hoover, Sheldwin Yazzie, Katherine Zychowski, Melissa Gonzales (February, 2020)
9. A. Wilson, R. Salazar, C.Velasco, J.Cerrato, M.Campen, **K. Zychowski**. *Mine-site derived dusts drive systemic lupus erythematosus* College of Pharmacy UPN Symposium August, 2019, University of New Mexico, Albuquerque, NM USA
10. J. Tworek, B. Sanchez, A.Wheeler, G. Herbert, S. Lucas, M. Morishita, M. Paffett, B. Bleske, M. Campen, **K. Zychowski**. *Effects from Airborne Metal-Enriched Particulate Matter from an Abandoned Uranium Mine* College of Pharmacy UPN Symposium August 2018, University of New Mexico, Albuquerque, NM USA
11. **K. Zychowski**, G.Herbert, C.R. Tyler, S.N. Lucas, B.Sanchez, J. Cerrato, S. Avasarala, P. Muttill, N. Kunda, M.J. Campen “Pulmonary and vascular consequences of inhaled mine-site derived dusts” IRACDA Conference Proceedings, June 2017, Page 12.
12. **K. Zychowski**, G.Herbert, C.R. Tyler, S.N. Lucas, B.Sanchez, J. Cerrato, S. Avasarala, P. Muttill, N. Kunda, M.J. Campen “Navajo mine dust exposure and subsequent toxicological implications” IRACDA Conference Proceedings, June 2016, Page 7.
13. **K. Zychowski**, S. Lucas, G. Herbert, M.J. Campen. Hypoxia-induced Pulmonary Arterial Hypertension Augments Ozone Lung Injury and Airway Reactivity. College of Pharmacy, University of New Mexico, Albuquerque, NM- *The Toxicologist*, March 2015, Page 341.
14. A. Romoser, **K. Zychowski**, S. Elmore, H. J. Ly, F. Pierezan, A. Isaiah, J. S. Suchodolski, A. Rodrigues Hoffmann and T. D. Phillips. Mitigation of Colitis with NovaSil Clay Therapy. College of Veterinary Medicine and Biomedical Sciences, Texas A&M University, College Station, TX. – *The Toxicologist*, March 2015, Page 393.
15. **K. Zychowski**, A. Rodrigues Hoffmann, H.J. Ly, C. Pohlenz, A. Buentello, A. Romoser, D. Gatlin and T.D. Phillips. The Effect of Aflatoxin B₁ on Red Drum (*Sciaenops ocellatus*) and Assessment of Dietary Supplementation of NovaSil for the Prevention of Aflatoxicosis. College of Veterinary Medicine and Biomedical Sciences, Texas A&M University, College Station, TX.– *The Toxicologist*, March 2014, Page 80
16. K. Brown, A. A. Marroquin-Cardona, N. Mitchell, T. Mays, S. Elmore, **K. Zychowski** and T.D. Phillips. Modified Hydra Bioassay to Evaluate Combined Effects of Aflatoxin B₁ and Fumonisin B₁. Veterinary Integrative Biosciences, Texas A&M University, College Station, TX. – *The Toxicologist*, March 2012, Page 307.
17. **K. Zychowski**, A Peredo, A. Buentello, M. Hume, D. Gatlin, A. Marroquin-Cardona, S. Elmore, N. Mitchell, K. Brown, T. Mays, T.D. Phillips. Responses of Tilapia to Contaminated Diets Supplemented with NovaSil. Veterinary Integrative Biosciences, Texas A&M University, College Station, TX, Wildlife and Fisheries, Texas A&M University, College Station, TX, and United States Department of Agriculture, Southern Plains Institute – *The Toxicologist*, March 2012, Page 225
18. S.E. Elmore, N.J. Mitchell, A. Marroquin-Cardona, K. Brown, T. Mays, **K. Zychowski** and T.D. Phillips. Assessment of the Surface Stability and Aflatoxin Sorption Capacity of Montmorillonite Clay Following

Fermentation and Heat Treatment. Veterinary Integrative Biosciences, Texas A&M University, College Station, TX- *The Toxicologist*, March 2012, Page 224.

19. **K. Zychowski**, Alicia Marroquin-Cardona, Y. Deng and T.D. Phillips *AFB₁ Binding Capacities of Excelerite Clay Samples from Panaca, Nevada* College of Veterinary Medicine, Texas A&M University, College Station, TX – *The Toxicologist*, March 2011, Page 478

COMMUNITY SERVICE

- Facilitator, Inhalation Respiratory Specialty Section, E-journal Club (2017)
- Volunteer judge, Hoover Middle School Science Fair, Albuquerque, NM (2015)
- Volunteer judge, New Mexico Regional Science Fair, Albuquerque, NM (2015)
- Volunteer poster judge, Metals and Carcinogenesis Conference (2014)

UNIVERSITY SERVICE

- UNM-HSC Office of Research Shared Facility Assessment Task Force (2022)
- Mock K-award Study Section, UNM-HSC (2022)
- Applied for FY23 Equipment Grant on behalf of the UNM-College of Nursing (2022)
- Applied for FY23 State-Funded Equipment Grant (2022) on behalf of the UNM-College of Nursing – awarded MesoScale Discovery 384 well system, and Electric Cell-Impedance Sensing System
- Undergraduate Pipeline Network poster judge (2020-present)
- Faculty Handbook Review Committee (2022-present)
- Research and Scholarship Committee (2021-present)
- Biomedical Sciences Graduate Program Interviewer for PhD Program (2021-present)
- Academic Admissions Committee for Nursing PhD Program (2021)
- Biomedical Sciences Graduate Program Research Day Poster Judge (2020-present)
- Volunteer poster judge, University of New Mexico, BIO Research Day, Albuquerque, NM (2016, 2017, 2018, 2019)

PUBLICATIONS

1. Lopez K, Camacho A, Jacquez Q, Amistadi MK, Medina S, **Zychowski K**. 2022. Lung-Based, Exosome Inhibition Mediates Systemic Impacts following Particulate Matter Exposure. *Toxics*. Aug;10(8):457.
2. Salinas V, Das M, Jacquez Q, Camacho A, **Zychowski K**, Hovingh M, Medina A, Rubasinghege G, Rezaee M, Baltrusaitis J, Fairley N. 2022. Characterization and Toxicity Analysis of Lab-Created Respirable Coal Mine Dust from the Appalachians and Rocky Mountains Regions. *Minerals*. Jul 17;12(7):898.
3. Young, T.L., Scieszka, D., Begay, J.G., Lucas, S.N., Herbert, G., **Zychowski, K.**, Hunter, R., Salazar, R., Ottens, A.K., Erdely, A. and Gu, H., 2022. Aging influence on pulmonary and systemic inflammation and neural metabolomics arising from pulmonary multi-walled carbon nanotube exposure in apolipoprotein E-deficient and C57BL/6 female mice. *Inhalation toxicology*, pp.1-15.
4. Ass'ad NA, Shore X, Myers O, Camacho AR, Jacquez Q, Pollard C, Cook LS, Leng S, Page K, Sood A, **Zychowski K.E**. VCAM-1 Is Upregulated in Uranium Miners Compared to Other Miners. *Life*. 2021 Nov;11(11):1223.
5. Young, T.L., Mostovenko, E., Denson, J.L., Begay, J.G., Lucas, S.N., Herbert, G., **Zychowski, K.**, Hunter, R., Salazar, R., Wang, T. and Fraser, K., 2021. Pulmonary delivery of the broad-spectrum matrix metalloproteinase inhibitor marimastat diminishes multiwalled carbon nanotube-induced circulating bioactivity without reducing pulmonary inflammation. *Particle and Fibre Toxicology*, 18(1), pp.1-16.

6. El Hayek E, Medina S, Guo J, Nouredine A, **Zychowski K.E.**, Hunter R, Velasco CA, Wiesse M, Maestas-Olguin A, Brinker CJ, Brearley A, Spilde M, Howard T, Lauer FT, Herbert G, Ali AM, Burchiel S, Campen MJ, Cerrato JM. "Uptake and Toxicity of Respirable Carbon-Rich Uranium-Bearing Particles: Insights into the Role of Particulates in Uranium Toxicity." *Environmental science & technology* 55, no. 14 **2021**: 9949-9957.
7. Young, T.L., Mostovenko, E., Denson, J.L., Begay, J.G., Lucas, S.N., Herbert, G., **Zychowski, K.**, Hunter, R., Salazar, R., Wang, T. and Fraser, K., **2021**. Role of Matrix Metalloproteinases in Multiwalled Carbon Nanotube-mediated Pulmonary and Systemic Inflammatory Activation **2021**.
8. Wilson, A., Velasco, C.A., Herbert, G.W., Lucas, S.N., Sanchez, B.N., Cerrato, J.M., Spilde, M., Li, Q.Z., Campen, M.J. and **Zychowski, K.E.**, **2021**. Mine-site derived particulate matter exposure exacerbates neurological and pulmonary inflammatory outcomes in an autoimmune mouse model. *Journal of toxicology and environmental health. Part A*, 84(12), pp.503-517.
9. Garcia, M., Salazar, R., Wilson, T., Lucas, S., Herbert, G., Young, T., Begay, J., Denson, J.L., **Zychowski, K.**, Ashley, R. and Byrum, S. et al. **2021** Early Gestational Exposure to Inhaled Ozone Impairs Maternal Uterine Artery and Cardiac Function. *Toxicological Sciences*
10. Begay, J., Sanchez, B., Wheeler, A., Baldwin Jr, F., Lucas, S., Herbert, G., Shuey, C., Klaver, Z., Harkema, J.R., Wagner, J.G. and Morishita, M, Bleske, B., **Zychowski, K.E.**, Campen, M.J. "Assessment of particulate matter toxicity and physicochemistry at the Claim 28 uranium mine site in Blue Gap, AZ." *Journal of Toxicology and Environmental Health, Part A* **2020**: 1-18.
11. Hunter, R., Kivlighan, K., Ruyak, S., Jacquez, Q., and **Zychowski, K.E.** "Angiogenesis in Wound Healing Following Pharmacological and Toxicological Exposures" *Current Pathobiology Reports* **2020**
12. Sanchez, B., Zhou, X., Gardiner, A.S., Herbert, G., Lucas, S., Morishita, M., Wagner, J.G., Lewandowski, R., Harkema, J.R., Shuey, C., Campen, M.J., **Zychowski, K.E.** "Serum-borne factors alter cerebrovascular endothelial microRNA expression following particulate matter exposure near an abandoned uranium mine on the Navajo Nation." *Particle and Fibre Toxicology* **2020**: 29
13. **Zychowski, K.E.**, Tyler, C.R.S., Sanchez, B., Harmon, M., Liu, J., Irshad, H., McDonald, J.D., Bleske, B.E. and Campen, M.J., "Vehicular Particulate Matter (PM) Characteristics Impact Vascular Outcomes Following Inhalation." *Cardiovascular Toxicology* **2019**: 1-11.
14. **Zychowski, K.E.**, Wheeler, A., Sanchez, B., Harmon, M., Tyler, C.R.S., Herbert, G., Lucas, S.N., Ali, A.M., Avasarala, S., Kunda, N. and Robinson, P., **2019**. Toxic effects of particulate matter derived from dust samples near the dzhidinski ore processing mill, Eastern Siberia, Russia. *Cardiovascular toxicology*, 19(5), pp.401-411.
15. Assad N, Sood A, Campen MJ, **Zychowski KE**. Metal-induced pulmonary fibrosis. *Current environmental health reports*. **2018** Dec 1;5(4):486-98.
16. **Zychowski, K.E.**, Kodali, V., Harmon, M., Tyler, C.R., Sanchez, B., Ordonez Suarez, Y., Herbert, G., Wheeler, A., Avasarala, S., Cerrato, J.M. and Kunda, N.K., **2018**. Respirable uranyl-vanadate-containing particulate matter derived from a legacy uranium mine site exhibits potentiated cardiopulmonary toxicity. *Toxicological Sciences*, 164(1), pp.101-114.
17. Aragon, M.J., Topper, L., Tyler, C.R., Sanchez, B., **Zychowski, K.**, Young, T., Herbert, G., Hall, P., Erdely, A., Eye, T. and Bishop, L., **2017**. Serum-borne bioactivity caused by pulmonary multiwalled carbon nanotubes induces neuroinflammation via blood-brain barrier impairment. *Proceedings of the National Academy of Sciences*, 114(10), pp.E1968-E1976.

18. Harmon, M.E., Lewis, J., Miller, C., Hoover, J., Ali, A.M.S., Shuey, C., Cajero, M., Lucas, S., **Zychowski, K.**, Pacheco, B. and Erdei, E., **2017**. Residential proximity to abandoned uranium mines and serum inflammatory potential in chronically exposed Navajo communities. *Journal of exposure science & environmental epidemiology*, 27(4), pp.365-371.
19. **Zychowski, K.E.**, Lucas, S.N., Sanchez, B., Herbert, G. and Campen, M.J., **2016**. Hypoxia-induced pulmonary arterial hypertension augments lung injury and airway reactivity caused by ozone exposure. *Toxicology and applied pharmacology*, 305, pp.40-45.
20. Tyler, C.R., **Zychowski, K.E.**, Sanchez, B.N., Rivero, V., Lucas, S., Herbert, G., Liu, J., Irshad, H., McDonald, J.D., Bleske, B.E. and Campen, M.J., **2016**. Surface area-dependence of gas-particle interactions influences pulmonary and neuroinflammatory outcomes. *Particle and fibre toxicology*, 13(1), pp.1-18.
21. **Zychowski, K.E.**, Sanchez, B., Pedrosa, R.P., Lorenzi-Filho, G., Drager, L.F., Polotsky, V.Y. and Campen, M.J., **2016**. Serum from obstructive sleep apnea patients induces inflammatory responses in coronary artery endothelial cells. *Atherosclerosis*, 254, pp.59-66.
22. Paffett, M.L., **Zychowski, K.E.**, Sheppard, L., Robertson, S., Weaver, J.M., Lucas, S.N. and Campen, M.J., **2015**. Ozone inhalation impairs coronary artery dilation via intracellular oxidative stress: evidence for serum-borne factors as drivers of systemic toxicity. *Toxicological Sciences*, 146(2), pp.244-253.
23. Cung, H., Aragon, M.J., **Zychowski, K.**, Anderson, J.R., Nawarskas, J., Roldan, C., Sood, A., Qualls, C. and Campen, M.J., **2015**. Characterization of a novel endothelial biosensor assay reveals increased cumulative serum inflammatory potential in stabilized coronary artery disease patients. *Journal of translational medicine*, 13(1), pp.1-12.
24. **Zychowski, K.E.**, Elmore, S.E., Rychlik, K.A., Ly, H.J., Pierezan, F., Isaiah, A., Suchodolski, J.S., Hoffmann, A.R., Romoser, A.A. and Phillips, T.D., **2015**. Mitigation of colitis with NovaSil clay therapy. *Digestive diseases and sciences*, 60(2), pp.382-392.
25. Mitchell, N.J., Kumi, J., Aleser, M., Elmore, S.E., Rychlik, K.A., **Zychowski, K.E.**, Romoser, A.A., Phillips, T.D. and Ankrah, N.A., **2014**. (UPS) in children. *The American journal of tropical medicine and hygiene*, 91(4), p.777.
26. **Zychowski, K.E.**, Hoffmann, A.R., Ly, H.J., Pohlenz, C., Buentello, A., Romoser, A., Gatlin, D.M. and Phillips, T.D., **2013**. The effect of aflatoxin-B1 on red drum (*Sciaenops ocellatus*) and assessment of dietary supplementation of NovaSil for the prevention of aflatoxicosis. *Toxins*, 5(9), pp.1555-1573.
27. **Zychowski, K.E.**, Pohlenz, C., Mays, T., Romoser, A., Hume, M., Buentello, A., Gatlin III, D.M. and Phillips, T.D., **2013**. The effect of NovaSil dietary supplementation on the growth and health performance of Nile tilapia (*Oreochromis niloticus*) fed aflatoxin-B1 contaminated feed. *Aquaculture*, 376, pp.117-123.

IN PROGRESS

1. Erdei, Esther, Deborah Kanda, Li Luo, Nour Ass'ad, Xixi Zhou, Orrin Meyers, Xin Wang, Akshay Sood, **Katherine E. Zychowski** "Autoimmune markers in a former mining cohort: a pilot study" (*in preparation*)
2. **Katherine Zychowski**, Chris Shuey, Esther Erdei "Inhaled Particulate Matter Exposure in Marginalized Communities" (*in preparation*)

3. Quiteria Jacquez, Alexandra Camacho, Connor Dixon, Rui Liu, Changjian Feng, **Katherine E. Zychowski** "Neurological consequences to woodsmoke exposure is a sex-dependent response" (*in preparation*)
4. Quiteria Jacquez, Alexandra Camacho, Connor Dixon, Rui Liu, Changjian Feng, **Katherine E. Zychowski** "Ovariectomy mediates neuroinflammation following inhaled woodsmoke exposure" (*in preparation*)

BOOK CHAPTERS

1. Joseph H. Hoover, Alicia M. Bolt, Scott W. Burchiel, José M. Cerrato, Erica Dashner-Titus, Esther Erdei, Jorge Gonzalez Estrella, Eliane El Hayek, Laurie Hudson, Li Luo, Debra MacKenzie, Sebastian Medina, Jodi Schilz, Carmen A. Velasco, **Katherine Zychowski**, Johnnye L. Lewis "A Transdisciplinary Approach for Studying Uranium Mobility, Exposure, and Human Health Impacts on Tribal Lands in the Southwest, United States" (2020)
2. Young, Tamara L., **Katherine E. Zychowski**, Jesse L. Denson, and Matthew J. Campen. "Blood-brain barrier at the interface of air pollution-associated neurotoxicity and neuroinflammation." *Role of Inflammation in Environmental Neurotoxicity* 3 (2019): 295.

MENTORING

NAME	YEARS	CURRENT POSITION	PUBLICATIONS AND ACCOMPLISHMENTS
Connor Dixon	2022-present	B.S. student at University of New Mexico	<i>In progress</i>
Keegan Lopez	2021-2022	B.S. student at New Mexico Highlands University	1 poster presentation, 1 publication
Alex Camacho	2019-2020	MPH student at University of Texas at San Antonio	1 poster presentation, 1 publication
Alexis Wilson	2019-2019	University of Mississippi Marine Biology Intern	2 poster presentations, 1 publication
Yoselin Ordonez Suarez	2015-2018	Pharmacist	1 publication, 4 poster presentations, UNM College of Pharmacy Research Fellowship
John Tworek	2018	Biochemistry Ph.D. student at the University of Iowa	UPEN Fellowship, 2 poster presentations, SACNAS conference acceptance, "Outstanding Student Poster Presentation"
Abigail Wheeler	2017-2018	Public Health Ph.D. student, Johns Hopkins University	2 poster presentations, 2 publications
Teresa Giandonato	2017	Marine Biologist	UPEN Fellowship, SACNAS Travel Award 1 poster presentation
Bethany Sanchez, B.S., M.P.H	2014-2018	Medical Student, UNM	5 publications, 6 poster presentations

TEACHING

- Philosophy of Nursing Science NURS 601 (2022, Summer)
- Honors Study in Nursing Level III NURS 498 (2021, Summer and Fall)
- PHRM 825 lectures - Integrated Pharmacotherapeutics II - (2020)
- PHRM 580 lectures - General Toxicology – (2019)
- Facilitation of BIOM 657 - Advanced Topics in Cellular and Systems Physiology (2018)
- Co-taught Microbiology (BIO 2110) and Evolutionary Medicine (BIO 4120) at Central New Mexico College (CNM) (2016-2018)
- Designed active learning modules for teaching activities at CNM and UNM

- Guest-lectured in Basic Environmental Toxicology (PHEO 610) at TAMU (2013)

FUNDING

Current Extramural Funding

Type: R00 ES029104 (PI: Zychowski)

05/15/2020-04/30/2023

Name: “Neurovascular Consequences of Inhaled Uranium Mine-Site Dust Exposure”

Agency: National Institute of Environmental Health Sciences (NIH/NIEHS)

Goal: Poor remediation of abandoned commercial uranium mines throughout the Southwestern United States has subjected Native tribal communities to metal-based (uranium, vanadium, arsenic) environmental exposures. Recent data suggest that inhalation of fugitive mine-site derived dust may have neurovascular consequences. The proposed research intends explore this relationship and evaluate the mechanism underlying mine-site derived particulate matter-induced endothelial dysfunction and long-term neurological consequences.

Role: PI

Total Cost: \$747,000

Type: R21 ES032432 (PI: Zychowski)

07/15/2021-07/14/2023

Name: Particulate Matter-Induced Pulmonary Exosomes and the Lung-Brain Axis

Agency: National Institute of Environmental Health Sciences (NIH/NIEHS)

Goal: Poor remediation of abandoned commercial uranium mines throughout the Southwestern United States has subjected Native tribal communities to metal-based (uranium, vanadium, arsenic) environmental exposures. Recent data suggest that inhalation of fugitive mine-site derived dust may have neurological consequences. The proposed research intends to explore this relationship and evaluate lung and serum-derived exosomes as a potential mechanism driving PM-induced endothelial dysfunction and neurological consequences.

Role: PI

Total Cost: \$416,000

Type: Broad Agency Announcement 75D30121C12182 (PIs: Roghanchi, Zychowski) 09/01/2021-08/31/2024

Name: Integration of Respirable Crystalline Mine Dust (RCMD) and Respirable Crystalline Silica (RCS) Physicochemistry and Toxicity Outcomes in an Occupational Risk Assessment Model

Agency: National Institute of Occupational Safety and Health (CDC/NIOSH)

Goal: The inhalation and consequential deposition of respirable coal mine dust (RCMD) and respirable crystalline silica dust (RCS) in the different regions of miners’ respiratory tracts could lead to detrimental biological responses and adverse health effects such as silicosis. It is, however, crucial to understand the level of dust particle toxicity based on the dose of exposure and dust particle characteristics to accurately assess miners’ exposure dose and health effects. Establishment of a valid model that risk stratifies miners for coal workers’ pneumoconiosis based on mine-, dust-, and health-specific measures could help identify high-risk mines for early intervention.

Role: Co-PI

Total Cost: \$190,100 (UNM portion only)

Type: P42ES025589 (PI: Lewis)

04/01/2022-03/31/2027

UNM Metals Exposure Toxicity Assessment on Tribal Lands Superfund Research Program: BioProject 3

There is great concern regarding the potential health risks associated with increased exposure to metals due to legacy uranium and hard rock mining in the Southwestern United States. This project evaluates the effects of inhalation exposure to metal-rich particulates alone or in mixtures on immune dysregulation and the potential to lead to lung and systemic autoimmunity. Information gained will provide novel mechanistic insight into the potential risks associated with exposure to airborne metals and their role in metal-mediated immune modulation and disease.

Role: Co-Investigator

Completed

Type: K12GM088021 (PI: Wandinger-Ness)

01/2016-05/2018

Name: Institutional Research and Career Development Award for Academic Science Education and Research Training” (IRACDA-ASERT)

Agency: National Institute of General Medical Sciences (NIH/NIGMS)

Goal: To increase competitiveness of ASERT fellows for academic careers with academic enrichment opportunities, enhance research oriented, innovative teaching at minority-serving institutions through collaborations with expert educators. The University of Mexico has one of 18 IRACDA programs nationally.

Role: IRACDA Postdoctoral Fellow

Type: Pilot Project (from P42 METALS SRP Center ES025589)

01/2018-03/2018

Name: “Assessing neurovascular effects of uranium mine-site derived PM exposures by using a toxicogenomics approach”

Agency: National Institute of Environmental Health Sciences (NIH/NIEHS)

Goal: A key element of the METALS pilot program is to generate data that can be used to support external funding applications.

Role: PI

Total Cost: \$13,010

Type: Pilot Project (from P42 METALS SRP Center ES025589)

01/01/2018-12/31/2019

Name: Uranium Miners Have Increased Cumulative Systemic Inflammatory Potential Compared to Non-uranium Miners.

Agency: National Institute of Environmental Health Sciences (NIH/NIEHS)

Goal: The goal of this pilot project is to test the feasibility of field blood sample collection and processing in an existing clinical screening program involving rural New Mexico miners. Additionally, we will compare the serum of uranium versus non-uranium miners for the potential to active transcriptional responses (VCAM-1, ICAM-1 and IL-8) in human coronary endothelial cells using a novel bioassay.

Role: Coinvestigator

Total Cost: \$25,000

Type: K99ES029104 (PI: Zychowski)

06/01/2018-05/31/2020

Name: “Neurovascular Consequences of Inhaled Uranium Mine-Site Dust Exposure”

Agency: National Institute of Environmental Health Sciences (NIH/NIEHS)

Goal: Poor remediation of abandoned commercial uranium mines throughout the Southwestern United States has subjected Native tribal communities to metal-based (uranium, vanadium, arsenic) environmental exposures. Recent data suggest that inhalation of fugitive mine-site derived dust may have neurovascular consequences. The proposed research intends explore this relationship and evaluate the mechanism underlying mine-site derived particulate matter-induced endothelial dysfunction and long-term neurological consequences.

Role: PI

Total Cost: \$160,000

In progress revision

Type: R01ES033981 (PI: Zychowski) (Nov. 2022 Resubmission)

07/01/2023-06/30/2027

Systemic Implications and Novel Mechanisms of Circulating Exosomes Following Inhaled Exposures

Goal: Poor remediation of abandoned commercial uranium (U) mines throughout the Southwestern United States has subjected Native tribal communities to metal-based (U, V, As) environmental exposures. Recent data suggest that inhalation of fugitive metal-based dust may have systemic impacts, driven by exosomes. The proposed research intends to explore the relationship and mechanisms between PM-driven exosomes and systemic consequences.

MEMORANDUM

Date: October 25, 2022

To: Dr. Garnett S. Stokes, President, The University of New Mexico

From: Cinnamon Blair, Chair, UNM Naming Committee

Re: UNM Naming Committee Approvals from October 19, 2022

The University Naming Committee has reviewed and voted on the following requests and recommends your approval. A copy of the departmental requests, along with UNM Policy 1020, are attached for your reference.

Naming Requests from the College of Nursing (CON):

Approved
GSS

Request approval to create an endowed professor the,
'Terry and Alyce J. Richardson Professorship in Nursing'
(3.2.6. Endowed Faculty Positions)

Approved
GSS

Request approval to appoint Katherine Zychowski, PhD, as the inaugural holder
of the Terry and Alyce J. Richardson Professorship in Nursing
(3.2.6 Endowed Faculty Positions)

Please let me know if you have any questions or wish to discuss them in further detail.

10/26/2022

Date: October 5, 2022

To: Cinnamon Blair, Chief of Staff, UNM President

From: Christine E. Kasper, PhD, RN, FAAN, FACSM

RE: Appointment of the Leah L. Albers Professorship in Midwifery

Dear Ms. Blair and members of the naming committee,

On behalf of the UNM College of Nursing, and as prescribed by Faculty Handbook Policy C170 “Endowed Chairs and Named Professorships” and in consultation with faculty within the department, we seek approval to appoint Sharon Lynn Ruyak, PhD, RN, CNM as the holder of the Leah L. Albers Professorship in Midwifery.

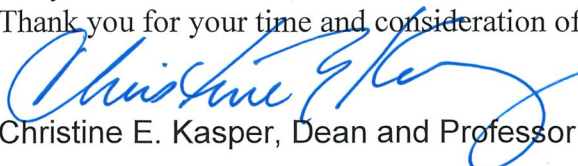
Sharon L. Ruyak, PhD, RN, CNM, is an assistant professor at The University of New Mexico College of Nursing. She has practiced as a registered nurse and certified nurse-midwife in a variety of maternal-child health settings. Dr. Ruyak’s research focuses on the biobehavioral mechanisms of adverse pregnancy and infant outcomes, especially in disadvantaged populations including mothers and infants affected by substance use disorders. Current funded research projects examine the intersection of maternal diverse forms of early life psychobiological stress and trauma across the lifespan and prenatal substance use as it relates to placenta function and neurobehavioral development of the fetus and infant.

Ruyak received her Doctor of Philosophy in Nursing degree from the University of Colorado, Denver; her Master of Science in Nursing from Georgetown University, Washington, D.C. and her Bachelor of Science in Nursing degree from Towson University in Towson, Md.

The donors, Paul and Leigh Ann Albers, interest in the College of Nursing relates directly to his sister Dr. Leah Albers. Paul and Leigh Ann made the decision to endow the professorship in Midwifery to honor the professional career of Dr. Leah Albers. Paul graduated from West Point in 1972, received his MBA from the University of Utah and his law degree from Southern Methodist University. Leigh Ann graduated from the College of Nursing at the University of Oklahoma Health Sciences in 1978.

If approved, Dr. Ruyak will assume the professorship on January 1, 2023, upon the retirement of Amy J. Levi, PhD, RN, CNM, WHCNP, FAAN, FACNM. Dr. Levi is the current holder of the Albers Professorship. Dr. Levi has done an outstanding job of advancing the profession of Midwifery during her time holding the Albers Professorship.

For your consideration, I have included Dr. Ruyak’s CV and letters of support for your review. Thank you for your time and consideration of this request.



Christine E. Kasper, Dean and Professor

October 12, 2022

Dear Members of the Naming Committee,

I most strongly endorse and support Dr. Sharon Ruyak for the Alber Professorship for her noteworthy contributions to the discipline of nursing in particular midwifery and care of mothers and their children. She is an Associate Professor (tenured) in the College of Nursing (CON), University of New Mexico. She has consistently advanced the science in the area of care for women and children. In the CON our leadership structure is unique in that all the tenure track and tenured faculty report to the Associate Dean of Research and Scholarship, therefore I have direct knowledge of Dr. Ruyak's expertise. I will address her contributions to teaching, research and scholarship below.

Dr. Ruyak teaches in the undergraduate and graduate nursing programs. The courses she teaches are in the areas of obstetrics, honors study in nursing, mixed methods research, genetic literacy, theoretical in nursing, and theory. Dr Ruyak's teaching performance has been evaluated by both students and her peers as being highly effective as evidenced by her student evaluation scores (SES) and peer evaluations. Her mean SESs have been consistently above those in the CON. Her student evaluations reflect her attention to providing effectiveness in teaching; she is an approachable professor and encourages student engagement.

Dr. Ruyak's research and scholarship concentration is in the biobehavioral mechanisms of adverse pregnancy and infant outcomes, especially in disadvantaged populations including mothers and infants affected by substance use disorders. Current funded research projects examine the intersection of maternal diverse forms of early life psychobiological stress and trauma across the lifespan and prenatal substance use as it relates to placenta function and neurobehavioral development of the fetus and infant.

Dr. Ruyak's research has recently expanded beyond clinical assessment of at-risk pregnant women and infants to the area of translational research, specifically maternal-placental-fetal axis, and placenta programming of immune and serotonin functions. This new direction already resulted in a manuscript evaluating the effect of prenatal opioid and alcohol exposures on key placental immune and serotonin signaling factors. She has established successful collaborations with investigators across different disciplines and departments at the UNM Health Sciences Center (College of Pharmacy, Department of Neurosciences, Department of Pediatrics). Dr. Ruyak has submitted NIH K08 and R01 application to further develop her repertoire of skills in clinical/translational research. She identified a highly translational project, which will expand her skills in both clinical laboratory approaches and working with vulnerable populations.

Dr. Ruyak is a respected scholar with publications in the Journal of Obstetric, Gynecological, and Neonatal Nursing, Nursing Forum, Western Journal of Nursing Research, Journal of Midwifery and Women's Health, Journal of Pediatrics and Neonatal Medicine, and Current Pathology Reports. At present she is the first author on multiple peer reviewed publications and book chapters. She has consistently disseminated her scholarship at numerous international, national, and regional meetings as an invited and peer reviewed.

In recognition of her women and neonatal advocacy and program of research, she received the prestigious Rosenblum-Weiss Endowment for Excellence in Women's and Children's Health from the UNM Foundation in 2021(one-year award). Furthermore, Dr Ruyak's scholarship was recognized by receiving the outstanding study poster award for her work entitled "Associations Among Individual and Environmental Determinants of Health Symptoms of Perinatal Maternal Distress" from the Association of

Women's Health, Obstetric and Neonatal Nurses in 2020. Dr. Ruyak is a solid scientist and receiving the prestigious Alber Professorship would facilitate and recognize her continued stellar work in the field of midwifery and position her academic career.

In conclusion, Dr. Ruyak is a scientist, leader, educator and scholar this recognition will further ensure her success as she continues to develop and advance the science in the areas of care of women and children. It is my pleasure to strongly support without reservation Dr. Ruyak for this prestigious professorship. Please feel free to contact me with questions.

Sincerely,



Patricia Watts Kelley, PhD, FNP-BC, GNP-BC, FAANP, FAAN
Professor and Associate Dean for Research & Scholarship
Patricia Higgins Endowed Professor
pwattskelley@salud.unm.edu

October 17th, 2022

Board of Regents at UNM
Naming Committee

Re: Letter of Support for Sharon Ruyak,
Leah Albers Endowed Research Professorship in Midwifery

Dear Committee,

It is with great pleasure and high enthusiasm that I write this letter of support for Dr. Sharon Ruyak to be the recipient of the Leah Albers Endowed Research Professorship in Midwifery. I have been collaborating with Sharon for almost 5 years on a research project related to the impact of prenatal opioid and/or alcohol exposure on the fetal-placental neuroimmune interface. As faculty in the Dept of Neuroscience here at UNM-HSC conducting research on the effects of prenatal alcohol exposure on central nervous system function using preclinical rodent models, I have learned the value of the clinical perspective from Sharon. Through our collaboration, my research has been enriched by addressing relevant questions not only with regard to the impact of alcohol's effects on the young child, but also its impact on mother. In fact, from insightful discussions with Sharon, I have incorporated new ideas and hypotheses that address both mother and child. For example, Sharon has worked extensively on examining the role of the placenta following opioid and/or alcohol exposure that is affected by, and effects the developing fetus. She found that in the human placenta, components of the serotonin signaling pathway may impact critical proinflammatory cytokine expression, and while speculative, may underlie some aspects of adverse fetal brain development. The results of her research inspired a set of experiments in my research program that examines the effects of stress hormones on the placenta that can contribute to adverse in utero conditions resulting central nervous system cognitive deficits in my preclinical animal rodent mode. The impact of this research will identify potential new targets for developing therapeutics to mitigate the impact of prenatal alcohol on the developing brain, and may additionally identify novel biomarkers of adverse placental-fetal conditions whereby early intervention strategies for young children can be employed to reduce potential developmental delays.

I have observed Sharon's outstanding professionalism, collaborative nature, and scientific intellectual development through our efforts in team science of the past 5 years. It has been very clear that Sharon is entirely committed to research focused on improving the lives of mom and baby during and after pregnancy. Through her compassion, I believe her research projects have been impressively in-depth and broad in scope; signs of a person who is very serious about developing an independent research program through extramural scientific research awards. Importantly, cutting edge work at UNM requires a multidisciplinary approach, and Sharon has mastered the skill of building bridges and establishing new collaborations here at UNM. In summary, from my personal observations, Sharon is an outstanding and talented research scientist well-poised to establish impactful and significant research in the coming years.

Sincerely,



Erin D. Milligan



SCHOOL OF
MEDICINE
DEPARTMENT OF
OBSTETRICS & GYNECOLOGY

Christine E. Kasper, PhD, RN, RAAN, FACSM
Dean, College of Nursing
University of New Mexico

October 14, 2022

Dear Dean Kasper,

I am honored to write this letter of support for the appointment of Dr. Sharon Ruyak to the Leah L. Albers Professorship in Midwifery. I have known Dr. Ruyak since she began her tenure at the UNM College of Nursing (CON) in 2013. Shortly after arriving at UNM, Dr. Ruyak established a collaborative relationship with the Midwifery Division in the Department of OBGYN. The Midwifery Division has had a long, successful history of collaborative research work, beginning with Dr. Leah Albers. The Midwifery Division subsequently has had the pleasure of working with Dr. Ruyak on recruiting participants and gathering data for two of her research projects, *Embodiment of maternal distress: links in the maternal, placental and fetal environment* and *Psychosocial and genetic predictors of postpartum depression: the search for clinical intervention points during pregnancy*. Dr. Ruyak's meticulous work on these projects resulted in valuable contributions to the science and highlighted the excellence and relevance of midwifery-led research.

As detailed in her curriculum vitae, Dr. Ruyak has demonstrated her commitment to improving the health and wellbeing of pregnant people and newborns by pursuing research examining, among other things, links between maternal stress and trauma and fetal and newborn development. Her expertise in the areas of maternal mental health and the impact of substance use disorder on pregnancy and fetal and newborn development has proven invaluable in advancing the science in areas that are so relevant to providing holistic healthcare today. Because Dr. Albers mentored me in my early career, I can say with confidence that Dr. Ruyak's proven excellence in collaborative, midwifery-led research make her the ideal candidate to assume the mantle of the Albers Professorship. I look forward to continuing our collaboration in years to come.

Respectfully,

A handwritten signature in black ink that reads 'Noelle Borders'.

Noelle Borders, DNP, CNM
Chief, Midwifery Division

CONTACT INFORMATION

Sharon L. Ruyak, PhD, CNM, RN
Associate Professor
College of Nursing
MSC07 4380 Box 9
1 University of New Mexico
Albuquerque, NM 87131-001
Office Phone: 505-272-8599
Email: slruyak@salud.unm.edu

Licensure: New Mexico RN-77448, expires 7/2024

Certification: Certified Nurse Midwife, American Midwifery Certification Board, expires 2024

EDUCATION

<u>INSTITUTION</u>	<u>DEGREE (year conferred)</u>
University of Colorado, Denver CO College of Nursing, 2011-2014	Doctor of Philosophy (2014)
University of Colorado, Colorado Springs CO Beth-El College of Nursing, 2003-2006	Family Nurse Practitioner Certificate (2006)
Georgetown University, Washington DC College of Nursing	Master of Science, Nurse-Midwifery (1997)
Towson University, Towson MD School of Nursing	Bachelor of Science in Nursing (1987)

PROFESSIONAL EXPERIENCE

ACADEMIC AND RESEARCH

Associate Professor of Nursing	University of New Mexico College of Nursing, Albuquerque, NM	2022-present
Assistant Professor of Nursing	University of New Mexico College of Nursing, Albuquerque, NM	2015-2022
Instructor	University of New Mexico College of Nursing, Albuquerque, NM	2013-2015
Faculty/Instructor	Pueblo Community College Pueblo, CO	2011-2013

School of Nursing

Clinical Education Affiliate	University of Colorado, Colorado Springs Beth-El College of Nursing and Health Sciences	2007-2011
Clinical Instructor	University of Colorado, Colorado Springs Beth-El College of Nursing and Health Sciences	2004-2005

CLINICAL

Certified Nurse Midwife	Presbyterian Medical Group Albuquerque, NM	2014-2015
Certified Nurse Midwife	Colorado Springs OB/GYN Colorado Springs, CO	2006-2011
Staff Nurse	Memorial Hospital ICU Colorado Springs, CO	2004-2005
Certified Nurse Midwife	Teller County Public Health Family Planning Clinic Divide, CO	2003-2004
Staff Nurse/ Clinical Area Coordinator	Memorial Hospital Birth Center Colorado Springs, CO	2001-2004
Maternal Transport Team	Memorial Hospital Colorado Springs, CO	2001-2004
Certified Nurse Midwife	Harbor Women's Care Baltimore, MD	2000-2001
Certified Nurse Midwife	Harbor Hospital Department of OB/GYN Baltimore, MD	1999-2001
Certified Nurse Midwife	Midwifery Services at St. Agnes Hospital Baltimore, MD	1998-2000
Certified Nurse Midwife	Dr. V.L. Nimmagadda OB/GYN Baltimore, MD	1998-1999
Staff Nurse/Charge Nurse	Mercy Medical Center L&D, NICU Baltimore, MD	1989-1998
Staff Nurse	Johns Hopkins Hospital Baltimore, MD	1987-1989

PUBLICATIONS

Peer-Reviewed

Ruyak, S.L., Boursaw, B., & Cacari Stone, L. (2022). The social determinants of perinatal

maternal distress. *Journal of Rural Mental Health*. 46(4), 277-284.
doi.org/10.1037/mh0000212

Ruyak, S. L., Noor, S., Sun, M., Rodriguez, D., Enriquez Marquez, L., *Milligan, E., *Bakhireva, L. (2022). Prenatal opioid use and altered immune factors in human placenta. *Experimental Neurology*. 353, 114057. doi.org/10.1016/j.expneurol.2022.114057

Hackett, J. & **Ruyak, S. L.** (2022). Holistic admissions review in nursing education: A concept analysis using Rodger's Evolutionary Method. *Nursing Education Perspectives*. 43(2), 85-90, doi: 10.1097/01.NEP.0000000000000898

Ruyak, S. L. & Kivlighan, K. (2021). Perinatal behavioral health, the COVID-19 pandemic, and a Social Determinants of Health Framework. *Journal of Obstetric, Gynecological, and Neonatal Nursing*. 50(5), 525-538, doi: <https://doi.org/10.1016/j.jogn.2021.04.012>

Cervantes, I., Shrestha, S., **Ruyak, S.**, & Maxwell, J. (2021). Increasing incidence of asthma in children with prenatal opioid exposure. *Journal of Pediatrics and Neonatal Medicine*, 3(1), doi: <https://doi.org/10.36266/JPNM/132>

Hunter, R., Kivlighan, K. T., **Ruyak, S.**, Jacquez, Q., & Zychowski, K. E. (2020). Angiogenesis in wound healing following pharmacological and toxicological exposures. *Current Pathobiology Reports*, 8, 99-109. <https://doi.org/10.1007/s40139-020-00212-y>

Ruyak, S. & Qeadan, F. (2018). Use of the Antenatal Risk Questionnaire to assess psychosocial risk factors associated with postpartum depression: a pilot study. *Journal of Midwifery and Women's Health*, doi:10.1111/jmwh/12873

Ruyak, S., Migliaccio, L., Levi, A., & Patel, S. (2018). Role development in midwifery education a place for simulation. *Midwifery*, 59, 141-143. doi: 10.1016/j.midw.2018.01.021

Ruyak, S., Flores-Montoya, A., & Boursaw, B. (2017). Antepartum services and symptoms of postpartum depression in at-risk women. *Journal of Obstetrics, Gynecologic, and Neonatal Nursing*, 46(5), 696-708. doi.10.1016/j.jogn.2017.07.006

Ruyak, S., Wright, M., & Levi, A. (2016). Simulation to meet curricular needs in ethics. *Clinical Simulation in Nursing*, 13(3), 121-126. doi: 10.1016/j.ecns.2016.11.006.

Ruyak, S., Corwin, E., Lowe, N., & Boursaw, B. (2016). Prepregnancy obesity and a biobehavioral model for postpartum depression. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 45, 326-338. doi: 10.1016/j.jogn.2015.12.013.

Ruyak, S. & Corwin, E. (2013). Concept analysis: Prenatal obesity a

psychoneuroimmunological perspective. *Nursing Forum*, 48(3), 174-184.
doi: 10.1111/nuf.12023

Bennett, P., Emeis, C., Patterson, E., Hastings-Tolsma, M., Burton, A., Goodman, S.,...**Ruyak, S.**
Williams, S. (2009). A profile of Colorado nurse-midwives: Implications for
practice. *Western Journal of Nursing Research*, 31(1), 24-43.

Book Chapters

Ruyak, S. L. (2023; in press). Psychology of pregnancy. In J. Janke & B. Baker (EDS), *AWHONN
Core Curriculum for Maternal-Newborn Nursing, 6th Edition*. Elsevier.

Trott, J. A. & **Ruyak, S. L.** (2020). Genetics, social determinants of health, and policy challenges
across the life span. In M.P. Moss & J. M. Phillips (EDS.), *Health equity and
nursing: Achieving equity through policy, population health, and interprofessional
collaboration*. (pp. 81-100). Springer Publishing Company.

THESES

Ruyak, S. L. (2014). *Pre-pregnancy obesity and postpartum depression: a
psychoneuroimmunological perspective* (Order No. 3668155). Available from
ProQuest Dissertations & Theses Global. (1647762674). Retrieved from
<http://search.proquest.com/docview/1647762674?accountid=14613>

FUNDED RESEARCH

Extramural

Bakhireva (PI). *The Effect of the COVID-19 Pandemic on Alcohol Use and Psycho-somatic Health
in Pregnant and Postpartum Women with Intersecting Vulnerabilities*. NIH/NIAAA (3 R01
AA021771-08S1) \$204,647, 2020-2022

The goal of this supplement is to characterize the psycho-social effect of COVID-19 pandemic
on adverse outcomes, including alcohol use, in a longitudinal birth cohort study, thus providing
the foundation for future intervention studies.

Role: program director

Ruyak, S.L. (PI). *The Effect of Prenatal Opioid and Alcohol Exposure on Key Placental Immune
and Serotonin Factors influenced by TLR4 Signaling Pathways*. 2019 Sigma Theta Tau/Western
Institute of Nursing Research Grant. (UNM HSC HRRC#19-222). \$10,000, 04/01/2020-
03/31/2021.

The goal of this project is to examine the convergent effect of opioids and alcohol on key
placental immune and serotonin factors.

Bakhireva (PI). *ENRICH-2: Stress Reactivity and Self-Regulation in Infants with Prenatal Alcohol Exposure*. NIH/NIAAA (2 R01 AA021771-06) \$3,160,518, 2018-2023

The goal of this project is to examine the relationship between prenatal alcohol exposure, prenatal stress, biological measures of HPA axis, and physiological and behavioral measures of stress reactivity/regulation in infants.

Role: Co-Investigator

Lewis (PI). *P50 Center for Native Environmental Health Research Equity*. NIH/NIMHD (9P50MD015706-06) \$698,205 2020-2021.

Nearly half of the Native American population of the United States lives in 13 western states in proximity of an estimated 161,000 abandoned hardrock mines, with more than 4,000 being abandoned uranium mines. Because of their reliance on natural resources to maintain traditional diets, lifestyles, customs and languages, these tribal communities have direct and frequent contact with metal mixtures from abandoned mine sites, creating exposures through multiple pathways including inhalation, drinking water, and ingestion of foods either directly or indirectly contaminated by migration of the wastes. The goal of this project is to develop fine-scale predictive models, ground-truthed through monitoring, and the integration of multiple exposure streams will provide a resource to not only inform policy, but aid clinicians in identifying early risks to develop prevention strategies as well.

Role: Co-investigator

Erdei (PI). *Adding mental health outcomes and socioeconomic information to exposure assessment – A pilot study on the Cheyenne River*. Native Environmental Health Equity Center P50 Pilot Project, NIH/NIEHS \$14,850 (UNM HSC HRRC #) 2019-2020.

The goal of this project is to examine the contribution of metal exposures and other chemical contaminants originating from environmental injustice and socioeconomic disadvantage to mental and public health problems, forming at least part of the indigenous environmental trauma and mental health crisis framework.

Role: Co-investigator

Ruyak, S. L., Contact PI/Del Fabbro Co-PI. *A Journey to Empowerment and Health: Building the New Mexico Perinatal Mental Health Improvement Network*. Patient-Centered Outcomes Research Institute (PCORI) (7693777) \$41,138.00, 2017-2018.

Intramural

Ruyak, S.L. PI. *The relationship between prenatal opioid use and altered immune and serotonin factors in human placenta*. University of New Mexico, Clinical and Translational Science Center (UL1TR001449; CTSC006-7) (UNM HSC HRRC#19-222). \$25,000, 10/01/19-09/30/20.

The goal of this project is to examine the sex-specific effect of POE on the expression of placental immune and serotonin signaling factors in human placenta tissue obtained from a well-characterized prospective cohort with information about prenatal exposures via repeated assessment (interviews and biomarkers).

Ruyak, S. L. PI. *Embodiment of maternal distress: links in the maternal, placental and fetal environment.* University of New Mexico, Health Sciences Center and the College of Nursing (UNM HSC HRRC #17-332) \$20,000, 2018.

The goal of this project was to examine associations between prenatal individual and social determinants of health (experience of discrimination, perceived neighborhood disorder), symptoms of PMD (anxiety, depression, perceived stress), and expression of proinflammatory cytokines (IL-1 β , IL-6, TNF- α) and symptoms of PMD postpartum.

Ruyak, S. L., PI. *Healthier mothers and infants: expanding telehealth to improve symptom management of perinatal maternal distress.* University of New Mexico, College of Nursing (UNM HSC HRRC #16-381) \$10,000, 2017.

Ruyak, S. L., PI. *Psychosocial and genetic predictors of postpartum depression: the search for clinical intervention points during pregnancy.* University of New Mexico, Clinical and Translational Science Center ((UL1TR001449; CTSC006-7) (UNM HSC HRRC# 15-599) \$22,040, 2016-2017.

HONORS AND AWARDS

2021 Rosenblum-Weiss Endowment for Women's and Children's Health

2020 AWHONN Outstanding Research Study Poster Award

2019-2024 Invited member Editorial Advisory Board *Biological Research in Nursing*

2018-2020 Invited member Editorial Advisory Board *JOGNN*

2015 National Institute of Nursing Research, Intramural Research Training Award
Summer Genetic Institute Fellow

PODIUM PRESENTATIONS

National

Ruyak, S., Williams, J., Sanjuan, P. & Aguayo, S. *A Journey to Empowerment and Health: Building the New Mexico Perinatal Mental Health Improvement Network.* Perinatal Connect Conference: Engaging Rural Communities to Improve Maternal Mental Health Outcomes. Iowa. April 23-24, 2021 (virtual)

Cervantes, I., Shrestha, S., **Ruyak, S.,** & Maxwell, J. *Increasing Incidence of Asthma in Children with Prenatal Opioid Exposure.* 2021 Virtual Western Medical Research Conference. January 29-30, 2021.

Bakhireva, L. N., **Ruyak, S.,** Roberts, M., Rodriguez, D., Leeman, L., Stephens, J., & Maxwell, J.

Multi-modal Assessment of Stress-Reactivity and Self-regulation in the Newborn Period in a Prospective Cohort Study of Moderate Alcohol Exposure. Society for Birth Defects Research and Prevention, 60th Annual Meeting - Honoring Teratologies Roots, Growing a Healthier Future. June 25-July2, 2020 (Virtual). *Birth Defects Research*, 112, 832.
<https://doi.org/10.1002/bdr2.1760>

Ruyak, S. Antepartum Services Prevent Symptoms of Postpartum Depression in Some at-risk Women. Western Institute of Nursing Research, 50th Annual Conference: 50 Years of Leadership: Continuing the Vision. Denver, Colorado. April 19-22, 2017.

Ruyak, S. Pre-pregnancy Obesity and Postpartum Depression: a Predictive Model. Western Institute of Nursing Research, 48th Annual Conference: Equity and Access: Nursing Research, Practice, and Education. Albuquerque, New Mexico. April 22-25, 2015.

Local

Ruyak, S. Perinatal Maternal Distress and Maternal Ecology. University of New Mexico, Department of OB/GYN Grand Rounds. August 9, 2019.

Latendresse, G. & Ruyak, S. **Telemental Health: Using Technology to Improve Outcomes for Mothers, Babies, and Families.** 2018 Annual Women's Health Conference: Caring for Women through Shared Decision Making in Today's Social and Medical Context. Albuquerque, New Mexico. February 23-24, 2018.

Ruyak, S. Prenatal Stress: a Psychoneuroimmunological Perspective. New Mexico Infant Mental Health Association, 2015 Annual Meeting: Continuum of Care: IMN Through Different Lenses. Albuquerque, New Mexico. January 23, 2015

POSTERS

International

Rodriguez, D., Ruyak, S. L., Chambers, S., Ma, X., Stacy, L., Roberts, M., De La Garza, R., Bakhireva, L. **The Effect of the COVID-19 Pandemic on Psychosomatic Health in Pregnant and Postpartum Women with Intersecting Vulnerabilities.** Research Society on Alcoholism, 43th Annual RSA Scientific Meeting/ISBRA Congress. Orlando, Florida, June 25-29, 2022.

Ruyak, S.L., Milligan, E.D., Solomon, E., Allen, A., Ma, X., Weinberg, J., Roberts, M.H., Rodriguez, D., Enriquez Marquez, L., Raj, R., Stacy, L., Jacobson, S.W., & Bakhireva, L.N. (2021). **Psychosocial Stress during Pregnancy affects Placental Programming of Hypothalamic Pituitary Adrenal Axis.** *Birth Defect Research*, 113, 814.
<https://doi.org/10.1002/bdr2.1928>

Ruyak, S. L., Maxwell, J., Roberts, M., Rai, R., Stacy, L., DiDomenico, J., Jacobson, S., & Bakhireva, L. (2021). **Maternal Adverse Childhood Experiences, Prenatal Alcohol Exposure, and Infant Neurobehavior.** *Alcoholism: Clinical and Experimental Research*, 45(S1), 104A. <https://doi.org/10.1111/acer.14627>

Enriquez Marquez, L., Rodriguez, D., Ma, X., Roberts, M., Ruyak, S., & Bakhireva, L. (2021). **Alcohol Use, Psychological Stress, and Mental Health in U.S. Spanish and English-Speaking Pregnant Women.** *Alcoholism: Clinical and Experimental Research*, 45(S1), 176A. <https://doi.org/10.1111/acer.14627>

Rodriguez, D., Roberts, M., Ma, X., Enriquez Marquez, L., Stacy, L., Ruyak, S., Beauchamp, K., Maclean, P., & Bakhireva, L. (2020). **Maternal Distress, Social Support, and Alcohol Use in Pregnancy.** *Alcoholism: Clinical and Experimental Research*, 44(S1), 75A. <https://doi.org/10.1111/acer.14358>

Rodriguez, D., Roberts, M., Ma, X., Enriquez Marquez, L., Stacy, L., Ruyak, S., Beauchamp, K., Maclean, P., & Bakhireva, L. **Maternal Distress, Social Support, and Alcohol Use in Pregnancy.** Research Society on Alcoholism, 43rd Annual RSA Scientific Meeting/ISBRA Congress. New Orleans, Louisiana. June 20-24, 2020. <https://doi.org/10.1111/acer.14627>

Maxwell, J., Ruyak, S., Roberts, M., Ma, S., Beauchamp, K., Rodriguez, D., Enriquez Marquez, L., & Bakhireva, L. **Moderate Prenatal Alcohol Exposure, Maternal Stress, and Infant Behavioral Reactivity and Regulation.** Research Society on Alcoholism, 43rd Annual RSA Scientific Meeting/ISBRA Congress. New Orleans, Louisiana. June 20-24, 2020. <https://doi.org/10.1111/acer.14627>

Ruyak, S. **Gene x Environment Interactions in Postpartum Depression: A Novel Biobehavioral Transactional Model.** International Society of Nurses in Genetics, 2016 ISONG World Congress: Integrating Genetics Across Nursing Practice. Dublin, Ireland. August 4-6, 2016.

National

Cervantes, I., Shrestha, S., Ruyak, S., & Maxwell, J. **Prenatal Opioid Exposure Results in Increased Incidence of Asthma During Childhood.** Pediatric Academic Societies 2021 Virtual Meeting.

Ruyak, S., Boursaw, B., & Cacari-Stone, L. (2020). **Associations among Individual and Environmental Determinants of Health and Symptoms of Perinatal Maternal Distress.** 2020 AWHONN Convention, Virtual, November 1-4, 2020. *Journal of Obstetrics, Gynecological, and Neonatal Nursing*, 49, S24-S25. <https://doi.org/10.1016/j.jogn.2020.09.024>

Bakhireva, L. Ruyak, S., Roberts, M., Rodriguez, L., Leeman, L., Stephen, J., & Maxwell, J. **Multi-modal Assessment of Stress-Reactivity and Self Regulation in the Newborn Period in a Prospective Cohort Study of Moderate Alcohol Exposure.** Society of Toxicology. 59th Annual Meeting and ToxExpo. Anaheim, California, March 15-19, 2020.

Maxwell, J., **Ruyak, S.**, Roberts, M., Ma, S., Beuachamp, K., Rodriquez, D., Enriquez Marquez, L., & Bakhireva, L. ***Correlations of Maternal Stress and Infant Behavioral Reactivity and Regulation in Prenatal Alcohol Exposure.*** Pediatric Academic Societies Meeting. Philadelphia, Pennsylvania. April 29-May 6, 2020.

Ruyak, S., Rodriquez, D., Enriquez Marquez, L., Noor, S., Sun, M., Milligan, E., & Bakhireva, L. ***Functional Responses of Human Placental Tissue to Opioids: TLR4 Signaling.*** Western Institute of Nursing Research, 20/20 and Beyond: Envisioning the Future of Nursing Research, Practice, and Education. Portland, Oregon, Virtual April 15-18, 2020.

Ruyak, S., DelFabbro, A., & Roper, S. ***Healthier Mothers and Infants: Expanding Telehealth to Improve Maternal Distress.*** Western Institute of Nursing Research, 51st Annual Communicating Nursing Research Conference. Spokane, Washington. April 11-14, 2018.

Ruyak, S. *Embodiment of Distress: Links in the Maternal, Placental, and Fetal Environment.* Western Institute of Nursing Research, 51st Annual Communicating Nursing Research Conference. Spokane, Washington. April 11-14, 2018.

Ruyak, S. *Pre-pregnancy Obesity and Postpartum Depression: A Psychoneuroimmunological Perspective.* American College of Nurse-Midwives, 60th Annual Meeting and Exhibition: Forging our Future. National Harbor, MD. June 27-July 1, 2015.

Ruyak, S. & Wright, M. *An Innovative Longitudinal Approach to Community Health.* National League for Nursing, Education Summit. Phoenix, Arizona. September 9-7, 2014

Ruyak, S. & Lowe, N. *A Psychoneuroimmunological Framework for the Study of Postpartum Depression.* Western Institute of Nursing Research, 46th Annual Communicating Nursing Research Conference. Anaheim, California. April 10-13, 2013.

Bennett, P., Emeis, C., Patterson, E., Hastings-Tolsma, M., Burton, A., Goodman, S., Koschoreck, K., **Ruyak, S.**, Tanner, T., Vaughn, T., Williams, A. ***Colorado Nurse Midwives: Practice Profiling for Health Policy Impact.*** National Nursing Centers Consortium 6th Annual Conference. Washington, D.C. October 7-9, 2007.

Burton, A., Bennett, P., Emeis, C., Goodman, Hasting-Tolsma, M., S., Koschoreck, K., Patterson, E., **Ruyak, S.**, Tanner, T., Vaughn, T., Williams, A. ***Colorado Nurse Midwifery Practice Survey.*** ACNM Colorado Chapter V-03 Annual Fall Symposium. October 5, 2007.

Local

Ruyak, S., Noor, S., Sun, M., Fernandez Oropeza, A., DiDomencio, J., Rodriguez, D., Enriquez Marquez, L., Bakhireva, L. & Milligan, E. ***Evidence for Placenta SLC6A4 Dysregulation in Prenatal and Alcohol Exposure.*** 2021 Brain and Behavioral Health Annual Research Day. April, 9, 2021.

Stacy, L., Rodriguez, D., Enriquez-Marquez, L., Rai, R., Chambers, S., **Ruyak, S.**, & Bakhireva, L. ***Targeted Measures to Enhance Research Conduct During the COVID-19 Pandemic in the Field of Brain and Behavioral Health.*** 2021 Brain and Behavioral Health Annual Research Day. April, 9, 2021.

Enriquez Marquez, L., Rodriguez, D., Ma, X., Roberts, M. **Ruyak, S.**, Jacobson, S., & Bakhireva, L. ***Alcohol Use, Psychological Stress, and Mental Health in U. S. Spanish and English-Speaking Pregnant Women.*** April 9, 2021.

Cervantes, I., Shrestha, S., **Ruyak, S.**, & Maxwell, J. ***Increasing Incidence of Asthma in Children with Prenatal Opioid Exposure.*** University of New Mexico, 2020 Pediatric Research Week.

Reviewing

Invited

Psychoneuroendocrinology – 2016
Biological Research for Nursing – 2016, 2018
Journal of Affective Disorders - 2018
International Journal of Nursing Science -2018

Regular/ongoing

Biological Research for Nursing – 2020-present
Journal of Obstetrics, Gynecologic, and Neonatal Nursing – 2016-present
Journal of Midwifery and Women's Health – 2008-present

Professional Organizations

Society for Birth Defects Prevention and Research: 2021-
Western Institute of Nursing Research: 2017-present
2015, 2017 Planning Committee
American Nurses Association: 2016-present
International Society of Nurses in Genetics: 2015-2019
American College of Nurse Midwives, New Mexico Affiliate: 2014-present
Association of Women's Health, Obstetric and Neonatal Nurses: 2008-present
American College of Nurse Midwives, Region V, Chapter 3: 2006-2014
Sigma Theta Tau International Honor Society of Nursing: 2004-present
Gamma Sigma Chapter, Secretary - 2015
American College of Nurse Midwives: 1997-present

Professional Service

National

National Institutes of Health, Center for Scientific Review, Early Career Reviewer: 2021

AWHONN Research Advisory Panel: 2021

Local

New Mexico Chapter, Postpartum Support International, member board of directors - secretary

Academic Service

UNM College of Nursing

Faculty Affairs Committee: 2020-present

Chair College of Nursing Research and Scholarship Committee: 2019-2025

Chair Search Committee - – tenured associate/full professor biobehavioral

Chair Search Committee – tenured associate/full professor public health/emergency preparedness

Search Committee – Interim Education Chair: 2017

Research and Scholarship Committee Chair: 2017-2019

Diversity and Inclusion Advisory Council: 2016-present

Faculty Development and Leadership Committee: 2015-2018

PhD Committee: 2015-present

Nominating Committee 2014-2015

Undergraduate Committee: 2013-2015

NMNEC Faculty Development Committee: 2013-2015

Undergraduate Testing Committee: 2014-2015

UNM Health Sciences Center

UNM HSC Council At Large Representative: 2018 to present

UNM

Committee on Governance: 2020-present

Substance Use Disorder Grand Challenge Steering Committee: 2021 - present

Mentoring Activities

PhD Students

Dissertation Chair (Starr Tomlinson 2020-present)

Dissertation Chair (Janna Hackett 2020 – present)

Dissertation Committee Member (Michelle Kashuba 2020 - present)

Dissertation Committee Member (Amanda Heffernan 2018 - present)

Dissertation Committee Member (Krista Scorsone – 2017 – 2019) *Exploring Individual Experiences Obtaining Medication-Assisted Treatment for Opioid Use Disorder in Rural New Mexico*

DNP Students

Committee Member (Michael Palacio 2020-2021) *Biopsychosocial Multidisciplinary Treatment Impact on Risk of Opioid Misuse*

Courses Taught at UNM

Graduate

N715: Genetics and Genomics for Advanced Practice Nursing – online, synchronous

N601: Theory 1: Methods and Processes of Nursing Knowledge Development – online, synchronous

N602: Theory 2: Contemporary Substantive Nursing Knowledge – online, synchronous

N613: Mixed Methods Research - online

N691: Independent Study in Applied Methods in Secondary Data Analysis

N501: Theoretical Foundations of Advanced Nursing- online

N552: Evidence Based Care in Nurse Midwifery – online, synchronous

N548: Women’s Health – Nurse-Midwifery Faculty Liason

N544: Antepartum/Postpartum - Nurse-Midwifery Faculty Liason

Undergraduate

N498: Honors Study in Nursing – online, hybrid

N405: Genetic Literacy Across the Lifespan – Course coordinator, online

N454: Nursing Synthesis

N429: Special Populations in Obstetrics - hybrid


N401: Maternal Newborn Clinical Intensive - hybrid

N351: Health and Illness I – Course coordinator, in-person

N340: Advancement of Professional Nursing – Course coordinator, online

N 332: Introduction to Nursing Research and Evidence-Based Practice

To: Cinnamon Blair, Chair, UNM Nominating Committee

From: Mitzi Montoya, Dean, UNM Anderson School of Management 

Date: November 8, 2022

Re: Request Approval Naming of Endowed Faculty Position

UNM Anderson has received a generous estate gift from two-time UNM graduate William (Bill) Grasse. Mr. Grasse earned his Bachelor's degree in mathematics in 1963 and MBA in 1968. As part of the estate gift to UNM, Mr. Grasse's intention was to endow a chair at The Anderson School of Management named the "William D. Grasse Endowed Chair in Finance". The amount of the gift is \$2 million.

This endowed position will be given to a full-time tenured or tenure-track faculty member who teaches and conducts research in the finance area. Selection criteria will be based on:

- Teaching Effectiveness
- Professorial Achievement and Growth
- Contributions to Campus and Community

The impact of this gift is significant to the Anderson School and will provide impactful support for the finance faculty member who earns this chair. Additionally, the chair will have a positive impact on student learning outcomes and research output for the school.

We ask for the naming committee's approval to officially name this position the William D. Grasse Endowed Chair in Finance.

Memorandum

TO: UNM Naming Committee

FROM: Christos Christodoulou, Jim & Ellen King Dean of Engineering & Computing

DATE: November 11, 2022

RE: William E. Baker Endowed Professorship



On behalf of the School of Engineering, we request approval to name a professorship in Mechanical Engineering the William E. Baker Endowed Professorship. Bill Baker has contributed over \$500,000 to fund this professorship.

Bill is an emeritus professor of Mechanical Engineering at UNM. He is also an alumnus. He taught for decades, helping hundreds of students graduate. He is fondly remembered by many of his pupils. Bill regularly welcomes back 50th anniversary alumni at the annual reunion luncheons and always shares his email to keep in touch. To this day he still communicates with some of his former students. It is an honor to have a permanent piece of him in Mechanical Engineering to help future generations of students, instructors and professors excel.

MEMORANDUM

Date: November 16, 2022

To: Dr. Garnett S. Stokes, President, The University of New Mexico

From: Cinnamon Blair, Chair, UNM Naming Committee

Re: UNM Naming Committee Approvals from November 16, 2022

The University Naming Committee has reviewed and voted on the following requests and recommends your approval. A copy of the departmental request, along with UNM Policy 1020, are attached for your reference.

* Request from the Anderson School of Management (ASM)

Request approval to create an endowed professor the,
'William D. Grasse Endowed Chair in Finance'
(3.2.6. Endowed Faculty Positions)

* Request from the College of Nursing (CON)

Request approval to appoint Sharon Lynn Ruyak, PhD, RN, CNM,
as the next holder of the Leah L. Albers Professorship in Midwifery.
(3.2.6 Endowed Faculty Positions)

* Request from the School of Engineering (SOE)

Request approval to create an endowed professor the,
'William E. Baker Endowed Professorship'
(3.2.6. Endowed Faculty Positions)

Please let me know if you have any questions or wish to discuss them in further detail.

* All requests approved: *GS Stokes* 11/23/2022

ARTICLE 1: PURPOSE

SECTION 1. GENERAL

The UNM-Gallup Staff Council provides a forum for non-faculty staff to address issues of concern and to communicate those issues to the University of New Mexico-Gallup (UNMG) campus administration and other constituent groups. The staff council is a full partner with other UNMG constituent groups in providing input into decisions, planning, and other organizational priorities impacting the university.

SECTION 2. SPECIFIC

- A. Participates in the formulation of long-range plans, goals, and strategies.
- B. Develops programs and activities promoting professional, personal growth and advancement.
- C. Advises the UNM-Gallup administration on resource allocation, wages, benefits, health, safety, and other conditions of employment.
- D. Facilitates communication among faculty, staff, students, administration, and other representative campus organizations.

ARTICLE 2: FUNCTION

SECTION 1. GENERAL

The staff council operates on a year-round basis.

SECTION 2. SPECIFIC

- A. Studies problems, potential problems, welfare, and working conditions among the staff.
- B. Calls to the attention of the administration, other University organizations, and individuals matters of concern to the staff.
- C. Collaborates with the Faculty Assembly in the formulation of recommendations concerning issues common to the staff and faculty.
- D. Advises the administration on staff wages, benefits, conditions of employment, university policies and procedures, legislative issues, and other matters and concerns determined by the staff council
- E. Organize events, community engagement, award programs for staff, along with professional development.
- F. Forms committees as required.



STAFF COUNCIL BYLAWS
****APPROVED – 09.2022****

ARTICLE 3: OFFICERS

SECTION 1. NOMINATION & ELECTION OF OFFICERS

Staff council officers are elected in the spring semester of each year. All terms are for one year. Election is by a majority of the votes cast.

A. The President-Elect shall automatically assume the Office of President if retaining a seat on Staff Council. Should the President-Elect be unable to assume the Office of President, an election for President shall be held in conjunction with the other officers.

B. The President-Elect, Secretary, Treasurer, two at-large officers are elected at the first regular meeting following the election and qualification of members in the Spring semester. All terms are for one year. Election is by a majority of the votes cast.

C. No individual may hold more than one position on the Executive Committee concurrently, with the exception that the Past President, an ex-officio position, may serve in an elected position concurrently.

SECTION 2. REMOVAL OF AN OFFICER

An officer may be removed from office for unethical behavior or for failure or inability to perform duties. Removal of an officer requires a majority vote of members present.

SECTION 3. REPLACEMENT OF AN OFFICER

Whenever a vacancy shall occur among the officers of the staff council, except in the Office of the President, the Council shall, at its next meeting, fill said vacancy in the same manner as for the original election of that position. When a vacancy shall occur in the Office of the President, the President-Elect shall succeed to that office. When a vacancy shall exist in both the Office of the President and the Office of the President-Elect, the Council shall fill both offices in the same manner as for the original election of that position.

SECTION 4. PRESIDENT

The President serves as the spokesperson for the staff council. The functions of the Office of the President are to:

- A. Represent the staff and the Staff Council, be an advocate for staff issues, concerns and positions before the UNM Gallup Local Advisory Board, the UNM Gallup Chancellor, and the UNM Gallup University community.
- B. Serve as an advisor to the UNM Gallup Local Advisory Board.
- C. Chair and set the agenda for the Staff Council Executive Committee and have one vote.
- D. Appoint members of the Staff Council to serve as liaisons to the Faculty Senate, the student governments, the Alumni Association, and the UNM Retiree Association with approval of the Staff Council.
- E. Facilitate open lines of communication between the Staff Council and the University community.
- F. Perform other duties as directed by the Staff Council.



STAFF COUNCIL BYLAWS
****APPROVED – 09.2022****

SECTION 5. President-Elect

The President-Elect serves in the capacity of a Vice President. The functions of the Office of the President- Elect are to:

- A. Serve as an advisor to the President.
- B. Succeed to the Office of the President if the President is unable to complete the term. If the President-Elect succeeds to the presidency the Staff Council shall elect a new President-Elect at the next regular meeting in the same manner as was used for the original election. If the President-Elect assumes the Presidency prior to December 31st, a new President-Elect will be elected. The newly elected President-Elect will assume the Presidency the following term of office. If the President-Elect assumes the Presidency after December 31st, he or she will retain the Presidency the following term of office.
- C. Serve as a member of the Executive Committee and have one vote.
- D. Represent the Council to the University should the President be unable to perform in an official capacity for a short time.
- E. Perform other duties as directed by the President or the Staff Council.

Section 7. Treasurer

The functions of the Office of the Treasurer are to:

- A. Develop and recommend accounting procedures for approval by the Council.
- B. Assure adherence to university policies and generally accepted accounting policies and procedures.
- C. Provide monthly and special request fiscal reports to the Staff Council.
- D. Serve as a member of the Executive Committee and have one vote.
- E. Perform other duties as directed by the President or the Staff Council.

Section 8. At-Large Members

At the same meeting other officers are elected the Council shall elect two at-large members to the Executive Committee, The functions of the at-large members are:

- A. Serve as members of the Executive Committee, each having one vote.
- B. May be designated by the President to serve as ex-officio members, without vote, on any Staff Council Committee, except the Ethics Committee.
- C. Perform other duties as directed by the President or the Staff Council.

Section 9. Past President

The title of Past President shall be assumed by the President from the year prior, after a new President is installed. The functions of the Past President are to:

- A. Serve on the Executive Committee as ex-officio, non-voting member.
- B. Serve as an advisor to the current President.
- C. Perform other duties as directed by the President or the Staff Council.

STAFF COUNCIL BYLAWS
****APPROVED – 09.2022****

Section 10. Secretary

The functions of the Office of the Secretary are to:

- A. Provide a written record of motions as presented or amended during meetings; read same to Council at the request of the President.
- B. Send summarized minutes of prior meeting, agenda, and related documents to all Councilors five working days before the next meeting.
- C. Provide orientation and training on Council procedures for new members of the Council and for Committee.
- D. Serve as a member of the Executive Committee and have one vote.
- E. Perform other duties as directed by the President or the Staff Council.

ARTICLE 4: ADMINISTRATIVE SUPPORT

The University has designated one staff position to provide administrative support to the Staff Council. The functions of the administrative support person will be assigned by the Executive Committee, once the position is filled.

ARTICLE 5: COMMITTEES

Section 1. General

- A. The President appoints, with Staff Council approval, representatives to University-wide standing committee, joint faculty-staff committees, and other University committees, whether permanent or ad hoc in nature, whose membership includes both staff and non- staff membership. Unless otherwise provided in the charters of such committees, staff member terms shall be for one year. In no case shall staff representatives serve more than one two-year term without being reconsidered by the Staff Council.
- B. In consultation with each committee the President will submit for approval, a list of the proposed chairs and members of Staff Council committees. The Council may add or strike names on the Proposed Committee Rosters with majority approval of a motion to do so. Once the rosters are adopted, chairs and members will serve a one-year term but may serve successive terms.
- C. It is the responsibility of the chairperson of each committee to track membership on the committee and to report to the President and the Secretary when members have quit the committee. Non-attendance of a committee member at three consecutive meetings will be treated as a voluntary resignation.
- D. Resignations from committees should be submitted by the chairperson to the President and the Secretary at the next regular meeting of the Council.
- E. Committee members appointed to fill vacancies will serve the remainder of the term to which they are appointed.
- F. Members of University-wide committees and the chairpersons of Staff Council committees or their designees shall make monthly reports, first to the Executive Committee and then to the Staff Council. Such reports may be oral or written as directed by the Executive Committee or the Staff Council.
- G. Staff Council committees are authorized to meet virtually provided that such meetings are conducted through simultaneous oral communication.

STAFF COUNCIL BYLAWS
****APPROVED – 09.2022****

Section 2. Permanent Standing Committees

Permanent standing committees can only be formed, dissolved, or changed through revision of the Bylaws. Rules and Elections Committee.

The committee shall have not less than three, nor more than five, members. A quorum shall be three members. The functions of the committee are to:

- A. Review and make recommendations on all proposed amendments to the Staff Council Constitution, Bylaws, General Rules, and Special Rules of the Council.
- B. Establish, with Council approval, the Staff Council Election Code.
- C. Develop election procedures for the annual Staff Council election and any special elections; to prepare and count ballots cast; and to report to the Council the results of each election.
- D. To set, with Council approval, campaign guidelines.

Ethics Committee

- A. The President shall nominate, subject to Council approval, five voting members of the Staff Council. Quorum for the Ethics Committee shall be four members.
- B. The Ethics Committee shall establish and maintain, subject to Council approval, a Code of Ethics.
- C. The Ethics Committee shall function as a resource to the Council. The Ethics Committee shall advise on ethical questions relative to Council business and the Council Code of Ethics at the request of the Council.

Executive Committee

- A. The Executive Committee may transact routine business between Council meetings and take emergency actions. All business transacted by the Executive Committee shall be reported to the Council at the next Council meeting by the President Elect. The Executive Committee shall meet at the call of the President or upon written request of any four members thereof. Four members shall constitute a quorum.
- B. The Executive Committee shall receive committee reports via the President-Elect for internal committees and via the President for external committees and shall determine the agenda for Council meetings.

Section 3. Standing Committees

Standing committees can be formed, dissolved, merged, or otherwise altered through a vote of the Council. Changes to these committees do not require revision of the Bylaws.

- A. The Council may, from time to time, establish standing committees to carry out the work of the Council. Each standing committee will be given a charge at the time of creation. The initial charge may be amended by the Council upon request or recommendation of the committee.
- B. Minimum membership on standing committees will be three staff employees, one of whom must be a voting member of the Council.
- C. Standing Committees will determine their own order of business. Quorum for each standing committee will be a majority of the appointed membership not excused from the meeting.
- D. The Council may make periodic examination of each standing committee to determine whether said committees shall continue in existence.

STAFF COUNCIL BYLAWS
****APPROVED – 09.2022****

Section 4. Special Committees

The Council may, from time to time, establish special, or ad hoc, committees to carry out limited, specified business of the Council. The charge to such committees shall be stated at the time of formation. Such committees shall automatically be disbanded upon either the expiration date stated by the Council at the time of formation or upon submittal to the Council of the committee's final report

ARTICLE 6: STAFF COUNCIL MEETINGS

SECTION 1. GENERAL

Staff Council meetings will be open to the entire UNM-Gallup community but may include closed executive sessions.

SECTION 2. REGULAR MEETINGS

The Staff Council should meet at least quarterly at dates and times approved by the Staff Council.

SECTION 3. SPECIAL MEETINGS

The Executive Committee may call a special meeting at any time. The call for a special meeting will set forth specific items to be discussed. Business not specified in the call may not be discussed at a special meeting.

SECTION 4. QUORUM

A quorum shall consist of one-half plus one of the Executive Committee .

SECTION 5. AGENDA

The Executive Committee is responsible for the preparation of the agenda and for its timely distribution at least five working days before each regular meeting.

SECTION 6. RECORD OF ATTENDANCE

The minutes of each meeting will show the names of the members present.

STAFF COUNCIL BYLAWS
****APPROVED – 09.2022****

SECTION 7. ATTENDANCE AT MEETINGS

Attendance by Staff Council officers is required at all Staff Council meetings. Unexcused absence from three consecutive meetings will be considered nonfeasance and grounds for removal.

SECTION 8. COUNCIL TERMS

The term of each Staff Council officer will be for one year and begin with the organizational meeting.

ARTICLE 7: RULES OF ORDER

SECTION 1. RULES

Robert's Rules of Order New Revised, latest edition, will govern all meetings of the Staff Council in all cases to which they are applicable and may govern all internal standing committees in which they are not in conflict with these bylaws or with standing rules—or any rules that may have been adopted by the Staff Council for the conduct of its meetings.

SECTION 2. PARLIAMENTARIAN

The president may appoint a parliamentarian subject to the approval of the Staff Council.

ARTICLE 8: AMENDMENTS

SECTION 1. AMENDMENTS

These bylaws may be amended by a two-thirds vote of the members of the Staff Council at a regular meeting.

SECTION 2. PRIOR REVIEW

Proposed amendments of the Bylaws must be reviewed by the Rules and Elections Committee and by the Executive Committee prior to placement on the Staff Council Agenda for action.

SECTION 3. MUST BE LAID ON TABLE

No amendment to the bylaws or constitution may be voted upon at the same meeting at which it is introduced. This provision may not be suspended.



STAFF COUNCIL CONSTITUTION

****APPROVED – 09.2022****

ARTICLE 1: NAME

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

ARTICLE 2: STATEMENT OF PURPOSE

Section 1. Purpose

The purpose of the UNM-Gallup Staff Council is to represent the interests of all staff and to serve as an important source of input into the issues and decisions at the university as they relate to the general welfare and success of the staff at UNM-Gallup. The Staff Council shall represent UNM staff to the University administration, and the Staff Council president shall serve as an advisory member of the UNM Gallup Campus Local Advisory Board.

Section 2. Authority

The Staff Council does not replace or supersede UNM policies and procedures but will 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-Gallup staff may participate as individuals in the council notwithstanding their employment in a position subject to a collective bargaining agreement. The Staff Council will not supersede or replace collective bargaining units officially recognized by the University nor shall it have any authority with respect to University collective bargaining agreements.

ARTICLE 3: MEMBERSHIP

Section 1. The University Staff

- A. Any staff member employed by UNM-Gallup in a regular, contract, or term position who is at least half-time status and who has worked at UNM-Gallup for at least six months is eligible for membership in the Staff Council and able to vote in elections for officers. The Staff Council encourages full and equal participation and no staff member will 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. Membership shall consist of all eligible staff.
- C. Persons eligible to vote in faculty elections will not be considered staff. Staff holding temporary part-time faculty appointments will be considered staff for purpose of this article.



STAFF COUNCIL CONSTITUTION

****APPROVED – 09.2022****

- D. Faculty and administrators of UNM-Gallup are invited to attend Staff Council meetings in an ex-officio capacity.

Section 2. Administrative staff liaison

The UNM-Gallup Chancellor shall designate a senior administrative staff member to serve as a liaison to the Staff Council.

ARTICLE 4: OFFICER ELECTIONS AND VACANCIES

Staff Council officer elections will be held in the spring semester for the following academic year. Elected officers will serve one-year terms. In the event of an officer vacancy, the president will nominate a replacement from among the UNM-Gallup Staff Council. Nominees require an affirmative vote of council members present before they are seated. Nominees serve for the remainder of the elected term to which they are appointed.

ARTICLE 5: OFFICERS

Section 1.

The Staff Council will elect from its membership a President, President-Elect, Treasurer, Secretary, and two Members-at-Large.

Section 2.

The president presides at all council meetings and serves as the council's external representative to the UNM-Gallup community.

Section 3.

In the absence or at the discretion of the president, the president-elect will preside at meetings and represent the council to the UNM-Gallup community. 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-Elect.

Section 4.

The treasurer will develop, maintain, and monitor accounting records for the council in collaboration with UNM-Gallup business operations.



STAFF COUNCIL CONSTITUTION

****APPROVED – 09.2022****

Section 5.

The secretary with assistance from an Administrative support staff, will maintain records of the council including meeting minutes and correspondence.

ARTICLE 6: EXECUTIVE COMMITTEE

Section 1.

An Executive Committee will be established and composed of the Staff Council officers and two members at large.

Section 2.

The Executive Committee will set the agenda for all Staff Council meetings and represent council decisions to the university. The Executive Committee will receive issues for consideration by the Staff Council.

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 will be a non-voting member of the Executive Committee.

ARTICLE 7: MEETINGS

The Staff Council will hold an annual organization meeting in the spring for the election of officers. Regular Staff Council meetings will be held quarterly on a date decided by the Executive Committee. Special meetings may be called at the discretion of the Executive Committee.

ARTICLE 8: CONSTITUTION AND AMENDMENTS

Section 1. Constitution

The constitution will become effective on the date of ratification. Ratification requires two-thirds approval by the Staff Council members present at the council meeting called for ratification, majority approval by staff voting in the ratification election, and approval by the Chancellor.



STAFF COUNCIL CONSTITUTION

****APPROVED – 09.2022****

Section 2. Amendments

Amendments to this constitution may be proposed by UNM-Gallup staff at a regular Staff Council meeting. Ratification of an amendment requires approval by a majority (51%) of the Staff Council members present at the ratification meeting and majority approval by staff voting in the ratification election. Amendments become effective on the date of ratification.

Section 3. Authority

This constitution, including all amendments, will be subject to modification and approval by the Chancellor.

From: [Sabrina Ezzell](#)
To: [Frank Sanchez](#)
Subject: RE: Staff Council documents
Date: Wednesday, September 7, 2022 8:57:20 AM
Attachments: [image001.png](#)

Good Morning Frank,
I approve these documents, please proceed.
Thank you!
Sabrina

From: Frank Sanchez <sabumfss@unm.edu>
Sent: Tuesday, September 6, 2022 4:43 PM
To: Sabrina Ezzell <sezzell@unm.edu>
Subject: Staff Council documents

Good afternoon Sabrina,

The Staff met this afternoon and completed the attached Constitution and the Bylaws. We need your approval of the documents to move forward with the next step which is to elect officers. The staff who voted on these documents has asked me to meet with you to discuss them if you wish.

All the best,

Frank Sanchez
Technical Analyst 3
UNM Gallup IT
sabumfss@unm.edu



From: [Frank Sanchez](#)
To: [Sabrina Ezzell](#)
Subject: Staff Council documents
Date: Tuesday, September 6, 2022 4:42:00 PM
Attachments: [UNMG-STAFF COUNCIL BYLAWS-DRAFT 9.2022.docx](#)
[image001.png](#)
[UNMG-STAFF COUNCIL CONSTITUTION-DRAFT 9.2022.docx](#)

Good afternoon Sabrina,

The Staff met this afternoon and completed the attached Constitution and the Bylaws. We need your approval of the documents to move forward with the next step which is to elect officers. The staff who voted on these documents has asked me to meet with you to discuss them if you wish.

All the best,

Frank Sanchez
Technical Analyst 3
UNM Gallup IT
sabumfss@unm.edu



C70: Confidentiality of Faculty Records

Approved By: Faculty Senate and Board of Regents

Effective Date: **Draft 11/8/21**

Responsible Faculty Committee: Faculty Senate Policy Committee

Office Responsible for Administration: Provost's Office of Academic Affairs or Vice President for Health Sciences' Office Academic Affairs.

Legend for highlights: Text from current policy shown in **black**; recommended changes to address current practice are shown in red, underlined.

Revisions to the Policy Rationale, Policy Statement, and Applicability sections of this document must be approved by the full Faculty Senate

POLICY RATIONALE

Although UNM maintains a variety of information applicable to faculty members, it is important to differentiate between information that is placed in a faculty member's "Faculty Personnel Files" and files maintained by components of UNM for reporting and/or documentation purposes. Additional files may exist containing information pertaining to individual faculty members that are maintained by administrative offices, units, subunits, and branches under the ultimate authority of the President of UNM. Such files are not Faculty Personnel Files under this Policy, whether in written or electronic form. Designated Faculty Personnel Files must contain include, and are limited to, any written information used to any degree in making a decision concerning the employment, rank, or status of a faculty member. This Policy identifies the type of information that may be placed in Faculty Personnel Files, the location of those files, confidentiality of the information, and rights and responsibilities pertaining to the Faculty Personnel Files. This Policy also discusses how faculty information that is subject to the Inspection of Public Records Act is handled.

POLICY STATEMENT

~~Collectively, these documents are referred to in this Policy as~~ Faculty Personnel Files concerning UNM faculty of the University of New Mexico shall be gathered, retained, disclosed, and used by academic or administrative units of the University subject to the following rules stated in this Policy. Agreements reached by collective bargaining will hold precedence over any element of this Policy for faculty members covered by a collective bargaining agreement.

1. Collection and Retention of Information

1.1 No more than one (1) personnel file shall be maintained in each of the following locations:

- (1) the faculty member's department (or other primary academic unit),
- (2) the faculty member's college,

(3) and/or in the office of the Provost or Executive Vice President for Health Sciences (EVPHS).

Faculty Personnel Files shall be compiled or retained by UNM academic or administrative units of the University solely for the purposes of administering the UNM University personnel system, including the consideration of promotion, tenure, and separation from employment.

1.2 An item of information may be introduced into a faculty personnel file only if accompanied by written identification of the source of the information subject to the right of peer or student evaluators to keep their identities confidential from the faculty member evaluated as provided in section **2.2** herein. However, if a complaint of misconduct is made against a faculty member and a determination is made that no misconduct occurred, the faculty member retains the right to decide what information, if any, is documented in their Faculty Personnel Files or any component thereof. **NOTE: This language attempts to address the C07 concern raised.**

1.3 Administrators with responsibility for the creation of Faculty Personnel Files identified in section 1.1 herein above are responsible to maintain the file and its security during the faculty member's employment at UNM the University and at least five (5) years thereafter (files of emeritus faculty shall be maintained during the faculty member's lifetime and at least two (2) years thereafter).

1.4 The administrative officer responsible for maintaining Faculty Personnel Files shall notify faculty in writing of any material deleted from their Faculty Personnel Files, the nature of the material and the reason for the action. In a similar manner, faculty shall be notified in writing of any material added to their file(s) with respect to which they have not been copied. Faculty members have the right to know and the responsibility to examine their Faculty Personnel Files. Information

1.5 With the exception of the faculty member's Dossier as described in Section B policies of the Faculty Handbook, other information outside of the Faculty Personnel Files may not be used for making a decision regarding faculty promotion, tenure, and separation from employment.

1.6 Information that is maintained by UNM administration is subject to applicable federal and state laws and regulations.

2. Access to Information by the Faculty Member

2.1 Each faculty member has the right to inspect and review within ten (10) days without unreasonable delay by UNM the University (normally within two weeks) their Faculty Personnel Files and any record or file maintained on the faculty member him or her by UNM the University subject to the provisions of this Policy and any limitations imposed by law. If additional time is needed to produce a record for inspection, the faculty member shall be informed in writing of the reason for the delay and the date such record will be available. Each faculty member has the right to challenge the accuracy of any item of information in their her or his Faculty Personnel Files, including the right to introduce rebuttal statements or evidence into the files. The faculty member may request the administrative officer of the unit maintaining the file to amend or delete any item of information contained in the file. The administrative officer shall respond to a faculty member's request within two (2) weeks, and if the request is denied, shall state in

writing the reasons for the denial. The decision of the administrative officer must be approved by the dean and the Provost's Office/ EVPHS Vice President for Health Sciences. The administrative review process delineated herein does not replace the right to appeal such action if it is within the purview of the Academic Freedom and Tenure Committee (AF&T).

2.2 UNM the University respects the desire of many authors of faculty evaluations to keep their identities confidential, including from the faculty member being evaluated. Such matters of opinion include letters of reference for employment, internal peer evaluations of a faculty member, student evaluations, letters received from peer reviewers outside the University, as well as those portions of the recommendations of the faculty member's chair or dean or the Senior Vice Provost Associate Provost that may reveal the identities of peer or student evaluations.

a. If a faculty member makes a request to review and/or copy such evaluations, an academic administrator, prior to permitting such review or copying, shall redact material that may reveal the identity of the author. If it does not appear feasible to protect the identity of the author through redaction, the document may be accurately summarized in writing for the faculty member instead. If the author of an evaluation submits a written waiver of confidentiality, the evaluation may be reviewed or copied by the faculty member without redaction. If requested by the faculty member, a member of the Provost/EVPHS office and a member of the Committee on Academic Freedom and Tenure designated by the Chair of the Committee shall verify the accuracy of the redacted or summarized documents.

b. If such information is requested by a third party, the faculty member shall be advised of the request prior to the release of the information.

2.3 To the extent information is confidential under this Policy, or privileged under law (for example, materials subject to attorney-client privilege), it shall not be available for inspection by the faculty member. Such information shall be retained separately and shall be available for inspection only by UNM University officials granted access, by virtue of their assigned whose duties ~~make it necessary for them to know~~ the particular information requested. In the case of privileged information, the administrative officer of the academic or administrative unit maintaining the files shall introduce a memorandum that states the nature of the privileged information, its date and source and the type of privilege asserted.

2.4. Any confidential medical information maintained by UNM shall be protected in a manner consistent with applicable state and federal laws.

2.5. Consistent with UAP Policy 3710, faculty information shall be made available only to those members of the Administration who have a legitimate business reason to view the information.

2.6 The Academic Freedom and Tenure Committee and the University Secretary may have access to Faculty Personnel Files when an issue is appealed to AF&T in accordance with Section B of the Faculty Handbook.

3. Public Access to Information about Faculty Members

3.1 Any person is entitled to the following public information maintained by [UNM the University](#) concerning a faculty member: present position, department, salary, dates of employment, and curriculum vitae, including educational qualifications, past employment, progress at [UNM the University](#) (initial employment, promotions, attainment of tenure, sabbaticals), publications, news items, awards and achievements. A faculty member may give written authority for the release of other information, said letter to be maintained in the faculty member's faculty personnel file.

3.2 Other than as provided in section **3.1** herein, records or information concerning a faculty member shall be made available by the custodian of a file of record only to those members of [UNM the University](#) who have an official role in the evaluation of that faculty member for purposes of employment, rank, status, salary, or other such decisions and whose role makes it necessary for them to know the contents of that faculty member's Faculty Personnel Files.

3.3 All requests for information from persons who are not members of [UNM the University](#) shall be referred to [UNM the University](#) Custodian of Public Records, which will coordinate a proper response with the appropriate [Academic Affairs Faculty Contracts](#) Office. The Custodian shall attempt to advise the faculty member by email and [phone](#) his or her telephone number of the request for the release prior to the release of any records. In coordination with the Custodian, the appropriate [Academic Affairs Faculty Contracts](#) Office shall make available for inspection upon request the releasable information concerning a faculty member. A record of the name and address of any member of the public making such request shall be kept in the faculty member's faculty personnel file at the [appropriate Academic Affairs Provost/VPHS](#) office and be available for inspection by the faculty member.

APPLICABILITY

[All UNM faculty including the Health Sciences and branch community colleges.](#)

DEFINITIONS

[No specific definitions are required for the Policy Statement.](#)

Revisions to the remaining sections of this document may be amended with the approval of the Faculty Senate Policy and Operations Committee in consultation with the responsible Faculty Senate Committee listed in Policy Heading.

WHO SHOULD READ THIS POLICY

- [Faculty](#)
- [Department Chairs, academic deans and other academic administrators and executives.](#)

RELATED DOCUMENTS

UNM Regents Policy Manual

Policy 2.9 “University Archives and Records”

Policy 2.17 “Public Access to University Records”

Policy 5.7 “Confidentiality of Faculty Records”

Policy 6.7 “Disclosure of Information About Candidates for Employment”

Policy 6.8 “Disclosure of Information about Employees”

Faculty Handbook

C07 “Faculty Misconduct and Progressive Discipline Policy”

Section B “Academic Freedom and Tenure”

University Administrative Policies and Procedures Manual

Policy 2030 “Social Security Numbers”

Policy 2300 “Inspection of Public Records”

Policy 3710 “Personnel Information Disclosure Policy”

CONTACTS

Direct any questions about this policy to the Provost’s Office of Academic Affairs or Vice President for Health Sciences Office of Academic Affairs.

PROCEDURES

The following table lists allowable documents to be placed in a faculty member’s Faculty Personnel Files and where the various documents are housed.

Documents	Department File	College School File	Academic Affairs File	Human Resources Files
Offer letter	X	X	X	
Annual performance reviews	X	X		
Response/rebuttal to annual review	X			
Annual performance review summaries		X	X	
Peer teaching observations	X			
CV	X	X	X	
Tenure and promotion documents, including <ul style="list-style-type: none">Chair’s & Dean’s letter, department and College committee recommendations		X		
Tenure and promotion dossier (rpt archive, including: <ul style="list-style-type: none">Chair’s, Dean’s, SVP, and Provost’s letter, department, college & Provost committee recommendations, external letters			X	

• Teaching portfolio, scholarly/creative work exemplars, etc.				
Personnel Actions – initiated at dept level	X			
Personnel Actions		X	X	
Sabbatical leave request	X	X	X	
Sabbatical report		X	X	
Parental leave request	X	X	X	
Special Administrative Compensation (SACs)	X	X	X	
Faculty discipline (C07): Chair’s written report – summary	X			
Faculty discipline (C07): Dean’s notice – uphold, modify or reverse disciplinary action		X		
Faculty discipline (C07): Provost’s notice – uphold, modify or reverse disciplinary action			X	
Censure, suspension without pay, notice of dismissal	X	X	X	
Benefits				X
W2				X
Retirement				X
I9				X

DRAFT HISTORY

October 26, 2021 – Revised draft to address faculty concerns regarding C07 and Collective Bargaining Agreements.

HISTORY

(adopted by the Faculty Senate 4/15/80 and the Regents 7/28/81) Revisions approved by the Faculty Senate 3/25/03 as recommended by the Academic Freedom and Tenure Committee; approved by the Faculty Senate 4/22/03; approved by the Regents 5/16/003; Revisions approved by the Faculty Senate October 27, 2009; approved by the Regents December 15, 2009.

November 29, 2022

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

FROM: Nancy D. Middlebrook, University Secretary 

SUBJECT: Summer 2022 Degree Candidates

The Faculty Senate approved the Summer 2022 Degree Candidates at their August 23, 2022, Faculty Senate Meeting.

Included are the lists of the Summer 2022 Degree Candidates. Please do not publish the candidates that are on the privacy flag list.

Pending Degrees - Summer 2022

By Campus and Award Type

CAMPUS	AWARD_CATEGORY_DESC	NUM_GRADS
ABQ	Baccalaureate Degree	363
ABQ	Doctoral Degree	65
ABQ	First-Professional Degree (Medicine)	4
ABQ	Masters Degree	277
ABQ	Post Second. Cert/Dipl <1 yr.	1
ABQ	Post Second. Cert/Dipl >1 < 2 (Ugrad)	6
ABQ	Post-Masters Cert	18
GA	Associate Degree	105
GA	Post Second. Cert/Dipl <1 yr.	3
GA	Post Second. Cert/Dipl >1 < 2	8
LA	Associate Degree	9
LA	Post Second. Cert/Dipl >1 < 2	1
TA	Associate Degree	24
TA	Post Second. Cert/Dipl <1 yr.	2
TA	Post Second. Cert/Dipl >1 < 2	7
VA	Associate Degree	9
		902*

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

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Abeyta, Minelba S.	BA	Bachelor of Arts
ABQ	Aboagye, Charles	BSN	BS in Nursing
ABQ	Acosta, Bianca I.	BA	Bachelor of Arts
ABQ	Acosta, Bianca I.	BSN	BS in Nursing
ABQ	Agoyo, Pamela L.	MBA	Master of Business Admin
ABQ	Aguilar, Renee M.	BSN	BS in Nursing
ABQ	Ahlgrim, Amy D.	BSN	BS in Nursing
ABQ	Ajith, Meenu	PHD	Doctor of Philosophy
ABQ	Albonico, Kelly S.	PHD	Doctor of Philosophy
ABQ	Ali, Omar A.	BSCE	BS in Civil Engineering
ABQ	Allen, Justin G.	MBA	Master of Business Admin
ABQ	Amershek, Kaylee A.	MBA	Master of Business Admin
ABQ	Amezquita, Ashley M.	BSN	BS in Nursing
ABQ	Amy, James P.	BSN	BS in Nursing
ABQ	Anderson, Antonia E.	MA	Master of Arts
ABQ	Anderson, Luke J.	BFA	Bachelor of Fine Arts
ABQ	Anible, Sage J.	MBA	Master of Business Admin
ABQ	Aragon, Kylee	MA	Master of Arts
ABQ	Archuleta, Amanda S.	MS	Master of Science
ABQ	Archuleta, Eric B.	MBA	Master of Business Admin
ABQ	Archuleta, Melody S.	BSN	BS in Nursing
ABQ	Arias, Diego A.	BBA	Bachelor of Business Admin
ABQ	Armijo, Emily E.	BS	Bachelor of Science
ABQ	Armijo, Jeremy T.	MA	Master of Arts
ABQ	Arnold, Tiffany	BSN	BS in Nursing
ABQ	Arteaga Morales, Nereida	BSN	BS in Nursing
ABQ	Ashoo, Noelle Y.	MBA	Master of Business Admin
ABQ	Atencio, Gabriella I.	MBA	Master of Business Admin
ABQ	Avent, Adrianna L.	MBA	Master of Business Admin
ABQ	Babcock, Evan J.	MS	Master of Science
ABQ	Baca, Christopher R.	BS	Bachelor of Science
ABQ	Baca, Roxanne M.	MBA	Master of Business Admin
ABQ	Baca-Lesperance, Randilyn M.	MBA	Master of Business Admin
ABQ	Bahmani, Maryam	MS	Master of Science
ABQ	Bailon, Mark R.	MBA	Master of Business Admin
ABQ	Bajana Meza, Sofia C.	MBA	Master of Business Admin
ABQ	Baldizan, Bryan M.	MS	Master of Science
ABQ	Bamberg, Abigail G.	MS	Master of Science
ABQ	Bandy, Brooke D.	BSN	BS in Nursing
ABQ	Barnette, Travis C.	MACCT	Master of Accounting
ABQ	Barney, Alan J.	BSCE	BS in Civil Engineering
ABQ	Barone, Brendon M.	MA	Master of Arts
ABQ	Barrera, Brenna M.	MMU	Master of Music

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Bartoshevich, Jennifer M.	BSN	BS in Nursing
ABQ	Bassett, Allen D.	MBA	Master of Business Admin
ABQ	Beck, Hannah L.	BA	Bachelor of Arts
ABQ	Begay, Cody L.	BAA	BA in Architecture
ABQ	Benally, Kimberly L.	BBA	Bachelor of Business Admin
ABQ	Benavides, Jessica N.	BA	Bachelor of Arts
ABQ	Benn, Brittany A.	BSN	BS in Nursing
ABQ	Benninghoff, Jamie	BBA	Bachelor of Business Admin
ABQ	Benson, Tiffany	BBA	Bachelor of Business Admin
ABQ	Bernal, Cecilia	BA	Bachelor of Arts
ABQ	Bernardoni, Tayla J.	BA	Bachelor of Arts
ABQ	Bio Gado, Maimouna	MA	Master of Arts
ABQ	Birdwell, Ian E.	MS	Master of Science
ABQ	Bishop, Lisa B.	MA	Master of Arts
ABQ	Bivin, Matthew K.	DPT	Doctor of Physical Therapy
ABQ	Blackwell, Claire W.	MS	Master of Science
ABQ	Blankenhorn, Elizabeth A.	MBA	Master of Business Admin
ABQ	Blea, Melinda	GCERT	Graduate Certificate
ABQ	Blue-Sky-Rey, Holly	MBA	Master of Business Admin
ABQ	Bodmer, Hayley C.	BSN	BS in Nursing
ABQ	Bogart, Lynette M.	MSN	Master of Science in Nursing
ABQ	Bohanon, Brandon	MS	Master of Science
ABQ	Bollinger, Chantel J.	MFA	Master of Fine Arts
ABQ	Borunda Jimenez, Blanca A.	BA	Bachelor of Arts
ABQ	Botha, Annelize	BS	Bachelor of Science
ABQ	Bowekaty, Belinda R.	BSN	BS in Nursing
ABQ	Bowens, La Vonda M.	MBA	Master of Business Admin
ABQ	Bradley, Emma M.	MBA	Master of Business Admin
ABQ	Brane, Devann R.	BSN	BS in Nursing
ABQ	Breezee, Stephanie M.	MBA	Master of Business Admin
ABQ	Brochman, Siri W.	BA	Bachelor of Arts
ABQ	Brown, Aszja P.	BA	Bachelor of Arts
ABQ	Brown, Petra	MA	Master of Arts
ABQ	Bui, Annie	BSN	BS in Nursing
ABQ	Bui, Kimdung T.	BSN	BS in Nursing
ABQ	Burciaga Vasquez, Veronica	MS	Master of Science
ABQ	Burk, Alaina T.	BSN	BS in Nursing
ABQ	Bustamante-Cisneros, Crystal	BSN	BS in Nursing
ABQ	Byatt, Leslie P.	BA	Bachelor of Arts
ABQ	C De Vaca, Philip J.	BSN	BS in Nursing
ABQ	Caglar, Cagsu M.	BSN	BS in Nursing
ABQ	Calderon, Eliberto	PHD	Doctor of Philosophy
ABQ	Caller, Martin D.	MBA	Master of Business Admin

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Campbell, Kaleb L.	PHD	Doctor of Philosophy
ABQ	Campos, Alycia	BA	Bachelor of Arts
ABQ	Canas Madera, Maria D.	BA	Bachelor of Arts
ABQ	Caraveo, Alondra L.	BSN	BS in Nursing
ABQ	Carlberg, Rita G.	BBA	Bachelor of Business Admin
ABQ	Carlson, Hannah A.	MS	Master of Science
ABQ	Carmody, Megan C.	BBA	Bachelor of Business Admin
ABQ	Carrasco, Beatris A.	BA	Bachelor of Arts
ABQ	Carrillo, Bryan M.	BA	Bachelor of Arts
ABQ	Cary, Kal J.	BA	Bachelor of Arts
ABQ	Cary, Steven V.	MA	Master of Arts
ABQ	Castellano, Nicole S.	MS	Master of Science
ABQ	Castillo, Catrina	MS	Master of Science
ABQ	Chakraborty, Avinandan	PHD	Doctor of Philosophy
ABQ	Chaleunphonh, Marques D.	MBA	Master of Business Admin
ABQ	Chapman, Kathryn E.	BSN	BS in Nursing
ABQ	Chasteen, Jacquelyn L.	MBA	Master of Business Admin
ABQ	Chaulagain, Smriti	PHD	Doctor of Philosophy
ABQ	Chavez, Christina R.	MBA	Master of Business Admin
ABQ	Chee, Patrick A.	MBA	Master of Business Admin
ABQ	Chen, Steven S.	BSCS	BS in Computer Science
ABQ	Cherry, Jessica S.	BSN	BS in Nursing
ABQ	Chock, Cameron J.	MS	Master of Science
ABQ	Choi, Jeongwon	PHD	Doctor of Philosophy
ABQ	Choi, Sanghyun	BA	Bachelor of Arts
ABQ	Cina Acosta, Renee M.	BSDH	BS in Dental Hygiene
ABQ	Cisneros, Mark A.	PHD	Doctor of Philosophy
ABQ	Clance, Jared	MS	Master of Science
ABQ	Cole, Katherine M.	BA	Bachelor of Arts
ABQ	Collier, Catherine B.	BA	Bachelor of Arts
ABQ	Colyer, Logan W.	MS	Master of Science
ABQ	Contreras, Analicia L.	BSN	BS in Nursing
ABQ	Cooper, Jordan C.	MACCT	Master of Accounting
ABQ	Cooper, Kristina	BS	Bachelor of Science
ABQ	Corcoran, Brandon P.	BSN	BS in Nursing
ABQ	Cordova, Alexis M.	BSN	BS in Nursing
ABQ	Cordova, Maya M.	BS	Bachelor of Science
ABQ	Cordova, Michelle	BSN	BS in Nursing
ABQ	Cottle, Kerry E.	MFA	Master of Fine Arts
ABQ	Cox, Sarah K.	BSN	BS in Nursing
ABQ	Crago, Scott D.	MBA	Master of Business Admin
ABQ	Cravens, Angela	BSN	BS in Nursing
ABQ	Crisp, Leticia	MS	Master of Science

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Cruz, Sergio A.	BSNE	BS in Nuclear Engineering
ABQ	Culliton, Kasey C.	BS	Bachelor of Science
ABQ	Dale, Lindsay E.	MS	Master of Science
ABQ	Dale, Lindsay E.	GCERT	Graduate Certificate
ABQ	Dalton, Gabriella M.	MS	Master of Science
ABQ	Dang, Hoai Thuong	MS	Master of Science
ABQ	Dangi, Ranjana	PHD	Doctor of Philosophy
ABQ	Daniel, Desa K.	GCERT	Graduate Certificate
ABQ	Daniel, Desa K.	PHD	Doctor of Philosophy
ABQ	Daniels, Amanda J.	GCERT	Graduate Certificate
ABQ	Datta, Kiranpreet	MBA	Master of Business Admin
ABQ	Davila, Sidney T.	BSN	BS in Nursing
ABQ	Davis, Michaela R.	BBA	Bachelor of Business Admin
ABQ	Davis, Vanessa E.	BS	Bachelor of Science
ABQ	Dawson, Jan T.	MBA	Master of Business Admin
ABQ	De Sanctis, Jessica M.	MS	Master of Science
ABQ	DeRio Macias, Gabriela	BBA	Bachelor of Business Admin
ABQ	Demarco, Marisa	MFA	Master of Fine Arts
ABQ	Denoyer, Luke H.	MS	Master of Science
ABQ	Detvongsa, Thitsureya J.	BA	Bachelor of Arts
ABQ	Di Ienno, Maria R.	BSN	BS in Nursing
ABQ	Diez Perez, Telmo	PHD	Doctor of Philosophy
ABQ	Dillinger, Taylor D.	BA	Bachelor of Arts
ABQ	Dixon, Mark A.	MBA	Master of Business Admin
ABQ	Dominguez, Luis A.	BA	Bachelor of Arts
ABQ	Dominguez, Santana M.	BA	Bachelor of Arts
ABQ	Donaldson, Jessica A.	PHD	Doctor of Philosophy
ABQ	Dooley, Richard A.	BSN	BS in Nursing
ABQ	Dreskin, Anna K.	GCERT	Graduate Certificate
ABQ	Duarte, Valerie	BSN	BS in Nursing
ABQ	Duncan, Kaitlyn Q.	BSN	BS in Nursing
ABQ	Duran, Patrick G.	MBA	Master of Business Admin
ABQ	Edwards, Bethany G.	PHD	Doctor of Philosophy
ABQ	Ellis, Sarah	MS	Master of Science
ABQ	Elwell, Katherine I.	GCERT	Graduate Certificate
ABQ	Emanuel, Daneia R.	BSN	BS in Nursing
ABQ	Eras, Amelia R.	BSN	BS in Nursing
ABQ	Espinosa, Ana Stina N.	BSN	BS in Nursing
ABQ	Espinosa, Sarah L.	BSN	BS in Nursing
ABQ	Espinosa, Stephanie J.	BBA	Bachelor of Business Admin
ABQ	Estrada, Karyn R.	MBA	Master of Business Admin
ABQ	Fan, Ranran	MFA	Master of Fine Arts
ABQ	Fang, Yongchuan	BBA	Bachelor of Business Admin

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Fennel, Zachary J.	PHD	Doctor of Philosophy
ABQ	Ferguson, Annalisa M.	BSN	BS in Nursing
ABQ	Ferguson, Sierra A.	BSN	BS in Nursing
ABQ	Fernandez, Angel S.	BBA	Bachelor of Business Admin
ABQ	Fernandez, Clarissa M.	BSN	BS in Nursing
ABQ	Fernandez, Kathryn T.	BSDH	BS in Dental Hygiene
ABQ	Fevig, Savannah L.	BSN	BS in Nursing
ABQ	File-Muriel, Maria del Pilar	PHD	Doctor of Philosophy
ABQ	Finizzo, Tasha-Kay N.	MBA	Master of Business Admin
ABQ	Finn, Isaac J.	MS	Master of Science
ABQ	Fischer, Heidi J.	MBA	Master of Business Admin
ABQ	Flack, Alison I.	MS	Master of Science
ABQ	Flores, Diona R.	BSED	BS in Education
ABQ	Flygare, Madison J.	BSN	BS in Nursing
ABQ	Fragua, Brianna	MBA	Master of Business Admin
ABQ	Fraire, Ramiro N.	BSN	BS in Nursing
ABQ	Francis, Jordyn A.	BSN	BS in Nursing
ABQ	Freeman, Janet M.	CERT	Cert with 1-2 Yr To Completion
ABQ	French, Michael P.	MS	Master of Science
ABQ	Frias Chaparro, Israel O.	BAA	BA in Architecture
ABQ	Frye, Jillian E.	MBA	Master of Business Admin
ABQ	Fulford, Cary E.	MA	Master of Arts
ABQ	Fumokao, Kashlet Fiola B.	BSN	BS in Nursing
ABQ	Gallegos, Collett	BSN	BS in Nursing
ABQ	Gallegos, Shawn J.	BBA	Bachelor of Business Admin
ABQ	Garcia y Gold, Bianca R.	BSN	BS in Nursing
ABQ	Garcia, Brenda	BA	Bachelor of Arts
ABQ	Garcia, Cassandra	MSN	Master of Science in Nursing
ABQ	Garcia, Leah N.	BS	Bachelor of Science
ABQ	Garcia, Monique B.	MBA	Master of Business Admin
ABQ	Garcia, Sabrina M.	MBA	Master of Business Admin
ABQ	Gargano, Anthony M.	PHD	Doctor of Philosophy
ABQ	Garrido Sierralta, Maria Constanza	MA	Master of Arts
ABQ	Garza, Ariana M.	BSN	BS in Nursing
ABQ	Garza, Gabrielle J.	BSN	BS in Nursing
ABQ	Geraci, Devin E.	MA	Master of Arts
ABQ	Geraci, Devin E.	MBA	Master of Business Admin
ABQ	German, Lisa	PHD	Doctor of Philosophy
ABQ	Ghosh, Shuprio	MS	Master of Science
ABQ	Giraldo, Amanda R.	BSN	BS in Nursing
ABQ	Gleason, Kimberly D.	MBA	Master of Business Admin
ABQ	Gnesda, Katarina M.	BSN	BS in Nursing
ABQ	Golobish, Laura M.	PHD	Doctor of Philosophy

Pending Graduates - Summer 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Gomez, Jessalyn F.	BA	Bachelor of Arts
ABQ	Gomez, Marissa V.	MS	Master of Science
ABQ	Goncalves Garcia, Monica	MS	Master of Science
ABQ	Gonzales, Amber M.	MPH	Master of Public Health
ABQ	Gonzales, Brianna S.	GCERT	Graduate Certificate
ABQ	Gonzales, Dominic P.	BSN	BS in Nursing
ABQ	Gonzales, Mystery N.	BSN	BS in Nursing
ABQ	Gonzales, Nathaniel C.	BSN	BS in Nursing
ABQ	Gonzalez, Chezzare A.	BA	Bachelor of Arts
ABQ	Gonzalez, Jose A.	MHA	Master of Health Admin
ABQ	Gordon, Eric	BA	Bachelor of Arts
ABQ	Gordon, Rachel G.	MBA	Master of Business Admin
ABQ	Grado, Kaylor M.	BSN	BS in Nursing
ABQ	Graves, Jacob L.	MS	Master of Science
ABQ	Gray, Derek A.	MBA	Master of Business Admin
ABQ	Gray, Karmeshia L.	BA	Bachelor of Arts
ABQ	Green, Averie J.	BSN	BS in Nursing
ABQ	Green, Scarlett W.	BSN	BS in Nursing
ABQ	Grey, Steffen	BSN	BS in Nursing
ABQ	Griego, Angel S.	BA	Bachelor of Arts
ABQ	Griego, Howard E.	MA	Master of Arts
ABQ	Griego, Isaiah C.	BSN	BS in Nursing
ABQ	Griego, Lorelei J.	BA	Bachelor of Arts
ABQ	Griego, Maegen L.	MBA	Master of Business Admin
ABQ	Griego, Ryan R.	BSN	BS in Nursing
ABQ	Griffin, Shawn M.	BSN	BS in Nursing
ABQ	Grimaldo, Ibel D.	BSN	BS in Nursing
ABQ	Grover, Brian D.	MSN	Master of Science in Nursing
ABQ	Gurrola, Lauryn R.	BS	Bachelor of Science
ABQ	Gutierrez, Alicia C.	GCERT	Graduate Certificate
ABQ	Gutierrez, Jacquelynn R.	BA	Bachelor of Arts
ABQ	Gutierrez, Megan M.	BS	Bachelor of Science
ABQ	Gutierrez, Nichole	BSN	BS in Nursing
ABQ	Hagel, Madison K.	BBA	Bachelor of Business Admin
ABQ	Hagopian, Genevieve	MA	Master of Arts
ABQ	Hall, M R.	MS	Master of Science
ABQ	Hamboor, Shlair A.	BLA	Bachelor of Liberal Arts
ABQ	Hao, Ming	PHD	Doctor of Philosophy
ABQ	Harig, Clara J.	MA	Master of Arts
ABQ	Harris, Benjamin D.	MA	Master of Arts
ABQ	Harris, Justin G.	BA	Bachelor of Arts
ABQ	Harvey, LaMisha R.	BSN	BS in Nursing
ABQ	Hatch, Reilly B.	PHD	Doctor of Philosophy

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Hayter, Robin J.	BSN	BS in Nursing
ABQ	Hearn, Denise V.	BSN	BS in Nursing
ABQ	Heath, Herschel W.	BA	Bachelor of Arts
ABQ	Heim, Katarina A.	BSN	BS in Nursing
ABQ	Hellum, Maren E.	BSN	BS in Nursing
ABQ	Hernandez, Romar R.	BSN	BS in Nursing
ABQ	Herrera, Arturo M.	MCM	Master of Construction Mgmt
ABQ	Herrera, Leslie A.	MS	Master of Science
ABQ	Herring, Mariana	PHD	Doctor of Philosophy
ABQ	Herrington, Trevor R.	BSN	BS in Nursing
ABQ	Hervol, Chloe L.	BSN	BS in Nursing
ABQ	Higgins, Kelsey M.	MBA	Master of Business Admin
ABQ	Hight, Justin A.	BBA	Bachelor of Business Admin
ABQ	Himbarger, Lee A.	BFA	Bachelor of Fine Arts
ABQ	Hobbs, Jasmine A.	BSN	BS in Nursing
ABQ	Hofner-Gutierrez, Stephanie	BA	Bachelor of Arts
ABQ	Hombrados Herrera, Miguel A.	PHD	Doctor of Philosophy
ABQ	Honn, Renee S.	GCERT	Graduate Certificate
ABQ	Hopkins, Brianna M.	BSN	BS in Nursing
ABQ	Hossain, Mohammad Sazzad	MS	Master of Science
ABQ	Howard, Tamarra A.	BA	Bachelor of Arts
ABQ	Howard, Tamarra A.	CERT	Cert with 1-2 Yr To Completion
ABQ	Hsieh, Yo Jane	MS	Master of Science
ABQ	Hughes, Jared K.	MMU	Master of Music
ABQ	Hunsaker, Derek	MA	Master of Arts
ABQ	Hunt, Hannah G.	BSN	BS in Nursing
ABQ	Hurlow, Roselyn	MS	Master of Science
ABQ	Hyde, Justin P.	MBA	Master of Business Admin
ABQ	Iboa, Janelle K.	BA	Bachelor of Arts
ABQ	Ibuado, Leslie	MS	Master of Science
ABQ	Iralu, Elspeth M.	PHD	Doctor of Philosophy
ABQ	Ivey, James E.	PHD	Doctor of Philosophy
ABQ	Jackson, Kayla	BA	Bachelor of Arts
ABQ	Jackson, Kevin S.	PHD	Doctor of Philosophy
ABQ	Jahn, Sameena V.	BSN	BS in Nursing
ABQ	Jarpe, Laura C.	BSN	BS in Nursing
ABQ	Jarvison, Cynthia M.	MBA	Master of Business Admin
ABQ	Jensen, Lillian I.	BBA	Bachelor of Business Admin
ABQ	Jewell, Shaelee A.	BSN	BS in Nursing
ABQ	Johnson, Alexander R.	BFA	Bachelor of Fine Arts
ABQ	Johnson, Natasha K.	MBA	Master of Business Admin
ABQ	Joson, Marilou A.	MBA	Master of Business Admin
ABQ	Juarez, Jessica C.	BBA	Bachelor of Business Admin

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Kane, Jonathan E.	MS	Master of Science
ABQ	Kantor, Erin P.	BA	Bachelor of Arts
ABQ	Kao, Steven	MS	Master of Science
ABQ	Keener, Gabriella L.	BSN	BS in Nursing
ABQ	Kennedy, Kylee D.	MS	Master of Science
ABQ	Khan, Zahid A.	MBA	Master of Business Admin
ABQ	Khatiwada, Niraj	PHD	Doctor of Philosophy
ABQ	Khweis, Wael I.	BBA	Bachelor of Business Admin
ABQ	Kimura, Keisuke	PHD	Doctor of Philosophy
ABQ	King, Brittany A.	MFA	Master of Fine Arts
ABQ	King-Dooley, Lise J.	BS	Bachelor of Science
ABQ	Kirk, Anne F.	MBA	Master of Business Admin
ABQ	Kitts, Hope A.	PHD	Doctor of Philosophy
ABQ	Kitts, Miranda L.	MBA	Master of Business Admin
ABQ	Klaas, Lurah P.	BSN	BS in Nursing
ABQ	Klas, Ania V.	BSN	BS in Nursing
ABQ	Knouse, Dina M.	GCERT	Graduate Certificate
ABQ	Koepp, Mateo D.	BBA	Bachelor of Business Admin
ABQ	Kolikant, Michael E.	DPT	Doctor of Physical Therapy
ABQ	Konst, Jillian M.	MBA	Master of Business Admin
ABQ	Krattiger, Ashley M.	BSCS	BS in Computer Science
ABQ	Kubinec, Nicole R.	PHD	Doctor of Philosophy
ABQ	Kuchar, Jennifer L.	GCERT	Graduate Certificate
ABQ	Kuhler, Daniel	BS	Bachelor of Science
ABQ	Kwei, Thomas C.	MS	Master of Science
ABQ	La Brake, Marcelino F.	BBA	Bachelor of Business Admin
ABQ	Lambert, Alan	EDD	Doctor of Education
ABQ	Lamkin, Baylen L.	MBA	Master of Business Admin
ABQ	Larkin, Gary L.	MCM	Master of Construction Mgmt
ABQ	Lautrup, Coleen G.	MCM	Master of Construction Mgmt
ABQ	Le, Anh-Dung	PHD	Doctor of Philosophy
ABQ	Le, Timothy H.	MACCT	Master of Accounting
ABQ	Leach, Andrew G.	PHD	Doctor of Philosophy
ABQ	Leaton, Alexandra S.	MBA	Master of Business Admin
ABQ	Lee, Jin-Su	BS	Bachelor of Science
ABQ	Lehocky-Brohard, Victoria J.	GCERT	Graduate Certificate
ABQ	Leon, Adrian M.	BS	Bachelor of Science
ABQ	Lerma, Manuel A.	BBA	Bachelor of Business Admin
ABQ	Lewis, DeeAnn A.	GCERT	Graduate Certificate
ABQ	Lewis, Ian T.	MS	Master of Science
ABQ	Lewis, Ryan E.	MBA	Master of Business Admin
ABQ	Lindsley, Steve B.	MS	Master of Science
ABQ	Lithgow, Sierra R.	MCRP	Master of Comm & Regional Plan

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Logan, Daniel T.	BBA	Bachelor of Business Admin
ABQ	Loggins, Desiree	MS	Master of Science
ABQ	Lomeli, Anita J.	BA	Bachelor of Arts
ABQ	Londono Gaviria, Manuela	MS	Master of Science
ABQ	Lopez, Ashtyn E.	BBA	Bachelor of Business Admin
ABQ	Lopez, Ciria I.	BSN	BS in Nursing
ABQ	Lopez, Devon Z.	MBA	Master of Business Admin
ABQ	Lorenzatto, Christina	MA	Master of Arts
ABQ	Louis, Vanessa M.	BSN	BS in Nursing
ABQ	Lovato, LoraAnn M.	MSN	Master of Science in Nursing
ABQ	Lowe, Jacqueline M.	BSN	BS in Nursing
ABQ	Lowry, Erica L.	MBA	Master of Business Admin
ABQ	Lozoya, Alysia N.	MA	Master of Arts
ABQ	Lucero, Jacob D.	MMU	Master of Music
ABQ	Lunsford, Megan M.	BA	Bachelor of Arts
ABQ	Lutz, Savannah	MMU	Master of Music
ABQ	Ly, Elizabeth	MACCT	Master of Accounting
ABQ	Macias, Rochelle N.	BSN	BS in Nursing
ABQ	Maestas, Marisa A.	MBA	Master of Business Admin
ABQ	Maestas, Paula R.	MSN	Master of Science in Nursing
ABQ	Maestas, Richard R.	BA	Bachelor of Arts
ABQ	Maestas, Stasia M.	BSN	BS in Nursing
ABQ	Magdaleno, Vanessa V.	BBA	Bachelor of Business Admin
ABQ	Malone, Kelsie E.	BS	Bachelor of Science
ABQ	Marcus, Samantha R.	MBA	Master of Business Admin
ABQ	Margiotta, Jessica E.	BSN	BS in Nursing
ABQ	Markham-Sandoval, Rainy J.	BSN	BS in Nursing
ABQ	Marquez, Beverly I.	BSN	BS in Nursing
ABQ	Marquez, Marissa F.	CERT2	Two Year Certificate
ABQ	Marquez, Michael B.	MS	Master of Science
ABQ	Marron, Patrick J.	BA	Bachelor of Arts
ABQ	Martin, Matthew C.	BA	Bachelor of Arts
ABQ	Martinez Jaramillo, Yhari	BSN	BS in Nursing
ABQ	Martinez, Aliyha M.	BSN	BS in Nursing
ABQ	Martinez, Ashley C.	BSN	BS in Nursing
ABQ	Martinez, Ethan R.	BSN	BS in Nursing
ABQ	Martinez, Giovanni C.	BS	Bachelor of Science
ABQ	Martinez, Jessica A.	BSN	BS in Nursing
ABQ	Martinez, Raven L.	BSN	BS in Nursing
ABQ	Martinez, Shane E.	BS	Bachelor of Science
ABQ	Martinez-Jaramillo, Elida	BSN	BS in Nursing
ABQ	Mata, Diana A.	BSN	BS in Nursing
ABQ	Matteson, John A.	MS	Master of Science

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Maxwell, Joshua W.	PHD	Doctor of Philosophy
ABQ	Maxwell, Margaret N.	BA	Bachelor of Arts
ABQ	May, Carolina	MS	Master of Science
ABQ	May, Maude S.	MBA	Master of Business Admin
ABQ	Mayberry, Christa H.	MS	Master of Science
ABQ	Mayberry, Jacie A.	BSN	BS in Nursing
ABQ	McCaffrey, Rosella V.	MA	Master of Arts
ABQ	McCalip, Jeanette A.	BSN	BS in Nursing
ABQ	McClarren, Monroe A.	MBA	Master of Business Admin
ABQ	McConnell, Jordon B.	MA	Master of Arts
ABQ	McCreary, Stephanie L.	MA	Master of Arts
ABQ	Mclsaac, Sara R.	BSN	BS in Nursing
ABQ	McLaughlin, Jenna K.	MA	Master of Arts
ABQ	Meerkatz, Elisabeth K.	BSN	BS in Nursing
ABQ	Melad, Aaron D.	MS	Master of Science
ABQ	Merola, Elaine	MS	Master of Science
ABQ	Meyer, Cassandra M.	BA	Bachelor of Arts
ABQ	Meza Morejon, Maria I.	PHD	Doctor of Philosophy
ABQ	Mier, Karla A.	BA	Bachelor of Arts
ABQ	Miller, Casey L.	MS	Master of Science
ABQ	Miller, Soren A.	MARCH	Master of Architecture
ABQ	Mings, Megan A.	BSN	BS in Nursing
ABQ	Mirkhosravi, Farnood	PHD	Doctor of Philosophy
ABQ	Modesto, Sunshine N.	BSN	BS in Nursing
ABQ	Mohamed, Abdelrahman R.	PHD	Doctor of Philosophy
ABQ	Mohamed, Hanif	MBA	Master of Business Admin
ABQ	Mondragon, Maria Carmela A.	MS	Master of Science
ABQ	Mondragon, Rosalie M.	BA	Bachelor of Arts
ABQ	Montalvo, Maribel	BSDH	BS in Dental Hygiene
ABQ	Montano, Julianne E.	MBA	Master of Business Admin
ABQ	Montoya, Ariana A.	BSN	BS in Nursing
ABQ	Montoya, Charles C.	MS	Master of Science
ABQ	Montoya, Christella R.	MS	Master of Science
ABQ	Montoya, Estrella A.	BSN	BS in Nursing
ABQ	Montoya, Jaime M.	MBA	Master of Business Admin
ABQ	Montoya, Julianna M.	MA	Master of Arts
ABQ	Montoya, Lucia	BA	Bachelor of Arts
ABQ	Moore, Aaron N.	MCRP	Master of Comm & Regional Plan
ABQ	Morales, Jorden E.	PHD	Doctor of Philosophy
ABQ	Moreland, Ryan L.	BSN	BS in Nursing
ABQ	Morgan, Alexa J.	BA	Bachelor of Arts
ABQ	Morris, Brian S.	BBA	Bachelor of Business Admin
ABQ	Morris, Jeffrey D.	MBA	Master of Business Admin

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Moulton, Sloan M.	BA	Bachelor of Arts
ABQ	Muller, Jason M.	BBA	Bachelor of Business Admin
ABQ	Munoz Arias, Manuel H.	PHD	Doctor of Philosophy
ABQ	Munoz, Alex A.	BBA	Bachelor of Business Admin
ABQ	Munoz, Lupita C.	BSN	BS in Nursing
ABQ	Murano, Jack A.	BA	Bachelor of Arts
ABQ	Musa, Azeez O.	MS	Master of Science
ABQ	Mutz, Mark L.	MCM	Master of Construction Mgmt
ABQ	Myers, Brennan A.	BS	Bachelor of Science
ABQ	Myers, Radcliffe A.	DNP	Doctor of Nursing Practice
ABQ	Nairn, Bethany G.	BSN	BS in Nursing
ABQ	Namaste, Marsaya K.	BSN	BS in Nursing
ABQ	Narvaez, Patrick J.	BAA	BA in Architecture
ABQ	Neas, Tiffany	BA	Bachelor of Arts
ABQ	Nelson, Amber N.	MS	Master of Science
ABQ	Nelson, Cayla M.	PHD	Doctor of Philosophy
ABQ	Nelson, Jacob S.	MS	Master of Science
ABQ	Nguyen, Dominic D.	BSN	BS in Nursing
ABQ	Nguyen, Jenny	BSN	BS in Nursing
ABQ	Nkebengeshe, Ashley N.	MBA	Master of Business Admin
ABQ	Norris, Kristen C.	MS	Master of Science
ABQ	Norton, Brandon A.	MBA	Master of Business Admin
ABQ	Nwoke, Mmachi E.	MBA	Master of Business Admin
ABQ	O'Brien, Isabel C.	MS	Master of Science
ABQ	O'Brien, Liam P.	MS	Master of Science
ABQ	O'Neil, Colleen A.	BSN	BS in Nursing
ABQ	O'Neill, Alexis M.	MA	Master of Arts
ABQ	O'Sickey, Anthony J.	PHD	Doctor of Philosophy
ABQ	Obeng, Emmanuelle	BSN	BS in Nursing
ABQ	Odumegwu, Jonathan N.	PHD	Doctor of Philosophy
ABQ	Ohlert, Timothy	PHD	Doctor of Philosophy
ABQ	Ojeda, Francisco J.	MBA	Master of Business Admin
ABQ	Okoye, Goldie A.	BS	Bachelor of Science
ABQ	Okoye, Goldie A.	BS	Bachelor of Science
ABQ	Okoye, Goldie A.	BSN	BS in Nursing
ABQ	Omidvaran, Leila P.	MS	Master of Science
ABQ	Oney, Cristin M.	CERT2	Two Year Certificate
ABQ	Ontiveros, Adrienne R.	BBA	Bachelor of Business Admin
ABQ	Ortiz-Larranaga, Savannah L.	BSN	BS in Nursing
ABQ	Ortiz-Perez, Cynthia	BA	Bachelor of Arts
ABQ	Otero, Kiley E.	BSN	BS in Nursing
ABQ	Otero, Makayla A.	BSN	BS in Nursing
ABQ	Oviedo, Oliver J.	MS	Master of Science

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Oxford, Hannah M.	MA	Master of Arts
ABQ	Pacheco, Rebekah C.	MBA	Master of Business Admin
ABQ	Packingham, Kyle S.	BSN	BS in Nursing
ABQ	Padilla, Gilbert R.	BA	Bachelor of Arts
ABQ	Palacios, Cindy J.	BSN	BS in Nursing
ABQ	Palmer, Devon T.	BISI	Bachelor of Integ Stu & Innov
ABQ	Palomino, George U.	MS	Master of Science
ABQ	Papponi, Louis S.	BA	Bachelor of Arts
ABQ	Park, Bokyung	PHD	Doctor of Philosophy
ABQ	Parkins, Joshua J.	BSN	BS in Nursing
ABQ	Parmely, Abigail	BSN	BS in Nursing
ABQ	Parra, Daniel G.	MS	Master of Science
ABQ	Partida, Mariah C.	PHD	Doctor of Philosophy
ABQ	Patenaude-Arroyo, Kayla	BSN	BS in Nursing
ABQ	Patterson, Nathan T.	BSN	BS in Nursing
ABQ	Pena, Lauren E.	BS	Bachelor of Science
ABQ	Pena, Martha J.	BSN	BS in Nursing
ABQ	Perea, Ernesto J.	MS	Master of Science
ABQ	Phan, Linda T.	BSN	BS in Nursing
ABQ	Phaybouth, Phouva	BSN	BS in Nursing
ABQ	Pino, Derek J.	MBA	Master of Business Admin
ABQ	Poirier, Dylan L.	BFA	Bachelor of Fine Arts
ABQ	Polk, Donovan E.	MMU	Master of Music
ABQ	Pomo, Joseph M.	MS	Master of Science
ABQ	Pope, Stephanie S.	BSN	BS in Nursing
ABQ	Posen, Danessa M.	GCERT	Graduate Certificate
ABQ	Posen, Danessa M.	MA	Master of Arts
ABQ	Posey, Cole	BBA	Bachelor of Business Admin
ABQ	Poudyal, Oshan	BSCPE	BS in Computer Engineering
ABQ	Price, Jonathan L.	BA	Bachelor of Arts
ABQ	Quazi, Mohammed A.	PHD	Doctor of Philosophy
ABQ	Quezada, Karen A.	BA	Bachelor of Arts
ABQ	Quijano, Avery N.	BSN	BS in Nursing
ABQ	Quinonez, Maria E.	BSN	BS in Nursing
ABQ	Quintana, Elijah X.	BSN	BS in Nursing
ABQ	Quintero, Lauren	MS	Master of Science
ABQ	Rael, Lawrence S.	MBA	Master of Business Admin
ABQ	Raghunathan, Gaythry	MS	Master of Science
ABQ	Rajendra Kurup, Aswathy	PHD	Doctor of Philosophy
ABQ	Ramakrishnan, Rhea E.	MFA	Master of Fine Arts
ABQ	Ramirez, Mark	MA	Master of Arts
ABQ	Rasmussen, John	MBA	Master of Business Admin
ABQ	Ravenscroft, Beret	PHD	Doctor of Philosophy

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Reimholz, Holly C.	BSN	BS in Nursing
ABQ	Reyes, Maureen S.	MSN	Master of Science in Nursing
ABQ	Reyes, Sara A.	MS	Master of Science
ABQ	Reyes-Contreras, Gissely	BSN	BS in Nursing
ABQ	Reyna, Nicole C.	MS	Master of Science
ABQ	Rigdon, Brianna N.	BFA	Bachelor of Fine Arts
ABQ	Riley, Tre K.	BSED	BS in Education
ABQ	Rivas, Kenia	BSN	BS in Nursing
ABQ	Rivera Lebron, Eva L.	PMS	Professional Master of Science
ABQ	Roberts, Braden C.	BS	Bachelor of Science
ABQ	Roberts, Shelby A.	MFA	Master of Fine Arts
ABQ	Rodriguez, Alyssa	BAA	BA in Architecture
ABQ	Rodriguez, Jacob L.	BA	Bachelor of Arts
ABQ	Rodriguez, Jaime J.	BSN	BS in Nursing
ABQ	Rogers, Danielle J.	BSN	BS in Nursing
ABQ	Rohwer, Avery G.	BSN	BS in Nursing
ABQ	Romero, Brian	PHD	Doctor of Philosophy
ABQ	Romero, Danyelle	DNP	Doctor of Nursing Practice
ABQ	Romero, Denisha	MBA	Master of Business Admin
ABQ	Romero, Joseph F.	MS	Master of Science
ABQ	Romero, Leova D.	BA	Bachelor of Arts
ABQ	Roper, Theodore D.	MS	Master of Science
ABQ	Rote, Rodney A.	MMU	Master of Music
ABQ	Rowland, Alekzander	MFA	Master of Fine Arts
ABQ	Rubin, Meira E.	BA	Bachelor of Arts
ABQ	Rubio, Kyndra R.	MS	Master of Science
ABQ	Rubio, Manuel G.	MBA	Master of Business Admin
ABQ	Ruggiero, Leonard J.	MS	Master of Science
ABQ	Rule, Stephanie A.	BSN	BS in Nursing
ABQ	Rutherford, Adam W.	BA	Bachelor of Arts
ABQ	Rydl, Darcey	MA	Master of Arts
ABQ	Saavedra, Aleeya B.	BSN	BS in Nursing
ABQ	Sadlowski, David A.	BBA	Bachelor of Business Admin
ABQ	Sagert, Sophia G.	BSN	BS in Nursing
ABQ	Saho, Mariyam M.	MSN	Master of Science in Nursing
ABQ	Sahu, Jamini A.	BA	Bachelor of Arts
ABQ	Saiz, Natalie A.	EDD	Doctor of Education
ABQ	Salas, Theresa M.	BS	Bachelor of Science
ABQ	Salazar, Dawn V.	GCERT	Graduate Certificate
ABQ	Salazar, Lysia J.	BA	Bachelor of Arts
ABQ	Salter, Alicia R.	BSN	BS in Nursing
ABQ	Sanchez, Alissa D.	MBA	Master of Business Admin
ABQ	Sanchez, Angelica M.	MS	Master of Science

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Sanchez, Brianna D.	MA	Master of Arts
ABQ	Sanchez, Cristobal A.	BSN	BS in Nursing
ABQ	Sanchez, Delia	BS	Bachelor of Science
ABQ	Sanchez, Gerald R.	BSN	BS in Nursing
ABQ	Sanchez, Keith E.	MA	Master of Arts
ABQ	Sanchez, Pedro	MBA	Master of Business Admin
ABQ	Sandoval, Kristin N.	BA	Bachelor of Arts
ABQ	Santos, Carla	MBA	Master of Business Admin
ABQ	Sarich, Donald J.	MBA	Master of Business Admin
ABQ	Saucedo, John R.	MBA	Master of Business Admin
ABQ	Sawod, Devendra	BSCS	BS in Computer Science
ABQ	Sayers, David C.	MBA	Master of Business Admin
ABQ	Schneider, Alexis E.	BA	Bachelor of Arts
ABQ	Schochet, Julie A.	BSN	BS in Nursing
ABQ	Schodt, David J.	PHD	Doctor of Philosophy
ABQ	Schroeder, Katlin M.	PHD	Doctor of Philosophy
ABQ	Serrano Garcia, Isabela	BA	Bachelor of Arts
ABQ	Serrano Rodriguez, Antonio D.	BS	Bachelor of Science
ABQ	Serrano, Elizabeth S.	BSN	BS in Nursing
ABQ	Serrano, Lydia L.	BSN	BS in Nursing
ABQ	Sessions, Jenna E.	BSN	BS in Nursing
ABQ	Shams Abadi, Seyedeh Niloofar	BSCE	BS in Civil Engineering
ABQ	Sharma, Pallavi	PHD	Doctor of Philosophy
ABQ	Sheldahl, Evan	MS	Master of Science
ABQ	Shirley, Shandiin W.	MBA	Master of Business Admin
ABQ	Shumway, Collin A.	MS	Master of Science
ABQ	Shumway, Lynzie M.	MS	Master of Science
ABQ	Shure, Jonah R.	BSN	BS in Nursing
ABQ	Siddiquee, Mohammad Ashraf	PHD	Doctor of Philosophy
ABQ	Silhova, Dasa	MMU	Master of Music
ABQ	Silva, Julia	CERT2	Two Year Certificate
ABQ	Silva, Marissa R.	BSN	BS in Nursing
ABQ	Simoes, Hallie A.	MS	Master of Science
ABQ	Singledecker, Amalia	MBA	Master of Business Admin
ABQ	Sinkevitch, Amanda A.	BSN	BS in Nursing
ABQ	Skinner, Corey M.	PHD	Doctor of Philosophy
ABQ	Slaughter, Sierra L.	BSN	BS in Nursing
ABQ	Smith, Cameron R.	MMU	Master of Music
ABQ	Smith, David O.	MS	Master of Science
ABQ	Smith, Harrison E.	BBA	Bachelor of Business Admin
ABQ	Smith, Samuel P.	BA	Bachelor of Arts
ABQ	Smith, Taylor R.	BSN	BS in Nursing
ABQ	Smith, Tyler J.	MBA	Master of Business Admin

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Snodgrass, Leigh C.	BSN	BS in Nursing
ABQ	Snow, Rachel	MA	Master of Arts
ABQ	Solis, Eunice M.	MS	Master of Science
ABQ	Sotolongo, Gina M.	BA	Bachelor of Arts
ABQ	Spomer, Alexander N.	BSN	BS in Nursing
ABQ	Srinath, Tanushri	MS	Master of Science
ABQ	Srinivasamurthy, Nirmala	MS	Master of Science
ABQ	Stafford, Nicole R.	BSN	BS in Nursing
ABQ	Stairs, Ryan K.	MS	Master of Science
ABQ	Stake, Emily M.	BSN	BS in Nursing
ABQ	Stape, Mia V.	BSN	BS in Nursing
ABQ	Steele, Payton H.	BSN	BS in Nursing
ABQ	Stegink, Tanner H.	MMU	Master of Music
ABQ	Stephenson, Hector R.	MBA	Master of Business Admin
ABQ	Stevens, Zachary D.	PHD	Doctor of Philosophy
ABQ	Strawn, Audrey J.	MS	Master of Science
ABQ	Streams, Emily R.	BSN	BS in Nursing
ABQ	Svet, Frank J.	BBA	Bachelor of Business Admin
ABQ	Swanberg, Robert E.	BSN	BS in Nursing
ABQ	Swann, Monica J.	BA	Bachelor of Arts
ABQ	Swanson, Dakota D.	BA	Bachelor of Arts
ABQ	Tabor, Kyle A.	BSN	BS in Nursing
ABQ	Tadfor, Mankah D.	MSN	Master of Science in Nursing
ABQ	Tafoya, Ashley A.	BSDH	BS in Dental Hygiene
ABQ	Tafoya, Keilah A.	BSN	BS in Nursing
ABQ	Talaat, Khaled A.	PHD	Doctor of Philosophy
ABQ	Taylor, Trevor N.	BS	Bachelor of Science
ABQ	Taylor, Trevor N.	CERT2	Two Year Certificate
ABQ	Taylor-Dehoyos, Sayli D.	BSN	BS in Nursing
ABQ	Tercero, Herlinda	MBA	Master of Business Admin
ABQ	Thomas, Rachael L.	GCERT	Graduate Certificate
ABQ	Thompson, Destiny M.	BA	Bachelor of Arts
ABQ	Thompson, Leona J.	BSN	BS in Nursing
ABQ	Tilly, Elizabeth	MS	Master of Science
ABQ	Timmons, Daniel H.	PHD	Doctor of Philosophy
ABQ	Tingley, Ryan J.	MA	Master of Arts
ABQ	Tipgos, Kyle Patrick L.	BSN	BS in Nursing
ABQ	Tise, Steven G.	MS	Master of Science
ABQ	Torbett, Bridgit K.	BA	Bachelor of Arts
ABQ	Toribio, Ashley E.	MS	Master of Science
ABQ	Torres, Alesia M.	MBA	Master of Business Admin
ABQ	Torrez, Amanda N.	BA	Bachelor of Arts
ABQ	Trainum, Kaylee	BA	Bachelor of Arts

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Trevino-Rivas, Bryan F.	MBA	Master of Business Admin
ABQ	Trevizo, Sara E.	BSN	BS in Nursing
ABQ	Truby, Alexandra J.	MMU	Master of Music
ABQ	Trujillo, Janice E.	MBA	Master of Business Admin
ABQ	Trujillo-Weathers, Stephanie C.	MBA	Master of Business Admin
ABQ	Tubbs, Jennifer	MFA	Master of Fine Arts
ABQ	Tunby, Paige G.	MS	Master of Science
ABQ	Turnley, Benjamin D.	MS	Master of Science
ABQ	Ulrich, Devin M.	PHD	Doctor of Philosophy
ABQ	Upshaw, Matthew B.	BA	Bachelor of Arts
ABQ	Urban, Lorissa G.	MBA	Master of Business Admin
ABQ	Valdez, Julien L.	BSME	BS in Mechanical Engineering
ABQ	Valencia, Amaya S.	BSN	BS in Nursing
ABQ	Vallejos, Hannah E.	BA	Bachelor of Arts
ABQ	Vallejos, Hannah E.	CERTO	Cert with <1 yr to Completion
ABQ	Valles, Aritza	MBA	Master of Business Admin
ABQ	Vargas, Rodrigo	BSN	BS in Nursing
ABQ	Vasquez, Maritza A.	BA	Bachelor of Arts
ABQ	Vaughn, Kasaundra L.	BSN	BS in Nursing
ABQ	Vazquez, Samantha B.	BSN	BS in Nursing
ABQ	Vela, Sarah Y.	BSN	BS in Nursing
ABQ	Vela-Arias, Lourdes	MA	Master of Arts
ABQ	Velarde, Adriana	BSN	BS in Nursing
ABQ	Velasquez, Brianna M.	BA	Bachelor of Arts
ABQ	Velasquez, Richard V.	BISI	Bachelor of Integ Stu & Innov
ABQ	Velazquez, Anthony J.	BAA	BA in Architecture
ABQ	Vigil, Eden Z.	MA	Master of Arts
ABQ	Vigil, Gabrielle M.	MS	Master of Science
ABQ	Vigil, Monique J.	MS	Master of Science
ABQ	Vigil, Pepper A.	BSN	BS in Nursing
ABQ	Viramontes, Adriel D.	BSN	BS in Nursing
ABQ	Vite, Sarah	MFA	Master of Fine Arts
ABQ	Vitek, Kristen N.	PHD	Doctor of Philosophy
ABQ	Vollaro, Daniella M.	BSN	BS in Nursing
ABQ	Vote, Kennedy	BSN	BS in Nursing
ABQ	Walker, Isaac A.	BSME	BS in Mechanical Engineering
ABQ	Wang, Xuemei	PHD	Doctor of Philosophy
ABQ	Ward, Sarah K.	BS	Bachelor of Science
ABQ	Warrier, Achyut K.	MBA	Master of Business Admin
ABQ	Washington, Joseph N.	BS	Bachelor of Science
ABQ	Wasif, Usamah	PHD	Doctor of Philosophy
ABQ	Watson, Samantha M.	BSN	BS in Nursing
ABQ	Wayt, Bree O.	MSN	Master of Science in Nursing

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Weaselboy, Lisa	BA	Bachelor of Arts
ABQ	Weatherspoon, Sierra	BSN	BS in Nursing
ABQ	Weaver, Grace	MMU	Master of Music
ABQ	Wells, Heather A.	BSN	BS in Nursing
ABQ	Weschler, Sarah	BA	Bachelor of Arts
ABQ	Wheatcraft, Hunter D.	MMU	Master of Music
ABQ	Whitaker, Sheena L.	GCERT	Graduate Certificate
ABQ	White Eagle, Michael L.	MBA	Master of Business Admin
ABQ	Wilkins, Kate L.	MWR	Master of Water Resources
ABQ	Willenbrink-Marchesi, Hope E.	MMU	Master of Music
ABQ	Williamson, Jessica L.	PHD	Doctor of Philosophy
ABQ	Willits, Veronica C.	BSN	BS in Nursing
ABQ	Wilson, Edward W.	MBA	Master of Business Admin
ABQ	Wilson-Baxter, Alyssa S.	MS	Master of Science
ABQ	Windham, William M.	MMU	Master of Music
ABQ	Winter, Brandon J.	BBA	Bachelor of Business Admin
ABQ	Winter, Taite A.	MS	Master of Science
ABQ	Wolf, Jessica	MA	Master of Arts
ABQ	Wolinska, Heather L.	GCERT	Graduate Certificate
ABQ	Woltman, Anna M.	BSN	BS in Nursing
ABQ	Woo, Catherine M.	MMU	Master of Music
ABQ	Wood, Jill S.	BSN	BS in Nursing
ABQ	Woody, Dustin J.	BBA	Bachelor of Business Admin
ABQ	Wortman, Sara E.	MA	Master of Arts
ABQ	Wren, Eva	BSN	BS in Nursing
ABQ	Wren, Lucas H.	BSN	BS in Nursing
ABQ	Wyckoff, Elijah	MS	Master of Science
ABQ	Ximenez-Byrne, Sofia	MBA	Master of Business Admin
ABQ	Yazzie, Renata O.	MMU	Master of Music
ABQ	Yela, Christopher	BBA	Bachelor of Business Admin
ABQ	Yi, Changhao	PHD	Doctor of Philosophy
ABQ	Yim, Daniel	MMU	Master of Music
ABQ	Yohannes, Awet Mengsteab	BA	Bachelor of Arts
ABQ	Yoshida, Noah A.	BSN	BS in Nursing
ABQ	Young, Joshua A.	BA	Bachelor of Arts
ABQ	Zack, Ariel A.	BSN	BS in Nursing
ABQ	Zarate, Victor M.	BS	Bachelor of Science
ABQ	Zhang, Han	PHD	Doctor of Philosophy
ABQ	Zhang, Xinmiao	BSN	BS in Nursing
ABQ	Zink, Max R.	BA	Bachelor of Arts
ABQ	Ziyad, Jalan A.	MS	Master of Science
GA	Aguirre, Charles	AAS	Associate of Applied Science
GA	Aguirre, Charles	AA	Associate of Arts

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
GA	Aguirre, Charles	AS	Associate of Science
GA	Alassi, Abdallah	AAS	Associate of Applied Science
GA	Alassi, Abdallah	AA	Associate of Arts
GA	Apachito, Maegan T.	AAS	Associate of Applied Science
GA	Archie, Adaliya G.	AAS	Associate of Applied Science
GA	Arreola, Kristelcaye I.	AS	Associate of Science
GA	Ashley, Akira L.	AAS	Associate of Applied Science
GA	Avery, Natalia J.	AAS	Associate of Applied Science
GA	Aycock, Gus M.	AA	Associate of Arts
GA	Aycock, Gus M.	AAS	Associate of Applied Science
GA	Balicat, Axel J.	AAS	Associate of Applied Science
GA	Barton, Heather R.	AA	Associate of Arts
GA	Becenti, Jasmine J.	AAS	Associate of Applied Science
GA	Begay, Shaylene A.	CERTO	Cert with <1 yr to Completion
GA	Benally, Kian A.	AAS	Associate of Applied Science
GA	Biaco, John NicholSEN T.	AAS	Associate of Applied Science
GA	Biaco, John NicholSEN T.	AS	Associate of Science
GA	Bitsoi, Alfredo M.	AAS	Associate of Applied Science
GA	Bitsoi, Razhinder D.	AAS	Associate of Applied Science
GA	Boone, Tanisha M.	AS	Associate of Science
GA	Boone, Tanisha M.	CERT1	One Year Certificate
GA	Boucher, Therese A.	AAS	Associate of Applied Science
GA	Bowekaty, Belinda R.	AS	Associate of Science
GA	Boyd, Bethany	AAS	Associate of Applied Science
GA	Bravo, Frances M.	AAS	Associate of Applied Science
GA	Brown, Erin S.	AS	Associate of Science
GA	Bryant, Torrance L.	AS	Associate of Science
GA	Canon, Carmen S.	AAS	Associate of Applied Science
GA	Carling, Bailey R.	AAS	Associate of Applied Science
GA	Charlee, Tinnell	AA	Associate of Arts
GA	Chavez, Jimmie R.	AAS	Associate of Applied Science
GA	Ciccarello, Lorelei L.	AAS	Associate of Applied Science
GA	Curley, Michelle A.	AAS	Associate of Applied Science
GA	Daly, Darlene H.	AAS	Associate of Applied Science
GA	Davis, Felicia C.	AAS	Associate of Applied Science
GA	Diaz, Megan N.	AA	Associate of Arts
GA	Donaldson, Katelyn E.	CERTO	Cert with <1 yr to Completion
GA	Donaldson, Katelyn E.	AAS	Associate of Applied Science
GA	Draven, Elia	AS	Associate of Science
GA	Espinoza, Lewis S.	AS	Associate of Science
GA	Farrell, Margaret M.	AAS	Associate of Applied Science
GA	Ferguson, Annalisa M.	AS	Associate of Science
GA	Fumokao, Kashlet Fiola B.	AS	Associate of Science

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
GA	Giraldo, Amanda R.	AS	Associate of Science
GA	Hajjaji, Amira G.	AAS	Associate of Applied Science
GA	Halona, Adriana-Jo	AA	Associate of Arts
GA	Hansen, Chelsey C.	AA	Associate of Arts
GA	Hansen, Chelsey C.	AA	Associate of Arts
GA	Hollowhorn, Michaela D.	AA	Associate of Arts
GA	James, Carley M.	AAS	Associate of Applied Science
GA	James, Jimmie B.	AAS	Associate of Applied Science
GA	Jones, Kora A.	AS	Associate of Science
GA	Kalfsbeck, Madison M.	AA	Associate of Arts
GA	Kee, Marcella A.	AAS	Associate of Applied Science
GA	Largo, Angelina S.	CERT0	Cert with <1 yr to Completion
GA	Leekity, Kiona K.	CERT1	One Year Certificate
GA	Lementino, Jasmine A.	AA	Associate of Arts
GA	Lementino, Jasmine A.	AAS	Associate of Applied Science
GA	Logg, Kelly S.	AS	Associate of Science
GA	Logg, Kelly S.	CERT1	One Year Certificate
GA	Longhair, Kimberly A.	AA	Associate of Arts
GA	Louie, Francis G.	AA	Associate of Arts
GA	Lunasee, Tylia E.	AA	Associate of Arts
GA	Martin, Houston R.	AA	Associate of Arts
GA	Martin, Nizhoni-bah	AAS	Associate of Applied Science
GA	Martinez, Mikayla R.	AAS	Associate of Applied Science
GA	Martinez, Rosaline M.	AAS	Associate of Applied Science
GA	McCabe, Tyria V.	AA	Associate of Arts
GA	Mendoza, Nallely	CERT1	One Year Certificate
GA	Morales, Aiden M.	AAS	Associate of Applied Science
GA	Morgan, Verna M.	AA	Associate of Arts
GA	Morris, Delvina L.	AA	Associate of Arts
GA	Myers, Baylie N.	AAS	Associate of Applied Science
GA	Nicholson, Bruce N.	AA	Associate of Arts
GA	Norton, Brittany A.	AA	Associate of Arts
GA	Pablo, Katelyn D.	CERT1	One Year Certificate
GA	Padayhag, Junel F.	AAS	Associate of Applied Science
GA	Page, Shannon	AS	Associate of Science
GA	Palomino, Alex	AA	Associate of Arts
GA	Paredes, Jeremiah R.	AAS	Associate of Applied Science
GA	Patel, Hasti P.	AAS	Associate of Applied Science
GA	Paul, Mailaya N.	AAS	Associate of Applied Science
GA	Peterson, Cassie R.	AA	Associate of Arts
GA	Peynetsa, Iniki I.	CERT1	One Year Certificate
GA	Pino, Kaitlyn L.	AAS	Associate of Applied Science
GA	Platero, Mariah L.	AA	Associate of Arts

Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
GA	Redhouse, Garrett C.	AA	Associate of Arts
GA	Rodriguez, Alejandra M.	AAS	Associate of Applied Science
GA	Roman, Jordan A.	AAS	Associate of Applied Science
GA	Rosales, Alexis F.	AAS	Associate of Applied Science
GA	Sackett, Joshua B.	AAS	Associate of Applied Science
GA	Sarracino, Aria J.	AAS	Associate of Applied Science
GA	Saucedo, Miranda J.	AAS	Associate of Applied Science
GA	Shorty, Kaleigh	AAS	Associate of Applied Science
GA	Silva, Elizabeth	AAS	Associate of Applied Science
GA	Silva, Graciela A.	AAS	Associate of Applied Science
GA	Silva, Sarah R.	AAS	Associate of Applied Science
GA	Silversmith, Bridgette E.	CERT1	One Year Certificate
GA	Sisneros, Raelynn M.	AAS	Associate of Applied Science
GA	Situ, Matthew Z.	AS	Associate of Science
GA	Situ, Matthew Z.	AAS	Associate of Applied Science
GA	Smith, Ukiah A.	AAS	Associate of Applied Science
GA	Thanatos, Malachi W.	AAS	Associate of Applied Science
GA	Thompson, Joseph	AA	Associate of Arts
GA	Thompson, Joseph	AAS	Associate of Applied Science
GA	Tolentino, Rosalia A.	AA	Associate of Arts
GA	Tolentino, Rosalia A.	AAS	Associate of Applied Science
GA	Tulley, Chaz W.	AAS	Associate of Applied Science
GA	Watson, Natilia E.	AAS	Associate of Applied Science
GA	Watson, Natilia E.	AA	Associate of Arts
GA	Yazzie, Chantalia T.	CERT1	One Year Certificate
GA	Yazzie, Mariah K.	AAS	Associate of Applied Science
GA	Yazzie, Viviana O.	AAS	Associate of Applied Science
LA	Budzileni Maldonado, Vaclav	AS	Associate of Science
LA	Budzileni Maldonado, Vaclav	AS	Associate of Science
LA	Casados, Mia A.	CERT	Cert with 1-2 Yr To Completion
LA	Cayton, Jayme E.	AAS	Associate of Applied Science
LA	Coriz, Merissa A.	AS	Associate of Science
LA	Gonzales-Rivera, Jade M.	AAS	Associate of Applied Science
LA	Marrufo-Ayala, Alondra R.	AAS	Associate of Applied Science
LA	Martin, Isaiah M.	AS	Associate of Science
LA	Minard, Aaron R.	AS	Associate of Science
LA	White Eagle, Michael K.	AS	Associate of Science
TA	Alarid, Peter M.	CERT0	Cert with <1 yr to Completion
TA	Archuleta, Melody S.	AS	Associate of Science
TA	Bodmer, Hayley C.	AS	Associate of Science
TA	Cardenas, Andrea B.	AS	Associate of Science
TA	Cox, John B.	CERT	Cert with 1-2 Yr To Completion
TA	Enriquez, Angel M.	CERT	Cert with 1-2 Yr To Completion


Pending Graduates - Summer 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
TA	Ferguson, Sierra A.	AS	Associate of Science
TA	Griffin, Shawn M.	AS	Associate of Science
TA	Grimm, Stephanie L.	AS	Associate of Science
TA	Gusterson, Leigh	AS	Associate of Science
TA	Klaas, Lurah P.	AS	Associate of Science
TA	Lama, Ratna M.	AS	Associate of Science
TA	Marquez, Hailey J.	AS	Associate of Science
TA	Martinez, Christopher B.	CERT	Cert with 1-2 Yr To Completion
TA	Martinez, Gilbert L.	AS	Associate of Science
TA	Martinez, Natalie C.	AA	Associate of Arts
TA	Martinez, Raven L.	AS	Associate of Science
TA	Martinez, Ruben J.	AS	Associate of Science
TA	Martinson, Aliya N.	CERT	Cert with 1-2 Yr To Completion
TA	Martinson, Aliya N.	AAS	Associate of Applied Science
TA	Niemiec, Mark W.	CERT	Cert with 1-2 Yr To Completion
TA	Peters, Megan M.	CERT	Cert with 1-2 Yr To Completion
TA	Rainer, Kayl C.	AS	Associate of Science
TA	Rivas, Rikki V.	AA	Associate of Arts
TA	Salazar, Sherydan A.	AS	Associate of Science
TA	Schochet, Julie A.	AS	Associate of Science
TA	Terrazas, Reina E.	AS	Associate of Science
TA	Torrez, Jose R.	AS	Associate of Science
TA	Torrez, Kalese S.	AS	Associate of Science
TA	Valadez-Little, Metztl	CERT	Cert with 1-2 Yr To Completion
TA	Valdez, Gilbert P.	CERTO	Cert with <1 yr to Completion
TA	Wren, Eva	AS	Associate of Science
TA	Wren, Lucas H.	AS	Associate of Science
VA	Brown-Hass, Phylcia S.	AIS	Associate Integrated Studies
VA	Chavez, Raquel M.	AA	Associate of Arts
VA	Diaz, Alejandro	AA	Associate of Arts
VA	Gutierrez, Elysia R.	AS	Associate of Science
VA	Inman, Jacklyn J.	AA	Associate of Arts
VA	Owen, Megan L.	AA	Associate of Arts
VA	Slatton, Samantha R.	AA	Associate of Arts
VA	Snyder, Kelly C.	AA	Associate of Arts
VA	Sweeney, Marina L.	AIS	Associate Integrated Studies

November 29, 2022

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

FROM: Nancy D. Middlebrook, University Secretary 

SUBJECT: Fall 2022 Degree Candidates

The Faculty Senate approved the Fall 2022 Degree Candidates at their November 29, 2022, Faculty Senate Meeting.

Included are the lists of the Fall 2022 Degree Candidates. Please do not publish the candidates that are on the privacy flag list.

**Pending Degrees - Fall 2022
By Campus and Award Type**

CAMPUS	AWARD_CATEGORY_DESC	NUM_GRADS
ABQ	Baccalaureate Degree	1,036
ABQ	Doctoral Degree	123
ABQ	First-Professional Degree (Medicine)	3
ABQ	Masters Degree	421
ABQ	Post Second. Cert/Dipl <1 yr.	8
ABQ	Post Second. Cert/Dipl >1 < 2 (Ugrad)	6
ABQ	Post-Masters Cert	21
GA	Associate Degree	97
GA	Post Second. Cert/Dipl <1 yr.	1
GA	Post Second. Cert/Dipl >1 < 2	23
LA	Associate Degree	2
TA	Associate Degree	2
TA	Post Second. Cert/Dipl <1 yr.	3
TA	Post Second. Cert/Dipl >1 < 2	11
VA	Associate Degree	21
VA	Post Second. Cert/Dipl <1 yr.	15

1,793*

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

Pending Graduates - Fall 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Abdulla, Aisha	JD	Juris Doctor
ABQ	Abeita, Gabriel C.	BSCM	BS Construction Management
ABQ	Abeyta, Amber C.	BA	Bachelor of Arts
ABQ	Abeyta, Elena	BA	Bachelor of Arts
ABQ	Abeyta, Isaiah	BFA	Bachelor of Fine Arts
ABQ	Achusim, Alexander T.	BS	Bachelor of Science
ABQ	Acosta, Jose E.	BAA	BA in Architecture
ABQ	Acuna Balbuena, Alejandra B.	MA	Master of Arts
ABQ	Adam, Karina N.	BSCPE	BS in Computer Engineering
ABQ	Adame, Courtney A.	BA	Bachelor of Arts
ABQ	Adefeso, Adejumo Y.	BS	Bachelor of Science
ABQ	Adhikari, Laxman	BSCS	BS in Computer Science
ABQ	Aguayo, Michael R.	MBA	Master of Business Admin
ABQ	Aguilar, Adriana A.	BA	Bachelor of Arts
ABQ	Aguilar, Daisy J.	BA	Bachelor of Arts
ABQ	Aguilar, Hayli J.	BSML	BS in Medical Laboratory Sci
ABQ	Aguilar, Tristan D.	BA	Bachelor of Arts
ABQ	Aguilar-Pichette, Anthony M.	BBA	Bachelor of Business Admin
ABQ	Aguirre, Ana C.	BA	Bachelor of Arts
ABQ	Aguirre, Beatriz	BA	Bachelor of Arts
ABQ	Ahmed Mohamed, Ahmed Mohamed	BSME	BS in Mechanical Engineering
ABQ	Ahmed, Alhassan	MS	Master of Science
ABQ	Ahmed, Faris M.	BBA	Bachelor of Business Admin
ABQ	Ahmed, Hasan	MS	Master of Science
ABQ	Ahmed, Yousaf M.	BSCNE	BS in Construction Engineering
ABQ	Akudago, Jonas A.	BA	Bachelor of Arts
ABQ	Al Khafaji, Rana S.	MS	Master of Science
ABQ	Alaniz, Loren R.	MACCT	Master of Accounting
ABQ	Albelaihi, Rana A.	PHD	Doctor of Philosophy
ABQ	Albrecht, Mary E.	MS	Master of Science
ABQ	Aldaba, Andrea	BS	Bachelor of Science
ABQ	Alderete, Lawrence P.	MS	Master of Science
ABQ	Alexander, Ariel K.	BA	Bachelor of Arts
ABQ	Alexanderson, Wes R.	BBA	Bachelor of Business Admin
ABQ	Alfaro Cuna, Jennifer	BA	Bachelor of Arts
ABQ	Alfaro, Mandy C.	BA	Bachelor of Arts
ABQ	Alibalazadeh, Anahita	PHD	Doctor of Philosophy
ABQ	Alicto, Michael P.	DPT	Doctor of Physical Therapy
ABQ	Alkharas, Sara A.	BA	Bachelor of Arts
ABQ	Alkozai, Malalai	BS	Bachelor of Science
ABQ	Alla, Sai Srinath	MS	Master of Science
ABQ	Allen, Emily M.	BS	Bachelor of Science
ABQ	Allen, Levi	BBA	Bachelor of Business Admin
ABQ	Allen, Samantha B.	MA	Master of Arts

Pending Graduates - Fall 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Almeida Garcia, Evelyn V.	PHD	Doctor of Philosophy
ABQ	Almutairi, Hazaa A H A	BSEE	BS in Electrical Engineering
ABQ	Almutairi, Khaled A O M	BSEE	BS in Electrical Engineering
ABQ	Alonzo, Shantel A.	BS	Bachelor of Science
ABQ	Alqawasmi, Laith A.	MS	Master of Science
ABQ	Altamimi, Ragai M.	PHD	Doctor of Philosophy
ABQ	Alvarado, Sebastian A.	BFA	Bachelor of Fine Arts
ABQ	Alvarez, John A.	BBA	Bachelor of Business Admin
ABQ	Alvarez, Sofia I.	BBA	Bachelor of Business Admin
ABQ	Alzaidy, Fadi M.	BA	Bachelor of Arts
ABQ	Amador, Kimberly	BA	Bachelor of Arts
ABQ	Amador, Linzy A.	MSN	Master of Science in Nursing
ABQ	Amer, Haneen S.	BA	Bachelor of Arts
ABQ	Amin, Sunjana	MS	Master of Science
ABQ	Andersen, Brett P.	MS	Master of Science
ABQ	Anderson, Alisha	MFA	Master of Fine Arts
ABQ	Anderson, Brittany S.	BA	Bachelor of Arts
ABQ	Anderson, Christopher G.	PHD	Doctor of Philosophy
ABQ	Anderson, Geneva K.	BS	Bachelor of Science
ABQ	Anderson, Jazmine M.	MA	Master of Arts
ABQ	Anderson, Jina	BA	Bachelor of Arts
ABQ	Anderson, Luke J.	BFA	Bachelor of Fine Arts
ABQ	Anderson, Victoria J.	BS	Bachelor of Science
ABQ	Andrada - Brito, Julianna R.	BBA	Bachelor of Business Admin
ABQ	Andrade, Imelda A.	BBA	Bachelor of Business Admin
ABQ	Andrade, Matt	MA	Master of Arts
ABQ	Andrews, Akil H.	MS	Master of Science
ABQ	Andrews, Sidney G.	MS	Master of Science
ABQ	Androski, Antonia	MS	Master of Science
ABQ	Angel, Victoria S.	BS	Bachelor of Science
ABQ	Anglada, Paul M.	BFA	Bachelor of Fine Arts
ABQ	Antone, Valarie L.	EDSPC	Education Specialist Cert
ABQ	Anwar, Ishtiaque	PHD	Doctor of Philosophy
ABQ	Appel, Nicollette	MS	Master of Science
ABQ	Aquino, Adriana	BA	Bachelor of Arts
ABQ	Aragon, Carlene J.	BA	Bachelor of Arts
ABQ	Archibeque-Lovato, Destiny S.	MS	Master of Science
ABQ	Archuleta, Alicyn M.	MBA	Master of Business Admin
ABQ	Archuleta, Brandon J.	BA	Bachelor of Arts
ABQ	Archuleta, Margaret	PHD	Doctor of Philosophy
ABQ	Archuleta, Savannah J.	BA	Bachelor of Arts
ABQ	Arenas, Sara	MS	Master of Science
ABQ	Arevalo, Melissa	BBA	Bachelor of Business Admin
ABQ	Argenta, Kayla N.	BSCNE	BS in Construction Engineering

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Armendariz, Kacie E.	BS	Bachelor of Science
ABQ	Armijo, Jaclyn H.	BS	Bachelor of Science
ABQ	Armijo, Marlene C.	MSL	Master of Studies in Law
ABQ	Armijo, Samantha D.	BS	Bachelor of Science
ABQ	Arnold, Tiffany	BSN	BS in Nursing
ABQ	Arpero, Arlin M.	BS	Bachelor of Science
ABQ	Arredondo, David A.	PHD	Doctor of Philosophy
ABQ	Arreguin, Venancio	BS	Bachelor of Science
ABQ	Arteaga Morales, Nereida	BSN	BS in Nursing
ABQ	Assiri, Mohammad M.	PHD	Doctor of Philosophy
ABQ	Atencio, Joshua R.	MS	Master of Science
ABQ	Atyani, Alia A.	BSN	BS in Nursing
ABQ	Augustine, Paige A.	BA	Bachelor of Arts
ABQ	Aulbach, Margaret R.	BA	Bachelor of Arts
ABQ	Awais, Roxanne J.	MS	Master of Science
ABQ	Ayala Salas, Jose M.	GCERT	Graduate Certificate
ABQ	Azadi, Hossein	MPH	Master of Public Health
ABQ	Babbitt, Caitlin R.	MS	Master of Science
ABQ	Baca, Amabilis G.	BSCE	BS in Civil Engineering
ABQ	Baca, Kevin	GCERT	Graduate Certificate
ABQ	Baca, Tianna G.	BA	Bachelor of Arts
ABQ	Baca-Catanach, Mariah D.	BBA	Bachelor of Business Admin
ABQ	Bachmann, Melissa D.	BSED	BS in Education
ABQ	Baeza Gonzalez, Juan C.	BA	Bachelor of Arts
ABQ	Baiamonte, Zachery P.	MCRP	Master of Comm & Regional Plan
ABQ	Bailon, Jesse R.	BISI	Bachelor of Integ Stu & Innov
ABQ	Bainbridge, Jonathan E.	PHD	Doctor of Philosophy
ABQ	Bajaj, Aakash	BSME	BS in Mechanical Engineering
ABQ	Baker, Leilani M.	BSME	BS in Mechanical Engineering
ABQ	Baldez, Phoenix	PHD	Doctor of Philosophy
ABQ	Balido Romero, Marcos	CERT1	One Year Certificate
ABQ	Balido Romero, Marcos	BA	Bachelor of Arts
ABQ	Ball, Sarah E.	MACCT	Master of Accounting
ABQ	Ballard, Elise M.	BSED	BS in Education
ABQ	Ballejos, Frank F.	BA	Bachelor of Arts
ABQ	Banks, Timothy R.	BA	Bachelor of Arts
ABQ	Barajas, Esmeralda	MS	Master of Science
ABQ	Barela, Amelia I.	BS	Bachelor of Science
ABQ	Barela, Dominik	BBA	Bachelor of Business Admin
ABQ	Barela-Hudgell, Philip E.	BA	Bachelor of Arts
ABQ	Barnard, Caitlin M.	BBA	Bachelor of Business Admin
ABQ	Barnard, Cecelia M.	BS	Bachelor of Science
ABQ	Barnett, Joseph C.	MS	Master of Science
ABQ	Barney, Kerrie R.	MACCT	Master of Accounting

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Barnhill, Sarah R.	BA	Bachelor of Arts
ABQ	Baroody, Noelle M.	MS	Master of Science
ABQ	Barqawi, Yazan Khaled Rafiq	PHD	Doctor of Philosophy
ABQ	Barragan, Mary A.	MS	Master of Science
ABQ	Barreras, Zachary J.	BA	Bachelor of Arts
ABQ	Barrett, Starla J.	BSN	BS in Nursing
ABQ	Barrientos, Andrea I.	BSED	BS in Education
ABQ	Barry, Ashley R.	BA	Bachelor of Arts
ABQ	Barry, Jacob R.	BSME	BS in Mechanical Engineering
ABQ	Bartoshevich, Jennifer M.	BSN	BS in Nursing
ABQ	Bass, Abigail L.	BSN	BS in Nursing
ABQ	Bassett, Cody R.	PHD	Doctor of Philosophy
ABQ	Batalla-Brito, Yennifer	BA	Bachelor of Arts
ABQ	Batie, Zachary D.	BBA	Bachelor of Business Admin
ABQ	Battaglini, Anthony R.	BBA	Bachelor of Business Admin
ABQ	Begay, Desbah R.	BA	Bachelor of Arts
ABQ	Begay, Justin A.	MS	Master of Science
ABQ	Begay, Suzanne R.	BBA	Bachelor of Business Admin
ABQ	Bellissimo, Gabriella F.	PHD	Doctor of Philosophy
ABQ	Belone, Deborah J.	EDD	Doctor of Education
ABQ	Benally, Darryl	MS	Master of Science
ABQ	Benally, Jeremy B.	MS	Master of Science
ABQ	Benally, Nichole T.	BS	Bachelor of Science
ABQ	Benishek, Alyssa A.	BS	Bachelor of Science
ABQ	Benitez, William C.	MA	Master of Arts
ABQ	Benn, Leland L.	MBA	Master of Business Admin
ABQ	Bennett, Christine M.	BA	Bachelor of Arts
ABQ	Benson-Spangler, Kristen D.	BA	Bachelor of Arts
ABQ	Berard, Federico	BBA	Bachelor of Business Admin
ABQ	Berdine, Rena L.	BSEE	BS in Electrical Engineering
ABQ	Berlowitz, Charles A.	BA	Bachelor of Arts
ABQ	Bernal, Cecilia	CERT	Cert with 1-2 Yr To Completion
ABQ	Bernhart, Hannah E.	BAA	BA in Architecture
ABQ	Bernier, Magdalene	BA	Bachelor of Arts
ABQ	Bert, Hally	MCRP	Master of Comm & Regional Plan
ABQ	Bertoni, Clara	BS	Bachelor of Science
ABQ	Besser, Alexi C.	PHD	Doctor of Philosophy
ABQ	Bia, Esther M.	BSCE	BS in Civil Engineering
ABQ	Biederwolf, Adam J.	MBA	Master of Business Admin
ABQ	Bielass, Cara	BSN	BS in Nursing
ABQ	Bilkis, Rabeya	PHD	Doctor of Philosophy
ABQ	Biller, Nicole A.	MACCT	Master of Accounting
ABQ	Billie, Aaron	EDD	Doctor of Education
ABQ	Birchfield, Matthew A.	BBA	Bachelor of Business Admin

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Bird, Loyola K.	EDSPC	Education Specialist Cert
ABQ	Bird, Sarah D.	BA	Bachelor of Arts
ABQ	Bishop, Brianne E.	BA	Bachelor of Arts
ABQ	Bisong, Paul	PHD	Doctor of Philosophy
ABQ	Bitsui, Marsha L.	MS	Master of Science
ABQ	Bixby, Keara A.	MS	Master of Science
ABQ	Bjorkman, Drake E.	BA	Bachelor of Arts
ABQ	Blankenship, Brooke L.	BS	Bachelor of Science
ABQ	Blea, Veronica A.	BSED	BS in Education
ABQ	Blind, Wesley E.	BA	Bachelor of Arts
ABQ	Bohannon, Derek	BSCE	BS in Civil Engineering
ABQ	Bojorquez, Eleazar H.	BA	Bachelor of Arts
ABQ	Bond, Kara D.	MA	Master of Arts
ABQ	Bonnet, Alexandra K.	BBA	Bachelor of Business Admin
ABQ	Book, Charles A.	MS	Master of Science
ABQ	Borges, Jahaziel	BBA	Bachelor of Business Admin
ABQ	Bosina, Ksenia Y.	BA	Bachelor of Arts
ABQ	Bosomtwi, Dominic	PHD	Doctor of Philosophy
ABQ	Bostinto, Bo G.	MHA	Master of Health Admin
ABQ	Botwick, Marcy J.	MA	Master of Arts
ABQ	Bourbeau, Kelsey C.	PHD	Doctor of Philosophy
ABQ	Boutz, Amanda L.	PHD	Doctor of Philosophy
ABQ	Bowling, Jordan N.	MA	Master of Arts
ABQ	Bowman, Dylan K.	BA	Bachelor of Arts
ABQ	Bowman, Hyler K.	BA	Bachelor of Arts
ABQ	Bowman, Hyler K.	CERT1	One Year Certificate
ABQ	Bows, Ivey V.	BSN	BS in Nursing
ABQ	Brachle, Rylee A.	BS	Bachelor of Science
ABQ	Bradford, Devona	BA	Bachelor of Arts
ABQ	Bradford, Devona	BS	Bachelor of Science
ABQ	Bramley, Shane M.	MS	Master of Science
ABQ	Brand, Kendra J.	MPA	Master of Public Admin
ABQ	Brandt, Faith A.	BA	Bachelor of Arts
ABQ	Bratzel, Kami E.	MS	Master of Science
ABQ	Bravo, Brian	BA	Bachelor of Arts
ABQ	Breazeale, Rosalba	MFA	Master of Fine Arts
ABQ	Breck, Jennifer R.	MS	Master of Science
ABQ	Brennan, Alexis M.	BS	Bachelor of Science
ABQ	Briones, Monica C.	BBA	Bachelor of Business Admin
ABQ	Briseno, Luke	BSN	BS in Nursing
ABQ	Britt, Caitlin A.	BS	Bachelor of Science
ABQ	Broun, Alicia A.	BA	Bachelor of Arts
ABQ	Broussard, McKenzie O.	BA	Bachelor of Arts
ABQ	Brown, Renee F.	PHD	Doctor of Philosophy

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Brown, Samuel R.	GCERT	Graduate Certificate
ABQ	Bruce, Shadany P.	BS	Bachelor of Science
ABQ	Bruno, Briana N.	BS	Bachelor of Science
ABQ	Brutyn, Max R.	BBA	Bachelor of Business Admin
ABQ	Buckingham, Sara	BA	Bachelor of Arts
ABQ	Bui, Kimdung T.	BSN	BS in Nursing
ABQ	Bunn, Cecine E.	BBA	Bachelor of Business Admin
ABQ	Bunner, Nicole A.	BA	Bachelor of Arts
ABQ	Burks, Alexis G.	MS	Master of Science
ABQ	Burns, Brittney N.	BSED	BS in Education
ABQ	Burt, Nathan I.	MS	Master of Science
ABQ	Burton, Esther A.	BS	Bachelor of Science
ABQ	Burton, Sinead A.	BA	Bachelor of Arts
ABQ	Bustamante, Maria Elena S.	BBA	Bachelor of Business Admin
ABQ	Bustos, Diego J.	PHD	Doctor of Philosophy
ABQ	Byous, Nikolas L.	BAEPD	BA Environment, Plan & Design
ABQ	Cabanlong, Mateus V.	MS	Master of Science
ABQ	Cakez, Cemal	PHD	Doctor of Philosophy
ABQ	Calderon, Allegra	BA	Bachelor of Arts
ABQ	Calderon, Ariadne J.	BA	Bachelor of Arts
ABQ	Calderon-Torres, Jamie	BAED	BA in Education
ABQ	Callin, Sean H.	BS	Bachelor of Science
ABQ	Callow, Tiep T.	BSN	BS in Nursing
ABQ	Calvert, Nicholas R.	BA	Bachelor of Arts
ABQ	Camacho, Joaquin A.	BBA	Bachelor of Business Admin
ABQ	Cameron, Alexander C.	PHD	Doctor of Philosophy
ABQ	Campbell, Nikhila	BS	Bachelor of Science
ABQ	Camu, Ephraim M.	BSN	BS in Nursing
ABQ	Canales, Steven L.	BSME	BS in Mechanical Engineering
ABQ	Cantrell, Hannah N.	BS	Bachelor of Science
ABQ	Cantu, Michael A.	BS	Bachelor of Science
ABQ	Cappelle, Tessa	PHD	Doctor of Philosophy
ABQ	Caravello, Lisa N.	MS	Master of Science
ABQ	Carbajal, Savanna R.	BA	Bachelor of Arts
ABQ	Cardenas, Alex M.	BBA	Bachelor of Business Admin
ABQ	Cardona, Annalisa A.	BA	Bachelor of Arts
ABQ	Carey, Grace J.	BBA	Bachelor of Business Admin
ABQ	Carias, Jasmine L.	BA	Bachelor of Arts
ABQ	Carlioni, Antonello	MS	Master of Science
ABQ	Carlson, Cody J.	MA	Master of Arts
ABQ	Carlson, Rachel R.	CERT0	Cert with <1 yr to Completion
ABQ	Carmona, Esther E.	MBA	Master of Business Admin
ABQ	Caro, Daniela G.	BA	Bachelor of Arts
ABQ	Carranza, Jennifer C.	MS	Master of Science

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Carrillo, Christian	BA	Bachelor of Arts
ABQ	Carrillo, Hector R.	MA	Master of Arts
ABQ	Carrillo, Kimberly L.	MMU	Master of Music
ABQ	Carrillo, Natalia	BSML	BS in Medical Laboratory Sci
ABQ	Carrillo, Victor	BBA	Bachelor of Business Admin
ABQ	Carter, Amanda R.	BA	Bachelor of Arts
ABQ	Carter, Brittany	BBA	Bachelor of Business Admin
ABQ	Carter, Mari-Jo F.	BBA	Bachelor of Business Admin
ABQ	Carter, William M.	BBA	Bachelor of Business Admin
ABQ	Casados, Adan E.	BSME	BS in Mechanical Engineering
ABQ	Casados, Jennifer N.	BA	Bachelor of Arts
ABQ	Casanova, Muneera M.	BA	Bachelor of Arts
ABQ	Casas, Joel	MA	Master of Arts
ABQ	Casaus, Jose	MACCT	Master of Accounting
ABQ	Casaus, Trinity V.	BS	Bachelor of Science
ABQ	Casey, Collin J.	BA	Bachelor of Arts
ABQ	Casias, Kasey N.	BS	Bachelor of Science
ABQ	Castillo, Carmen	BA	Bachelor of Arts
ABQ	Castillo, Marcos F.	BBA	Bachelor of Business Admin
ABQ	Castle, Emily S.	BA	Bachelor of Arts
ABQ	Castro Farias, Marialejandra	MS	Master of Science
ABQ	Caudill, Shalyn R.	BBA	Bachelor of Business Admin
ABQ	Caward, Deanna R.	BS	Bachelor of Science
ABQ	Cayo, Julia	BSED	BS in Education
ABQ	Cedillos, Felicia A.	BA	Bachelor of Arts
ABQ	Centeno, Jacob A.	MA	Master of Arts
ABQ	Cervantes, Andrea D.	MA	Master of Arts
ABQ	Cervantes, Cameron F.	BSCS	BS in Computer Science
ABQ	Chacon, Andrew A.	BS	Bachelor of Science
ABQ	Chambers, Kenneth L.	BBA	Bachelor of Business Admin
ABQ	Chandler, Madison E.	BSED	BS in Education
ABQ	Chandrasekaran, Jayapriya	PHD	Doctor of Philosophy
ABQ	Charleston, Oliver	BA	Bachelor of Arts
ABQ	Chavez, Christine Y.	BBA	Bachelor of Business Admin
ABQ	Chavez, Christopher	MA	Master of Arts
ABQ	Chavez, Diego R.	MBA	Master of Business Admin
ABQ	Chavez, Elena	BBA	Bachelor of Business Admin
ABQ	Chavez, Felicity M.	BS	Bachelor of Science
ABQ	Chavez, Haley E.	BSCE	BS in Civil Engineering
ABQ	Chavez, JahJett-Lyn C.	BS	Bachelor of Science
ABQ	Chavez, Jakob M.	GCERT	Graduate Certificate
ABQ	Chavez, Jakob M.	MA	Master of Arts
ABQ	Chavez, Joshua A.	MS	Master of Science
ABQ	Chavez, Justine L.	BA	Bachelor of Arts

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Chavez, Kaela N.	BS	Bachelor of Science
ABQ	Chavez, Lauren	JD	Juris Doctor
ABQ	Chavez, Maya R.	BS	Bachelor of Science
ABQ	Chavez, Maya R.	BS	Bachelor of Science
ABQ	Chavez, Rachel S.	MSN	Master of Science in Nursing
ABQ	Chavez, Saki A.	MSN	Master of Science in Nursing
ABQ	Chavez, Samantha R.	BS	Bachelor of Science
ABQ	Chavez-Kerr, Caden J.	BA	Bachelor of Arts
ABQ	Chavez-Stewart, Charles E.	BA	Bachelor of Arts
ABQ	Chee, Joni S.	BS	Bachelor of Science
ABQ	Chee, Malorey K.	BA	Bachelor of Arts
ABQ	Chee, Valentina D.	MS	Master of Science
ABQ	Chen, Zhiyang	BBA	Bachelor of Business Admin
ABQ	Chen, ZhuoWei	MS	Master of Science
ABQ	Chesney, Stacy Y.	MS	Master of Science
ABQ	Chi, Yongchao	MA	Master of Arts
ABQ	Chicas, Roxana E.	BBA	Bachelor of Business Admin
ABQ	Chino, Elyssa M.	BA	Bachelor of Arts
ABQ	Chisholm, Jasmine M.	BA	Bachelor of Arts
ABQ	Chlapaty, Lauren K.	MBA	Master of Business Admin
ABQ	Choi, Jee Won	PHD	Doctor of Philosophy
ABQ	Chon, Serena J.	MBA	Master of Business Admin
ABQ	Chowdhury, Farhan Asif	PHD	Doctor of Philosophy
ABQ	Christman, Alyssa N.	BA	Bachelor of Arts
ABQ	Chua, Brennan	BBA	Bachelor of Business Admin
ABQ	Church, Lauren A.	MS	Master of Science
ABQ	Cingam, Shashank R.	MS	Master of Science
ABQ	Cingam, Shashank R.	GCERT	Graduate Certificate
ABQ	Cink, Jacob D.	BS	Bachelor of Science
ABQ	Cink, Jacob D.	BS	Bachelor of Science
ABQ	Cionelo, Nehemiah G.	BSCS	BS in Computer Science
ABQ	Cisneros, Edwina P.	MPA	Master of Public Admin
ABQ	Clabo, Hunter I.	BA	Bachelor of Arts
ABQ	Clark, Tye J.	MS	Master of Science
ABQ	Clawson, Christopher J.	BA	Bachelor of Arts
ABQ	Cleary, Emma L.	MS	Master of Science
ABQ	Cleaver, Jason	BS	Bachelor of Science
ABQ	Clemons, Jakyra D.	BA	Bachelor of Arts
ABQ	Cloud, Violette M.	PHD	Doctor of Philosophy
ABQ	Cole, Alexander	BA	Bachelor of Arts
ABQ	Cole, Jimmy J.	BSN	BS in Nursing
ABQ	Coleman, Erin R.	PHD	Doctor of Philosophy
ABQ	Collins, Amanda M.	MS	Master of Science
ABQ	Colvin, Ryan T.	MS	Master of Science

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Compton, Whitney R.	MS	Master of Science
ABQ	Condron, Shay E.	BA	Bachelor of Arts
ABQ	Conkle, Nicholas	BBA	Bachelor of Business Admin
ABQ	Conley, Katherine E.	MA	Master of Arts
ABQ	Contreras, Jose I.	BSCE	BS in Civil Engineering
ABQ	Cook, Leah C.	PHD	Doctor of Philosophy
ABQ	Cooper, John F.	BSCS	BS in Computer Science
ABQ	Coops, Brendan W.	BAA	BA in Architecture
ABQ	Cordova, Caitlyn R.	BA	Bachelor of Arts
ABQ	Coriz, Alysia P.	BA	Bachelor of Arts
ABQ	Corona Castaneda, Rodrigo A.	BS	Bachelor of Science
ABQ	Corona, Oscar	BBA	Bachelor of Business Admin
ABQ	Coronado, Isabella D.	BS	Bachelor of Science
ABQ	Cortez, Danika N.	BSED	BS in Education
ABQ	Corwell, Natalia E.	BA	Bachelor of Arts
ABQ	Costello, Mary E.	MPP	Master of Public Policy
ABQ	Cottone, Michael J.	BBA	Bachelor of Business Admin
ABQ	Coulter, Joseph	BBA	Bachelor of Business Admin
ABQ	Cousins, Jayme J.	BS	Bachelor of Science
ABQ	Covino, Francesca L.	BS	Bachelor of Science
ABQ	Cravens, Robert E.	BA	Bachelor of Arts
ABQ	Cresap, Onawa M.	BS	Bachelor of Science
ABQ	Crespin, Hunter N.	BBA	Bachelor of Business Admin
ABQ	Crespo Ramirez, Fabiola Alexandra	MBA	Master of Business Admin
ABQ	Crockett, William W.	BS	Bachelor of Science
ABQ	Crosbie, Nazan I.	BBA	Bachelor of Business Admin
ABQ	Cross, Angela F.	BA	Bachelor of Arts
ABQ	Crowner, Noah P.	BS	Bachelor of Science
ABQ	Crum, Rose M.	BBA	Bachelor of Business Admin
ABQ	Cruz, Christina	MSN	Master of Science in Nursing
ABQ	Cruz, Maria C.	MS	Master of Science
ABQ	Cuellar, Rachael L.	MBA	Master of Business Admin
ABQ	Cuffee, James E.	BA	Bachelor of Arts
ABQ	Cummins, Conner C.	BS	Bachelor of Science
ABQ	Curley, Richard B.	BS	Bachelor of Science
ABQ	Cusimano, Jackie M.	PHD	Doctor of Philosophy
ABQ	Cutler, Joshua J.	BA	Bachelor of Arts
ABQ	Cuyler, Katlyn A.	MA	Master of Arts
ABQ	Cyboron, Emma E.	BBA	Bachelor of Business Admin
ABQ	D'Angelo, Christian J.	BS	Bachelor of Science
ABQ	Dahlquist, Nicholas E.	MS	Master of Science
ABQ	Dallas, Erik B.	BA	Bachelor of Arts
ABQ	David De Souza Batista, Camila	BBA	Bachelor of Business Admin
ABQ	Davis, Brittany	BA	Bachelor of Arts

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Davis, Gage Q.	BA	Bachelor of Arts
ABQ	Davis, Owen N.	MS	Master of Science
ABQ	Dawson, Oralandus K.	BA	Bachelor of Arts
ABQ	De Jesus, Christopher	BBA	Bachelor of Business Admin
ABQ	De Lira Richards, Valeria	BA	Bachelor of Arts
ABQ	De Santis, Nickolas D.	GCERT	Graduate Certificate
ABQ	DeGraff, Daniel W.	MS	Master of Science
ABQ	DeSantiago, Emmanuel A.	BBA	Bachelor of Business Admin
ABQ	Dean, Dorothy A.	BS	Bachelor of Science
ABQ	Debernardi, Will J.	BSCS	BS in Computer Science
ABQ	Dein, Brienne L.	BA	Bachelor of Arts
ABQ	Del Angel Guevara, Fatima E.	MA	Master of Arts
ABQ	Del Ferraro, Trenton C.	BA	Bachelor of Arts
ABQ	Delara, Cameron A.	BA	Bachelor of Arts
ABQ	Deleon-Dowd, Devin M.	MS	Master of Science
ABQ	Delgado, Elena A.	MS	Master of Science
ABQ	Delmargo, Isabella	BSED	BS in Education
ABQ	Dennison, Amber M.	BSN	BS in Nursing
ABQ	Deprest, Nicholas C.	BA	Bachelor of Arts
ABQ	Deucher, Madison M.	BBA	Bachelor of Business Admin
ABQ	Dhaliwal, Sonia	BSN	BS in Nursing
ABQ	Diao, Zhitian	BBA	Bachelor of Business Admin
ABQ	Diaz Cruz, Jorge A.	PHD	Doctor of Philosophy
ABQ	Diaz Martinez, Selene V.	BA	Bachelor of Arts
ABQ	Diaz, Stephenie M.	BSED	BS in Education
ABQ	Didier, Tyler M.	BS	Bachelor of Science
ABQ	Dillon, John	MBA	Master of Business Admin
ABQ	Ding, Guoqing	BBA	Bachelor of Business Admin
ABQ	Dinh, Monica K.	BSN	BS in Nursing
ABQ	Dixon, Therese B.	BA	Bachelor of Arts
ABQ	Dixson, Connor D.	BS	Bachelor of Science
ABQ	Doan, Tommy T.	BS	Bachelor of Science
ABQ	Doctor, Delaney	MA	Master of Arts
ABQ	Doherty, Claire M.	MS	Master of Science
ABQ	Doherty, Yuka K.	PHD	Doctor of Philosophy
ABQ	Dohme, Evelyn A.	PHD	Doctor of Philosophy
ABQ	Dolly-Pirrie, Orion W.	BA	Bachelor of Arts
ABQ	Dominguez Hernandez, Abraham E.	MS	Master of Science
ABQ	Dominguez, Anahi	BA	Bachelor of Arts
ABQ	Dominguez, Laura P.	BS	Bachelor of Science
ABQ	Dominguez, Melanie S.	PHD	Doctor of Philosophy
ABQ	Dominguez, Sarah E.	MA	Master of Arts
ABQ	Dougan, Nikita D.	BS	Bachelor of Science
ABQ	Downing, Hannah B.	BSN	BS in Nursing

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Drazek, Clara H.	BS	Bachelor of Science
ABQ	Drill, Courtney L.	BS	Bachelor of Science
ABQ	Duarte, Valerie	BSN	BS in Nursing
ABQ	Duda, Myriah K.	BA	Bachelor of Arts
ABQ	Dunnum, Somiya K.	BA	Bachelor of Arts
ABQ	Duong, Thi Anh Thu	BSCS	BS in Computer Science
ABQ	Duran, Mattie C.	BLA	Bachelor of Liberal Arts
ABQ	Duran, Serena E.	MACCT	Master of Accounting
ABQ	Dusenbery, Austin L.	BBA	Bachelor of Business Admin
ABQ	Dwyer, Robert H.	BSNE	BS in Nuclear Engineering
ABQ	Dzula, Andrew M.	BSME	BS in Mechanical Engineering
ABQ	Eddleman, Danette M.	BSDH	BS in Dental Hygiene
ABQ	Edmundson, Emily T.	BA	Bachelor of Arts
ABQ	Edwards, Jady G.	BS	Bachelor of Science
ABQ	Edwards, Sarah M.	JD	Juris Doctor
ABQ	Edwards, Tristin M.	BA	Bachelor of Arts
ABQ	Egala, Ugesh	MS	Master of Science
ABQ	Eicher, Jamie R.	BA	Bachelor of Arts
ABQ	Einerson, Lauren R.	BA	Bachelor of Arts
ABQ	Eldred, Elizabeth F.	BS	Bachelor of Science
ABQ	Ellis, Jacob	MS	Master of Science
ABQ	Ellwood, Kyle C.	BSED	BS in Education
ABQ	Elwell, Erica D.	BA	Bachelor of Arts
ABQ	Emanuel, Daneia R.	BSN	BS in Nursing
ABQ	Encinias, Steven P.	BBA	Bachelor of Business Admin
ABQ	Eriacho, Dawn A.	EDSPC	Education Specialist Cert
ABQ	Erickson, Austin J.	BA	Bachelor of Arts
ABQ	Escalante, Henry P.	BSCNE	BS in Construction Engineering
ABQ	Esparza Perez, Brenda X.	BBA	Bachelor of Business Admin
ABQ	Espindola Briseno, Rodolfo	BSN	BS in Nursing
ABQ	Espiritu-Torres, Faith A.	MA	Master of Arts
ABQ	Esquibel, Christopher T.	BBA	Bachelor of Business Admin
ABQ	Esquibel, Daniel L.	BBA	Bachelor of Business Admin
ABQ	Esquibel, Paul V.	BA	Bachelor of Arts
ABQ	Estrada, Alyssa	BS	Bachelor of Science
ABQ	Estrada, Luis A.	BA	Bachelor of Arts
ABQ	Evanitz, Anna C.	MBA	Master of Business Admin
ABQ	Eyachabbe, Aaron J.	BBA	Bachelor of Business Admin
ABQ	Fabbroni, Alexander J.	BS	Bachelor of Science
ABQ	Fabian, Rebecca A.	MSN	Master of Science in Nursing
ABQ	Fain, Elizabeth	MS	Master of Science
ABQ	Fairbanks-Ukropen, Sarah E.	PHD	Doctor of Philosophy
ABQ	Fajardo, Roxann	CERT0	Cert with <1 yr to Completion
ABQ	Fan, Feihong	BBA	Bachelor of Business Admin

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Fateeni, Mohammed S.	BA	Bachelor of Arts
ABQ	Faulkner, Joseph B.	BBA	Bachelor of Business Admin
ABQ	Fawver, Benedict J.	MS	Master of Science
ABQ	Feagin, Meranda S.	BA	Bachelor of Arts
ABQ	Fellers, Destiny N.	MS	Master of Science
ABQ	Fernandez, Elena M.	BSN	BS in Nursing
ABQ	Fernandez, Fernanda	BA	Bachelor of Arts
ABQ	Fernandez, Jeremiah J.	BA	Bachelor of Arts
ABQ	Fidalgo, Sebastian A.	BBA	Bachelor of Business Admin
ABQ	Figuroa, Isabel L.	BA	Bachelor of Arts
ABQ	Fiorito, Christopher S.	BSN	BS in Nursing
ABQ	Fisher, Andrew G.	BSME	BS in Mechanical Engineering
ABQ	Fitzgerald, Kelsey Q.	BA	Bachelor of Arts
ABQ	Flake, Jennifer S.	MS	Master of Science
ABQ	Flores, Bobby	MS	Master of Science
ABQ	Flores, David A.	BS	Bachelor of Science
ABQ	Flores, Javier A.	BBA	Bachelor of Business Admin
ABQ	Flores, Jazmina C.	BBA	Bachelor of Business Admin
ABQ	Flores, Lauren E.	BA	Bachelor of Arts
ABQ	Flores, Stevan	BBA	Bachelor of Business Admin
ABQ	Fluke, Nichole L.	MS	Master of Science
ABQ	Flynn, Suzanne L.	MBA	Master of Business Admin
ABQ	Folks, Emily C.	BSN	BS in Nursing
ABQ	Fontenoy, Naomi M.	BA	Bachelor of Arts
ABQ	Ford, Cheyenne M.	BA	Bachelor of Arts
ABQ	Forrest, Alexa R.	BBA	Bachelor of Business Admin
ABQ	Forrest, Aster L.	BA	Bachelor of Arts
ABQ	Foster, Bryan	MS	Master of Science
ABQ	Fowler, Benjamin W.	BA	Bachelor of Arts
ABQ	Fowler, Christian P.	MS	Master of Science
ABQ	Fragkos, Georgios	PHD	Doctor of Philosophy
ABQ	Freamon, Daniela J.	BBA	Bachelor of Business Admin
ABQ	Frederick, Kiana R.	BA	Bachelor of Arts
ABQ	Frederick, Stacy	BSN	BS in Nursing
ABQ	Frisch, Veronica N.	BA	Bachelor of Arts
ABQ	Fuller, Jeanine R.	BSN	BS in Nursing
ABQ	Gabaldon, Jade R.	BBA	Bachelor of Business Admin
ABQ	Gabaldon-Parish, Maria A.	BA	Bachelor of Arts
ABQ	Gachupin, Kailene J.	BS	Bachelor of Science
ABQ	Galbraith, Lee A.	MA	Master of Arts
ABQ	Gallarza, Michelle A.	MS	Master of Science
ABQ	Gallegos, Courtney E.	BS ED	BS in Education
ABQ	Gallegos, Damian L.	MS	Master of Science
ABQ	Galvan, Jasmine D.	BA	Bachelor of Arts

Pending Graduates - Fall 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Gamboa, Brisa D.	BA	Bachelor of Arts
ABQ	Gamez, Michael A.	BSEE	BS in Electrical Engineering
ABQ	Gandhi, Sonali A.	MS	Master of Science
ABQ	Garcia Fernandez, Serafin	PHD	Doctor of Philosophy
ABQ	Garcia Gonzalez, Luis A.	BSEE	BS in Electrical Engineering
ABQ	Garcia Young, Fenix S.	BBA	Bachelor of Business Admin
ABQ	Garcia, Alexia R.	BS	Bachelor of Science
ABQ	Garcia, Amarante C.	BSN	BS in Nursing
ABQ	Garcia, Angie	BBA	Bachelor of Business Admin
ABQ	Garcia, Antonio J.	BA	Bachelor of Arts
ABQ	Garcia, Ashley K.	MA	Master of Arts
ABQ	Garcia, Audrey M.	BA	Bachelor of Arts
ABQ	Garcia, Faith G.	BA	Bachelor of Arts
ABQ	Garcia, Isaac J.	BSEE	BS in Electrical Engineering
ABQ	Garcia, Isabella R.	BSN	BS in Nursing
ABQ	Garcia, Janet M.	MBA	Master of Business Admin
ABQ	Garcia, Jerrica L.	BA	Bachelor of Arts
ABQ	Garcia, Katrina K.	BS	Bachelor of Science
ABQ	Garcia, Kevin E.	JD	Juris Doctor
ABQ	Garcia, Mallory L.	MA	Master of Arts
ABQ	Garcia, Michael V.	BSN	BS in Nursing
ABQ	Garcia, Oscar	BS	Bachelor of Science
ABQ	Garcia, Roxana E.	BS	Bachelor of Science
ABQ	Garcia, Sofia C.	MS	Master of Science
ABQ	Garcia, Stephanie C.	MA	Master of Arts
ABQ	Garcia, Victoria E.	MA	Master of Arts
ABQ	Garcia, Yamileth	BA	Bachelor of Arts
ABQ	Garibay, Grace A.	BSED	BS in Education
ABQ	Garrett, Madison D.	MS	Master of Science
ABQ	Garza, Esteban E.	BA	Bachelor of Arts
ABQ	Gastelum, Isabel C.	BA	Bachelor of Arts
ABQ	Gatten, Taylor J.	BSME	BS in Mechanical Engineering
ABQ	Gaudette, Christine	GCERT	Graduate Certificate
ABQ	Gaulden, Kaela R.	BS	Bachelor of Science
ABQ	Gawrych Goodshore, Aaron T.	JD	Juris Doctor
ABQ	Gayoso, Natalie M.	MS	Master of Science
ABQ	Gellis, Israel	BBA	Bachelor of Business Admin
ABQ	Genal, Connor S.	BBA	Bachelor of Business Admin
ABQ	Gentry, Andrew D.	MS	Master of Science
ABQ	Giannini, Nathan	PHD	Doctor of Philosophy
ABQ	Gibson, Ashley	BA	Bachelor of Arts
ABQ	Gibson, Melissa N.	BSN	BS in Nursing
ABQ	Giles, Steven N.	MS	Master of Science
ABQ	Giordano, Marco A.	BS	Bachelor of Science

Pending Graduates - Fall 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Gioseffi, Yan C.	PHD	Doctor of Philosophy
ABQ	Giron, Rikki D.	MS	Master of Science
ABQ	Glasgow, Margaret E.	PHD	Doctor of Philosophy
ABQ	Gode Withanage, Kasun Prabhath	MS	Master of Science
ABQ	Goke, Adriana L.	BS	Bachelor of Science
ABQ	Goldberg, Cameron C.	BFA	Bachelor of Fine Arts
ABQ	Goldberg, Marni G.	EDD	Doctor of Education
ABQ	Gomez, Ahlee Y.	BA	Bachelor of Arts
ABQ	Gomez, Alyssa M.	BSN	BS in Nursing
ABQ	Gomez, Christina M.	BS	Bachelor of Science
ABQ	Gomez, Dominique D.	MSN	Master of Science in Nursing
ABQ	Gomez, Jvonne K.	BA	Bachelor of Arts
ABQ	Gomez, Nathan M.	MS	Master of Science
ABQ	Gonzales, Carlos L.	BS	Bachelor of Science
ABQ	Gonzales, Danica C.	BBA	Bachelor of Business Admin
ABQ	Gonzales, David T.	BLA	Bachelor of Liberal Arts
ABQ	Gonzales, Hailey R.	BA	Bachelor of Arts
ABQ	Gonzales, Jerome A.	MBA	Master of Business Admin
ABQ	Gonzales, Julie L.	BSN	BS in Nursing
ABQ	Gonzales, Ryan L.	BS	Bachelor of Science
ABQ	Gonzalez, Kevin	BA	Bachelor of Arts
ABQ	Gonzalez, Santana E.	BA	Bachelor of Arts
ABQ	Good, Jeffrey	MMU	Master of Music
ABQ	Goodrich, Morris A.	MS	Master of Science
ABQ	Gorham, Anthony H.	BA	Bachelor of Arts
ABQ	Gorshkova, Irina	MS	Master of Science
ABQ	Gousse, Benjamin T.	MS	Master of Science
ABQ	Gover, Wilson C.	BA	Bachelor of Arts
ABQ	Goyal, Divya	GCERT	Graduate Certificate
ABQ	Goyal, Divya	MS	Master of Science
ABQ	Gray, Ashley S.	MA	Master of Arts
ABQ	Gray, David S.	BSCPE	BS in Computer Engineering
ABQ	Green, Jasmine M.	BA	Bachelor of Arts
ABQ	Greiner, Blayne	MFA	Master of Fine Arts
ABQ	Griego, Isaiah R.	BS	Bachelor of Science
ABQ	Griego, Julie A.	BS	Bachelor of Science
ABQ	Griego, Melanie A.	BA	Bachelor of Arts
ABQ	Griego, Samantha M.	BA	Bachelor of Arts
ABQ	Grill, Diahndra J.	MA	Master of Arts
ABQ	Grimmer, Adrienne M.	BSN	BS in Nursing
ABQ	Griste, Devon N.	BA	Bachelor of Arts
ABQ	Griste, Devon N.	BA	Bachelor of Arts
ABQ	Groover, Jordan J.	BA	Bachelor of Arts
ABQ	Guerra, Alberto E.	BA	Bachelor of Arts

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Guido, Nathan A.	MS	Master of Science
ABQ	Guo, Jiajun	BSCS	BS in Computer Science
ABQ	Gurule, Jazmin E.	BBA	Bachelor of Business Admin
ABQ	Gurule, Joshua J.	MS	Master of Science
ABQ	Gustafson, Christine A.	MA	Master of Arts
ABQ	Gutierrez, Analissa M.	BS	Bachelor of Science
ABQ	Gutierrez, Carina J.	BA	Bachelor of Arts
ABQ	Gutierrez, Cristobal	BA	Bachelor of Arts
ABQ	Gutierrez, Julius A.	BSN	BS in Nursing
ABQ	Gutierrez, Mark A.	BA	Bachelor of Arts
ABQ	Gutierrez, Michael J.	BBA	Bachelor of Business Admin
ABQ	Gutierrez, Nallely I.	BSN	BS in Nursing
ABQ	Guttenberg, Nicholas F.	JD	Juris Doctor
ABQ	Guy, Cameron D.	BS	Bachelor of Science
ABQ	Guzman, Cathy	BA	Bachelor of Arts
ABQ	Hackett, Peter E.	MA	Master of Arts
ABQ	Haldane, Gary P.	BA	Bachelor of Arts
ABQ	Hall, Vontraevius D.	BA	Bachelor of Arts
ABQ	Halter, Shayne R.	MS	Master of Science
ABQ	Hamadamin, Shaho	MS	Master of Science
ABQ	Hameed, Qutaiba D.	BBA	Bachelor of Business Admin
ABQ	Hamilton, Gregor L.	PHD	Doctor of Philosophy
ABQ	Hammonds, Lyric N.	MSN	Master of Science in Nursing
ABQ	Hanbicki, Deiter T.	MS	Master of Science
ABQ	Handel, Shoshana R.	MA	Master of Arts
ABQ	Haneef, Mohammad	BS	Bachelor of Science
ABQ	Harada, Rachel M.	BA	Bachelor of Arts
ABQ	Hardie, Jessica A.	BA	Bachelor of Arts
ABQ	Harmon, Kelsey E.	BSN	BS in Nursing
ABQ	Harper, Curtis L.	BA	Bachelor of Arts
ABQ	Harper, Curtis L.	CERT0	Cert with <1 yr to Completion
ABQ	Harper, Haden P.	BSME	BS in Mechanical Engineering
ABQ	Harrington, Brandon D.	BS	Bachelor of Science
ABQ	Harris, Angela E.	JD	Juris Doctor
ABQ	Hartnett, Misty	BSDH	BS in Dental Hygiene
ABQ	Hassan, Md Mehadi	PHD	Doctor of Philosophy
ABQ	Hathey, Megan E.	MA	Master of Arts
ABQ	Hauke, Amanda	BA	Bachelor of Arts
ABQ	Havlick, Taylor N.	BS	Bachelor of Science
ABQ	Hayek, Daniel J.	MS	Master of Science
ABQ	Hayes, Dulce C.	MS	Master of Science
ABQ	Hazelton, Holly A.	BS	Bachelor of Science
ABQ	Heileman, Grant D.	PHD	Doctor of Philosophy
ABQ	Helean, Michaela	BA	Bachelor of Arts

Pending Graduates - Fall 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Helgeson, Ashley R.	BS	Bachelor of Science
ABQ	Hemmes, Mckenzie M.	BSN	BS in Nursing
ABQ	Henderson, Albert C.	BA	Bachelor of Arts
ABQ	Henderson, Sommer M.	BSN	BS in Nursing
ABQ	Hendren, Jaelyn B.	MBA	Master of Business Admin
ABQ	Hennis, Katherine L.	BBA	Bachelor of Business Admin
ABQ	Hernandez, Cristian	MS	Master of Science
ABQ	Hernandez, Delia	BSCHE	BS in Chemical Engineering
ABQ	Hernandez, Erick F.	MA	Master of Arts
ABQ	Hernandez, Estephany S.	BS	Bachelor of Science
ABQ	Hernandez, George E.	MS	Master of Science
ABQ	Hernandez, Jennifer T.	BA	Bachelor of Arts
ABQ	Hernandez, Martty	BA	Bachelor of Arts
ABQ	Hernandez, Stacie	MS	Master of Science
ABQ	Hernandez, Victoria J.	MBA	Master of Business Admin
ABQ	Herrera, Antonia M.	BA	Bachelor of Arts
ABQ	Herrera, Jaden L.	BA	Bachelor of Arts
ABQ	Herrera, Marcus S.	BBA	Bachelor of Business Admin
ABQ	Herrera, Raul	BS	Bachelor of Science
ABQ	Herrera, Savaunah A.	MBA	Master of Business Admin
ABQ	Heyn, Loni J.	BA	Bachelor of Arts
ABQ	Hibler, Veronica G.	BS	Bachelor of Science
ABQ	Hidalgo, Benjamin D.	MS	Master of Science
ABQ	Higbee, Steven J.	MMU	Master of Music
ABQ	Hight, Justin A.	BBA	Bachelor of Business Admin
ABQ	Hilbun, Ashley C.	BSN	BS in Nursing
ABQ	Himbarger, Lee A.	BFA	Bachelor of Fine Arts
ABQ	Hinojos, Bobby J.	MS	Master of Science
ABQ	Hite, Lauren A.	BS	Bachelor of Science
ABQ	Hoening, Noelle F.	BBA	Bachelor of Business Admin
ABQ	Holder, Jeremy A.	MS	Master of Science
ABQ	Hollerbach, MacLain David C.	MBA	Master of Business Admin
ABQ	Holmes, Jack R.	MS	Master of Science
ABQ	Holmes, Tianna L.	BA	Bachelor of Arts
ABQ	Hooper, Jeffrey A.	BBA	Bachelor of Business Admin
ABQ	Hotchkiss, Keats	BBA	Bachelor of Business Admin
ABQ	Howell, Joshua W.	BA	Bachelor of Arts
ABQ	Hughes, Brandt J.	MBA	Master of Business Admin
ABQ	Hunt, Richard	JD	Juris Doctor
ABQ	Hutchison, Charlene M.	BA	Bachelor of Arts
ABQ	Hutchison, Logan P.	BSCE	BS in Civil Engineering
ABQ	Hyatt, Richard	BA	Bachelor of Arts
ABQ	Ibarra Cantu, Carlos E.	PHD	Doctor of Philosophy
ABQ	Ibrihem, Fatima J.	GCERT	Graduate Certificate

Pending Graduates - Fall 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Innis, Samantha L.	BA	Bachelor of Arts
ABQ	Jacinto, Stephanie M.	MA	Master of Arts
ABQ	Jackel, Charles	MS	Master of Science
ABQ	Jackson, Colton W.	MS	Master of Science
ABQ	Jackson, Jayme L.	BA	Bachelor of Arts
ABQ	Jackson, Noah R.	MS	Master of Science
ABQ	James, Katelynn R.	BS	Bachelor of Science
ABQ	Janampa Rojas, Sebastian A.	MS	Master of Science
ABQ	Jang, Radson Y.	BA	Bachelor of Arts
ABQ	Jao, Jenilee	MS	Master of Science
ABQ	Jaramillo, Camryn R.	BA	Bachelor of Arts
ABQ	Jaramillo, Marcus A.	MBA	Master of Business Admin
ABQ	Jaramillo, Sara P.	BBA	Bachelor of Business Admin
ABQ	Jarrett, John P.	EDSPC	Education Specialist Cert
ABQ	Jatla, Venkatesh	PHD	Doctor of Philosophy
ABQ	Jeffreys, Sara A.	MS	Master of Science
ABQ	Jim, Charnel M.	BA	Bachelor of Arts
ABQ	Jim, Matraica M.	BS	Bachelor of Science
ABQ	Jimenez, Zachary C.	BSED	BS in Education
ABQ	Jimson, Samantha D.	BAA	BA in Architecture
ABQ	Jobe, Zachariah J.	BBA	Bachelor of Business Admin
ABQ	Johnson, Janessa S.	BS	Bachelor of Science
ABQ	Johnson, Jasmen K.	BBA	Bachelor of Business Admin
ABQ	Johnson, Jessica	MS	Master of Science
ABQ	Johnson, Kreston S.	BA	Bachelor of Arts
ABQ	Johnson, Mikayla J.	MS	Master of Science
ABQ	Jones, Krystyn A.	BA	Bachelor of Arts
ABQ	Jones, Lauren M.	BBA	Bachelor of Business Admin
ABQ	Jones, Mercy R.	BS	Bachelor of Science
ABQ	Jones, Rhylyn M.	BA	Bachelor of Arts
ABQ	Jozwiakowski, Hannah P.	BA	Bachelor of Arts
ABQ	Juarez Campos, Josue F.	BSN	BS in Nursing
ABQ	Juarez Campos, Kimberly	BSN	BS in Nursing
ABQ	Juarez, Marian	BA	Bachelor of Arts
ABQ	Juarez-Rivera, Jasmin M.	BA	Bachelor of Arts
ABQ	Jurado, Alma R.	MS	Master of Science
ABQ	Jurado, Emma N.	BA	Bachelor of Arts
ABQ	Kalaber, Michael V.	BS	Bachelor of Science
ABQ	Kallan, Tanya A.	MA	Master of Arts
ABQ	Kalm, Sarah E.	BA	Bachelor of Arts
ABQ	Kang, Sinae	PHD	Doctor of Philosophy
ABQ	Kanye, Keda M.	BA	Bachelor of Arts
ABQ	Karacaoglu, Jaimy M.	MENG	Master of Engineering
ABQ	Karatas, Lara	BS	Bachelor of Science

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Karatas, Lara	BA	Bachelor of Arts
ABQ	Karim, Rumana	MACCT	Master of Accounting
ABQ	Kawane, Joshua W.	BS	Bachelor of Science
ABQ	Keene, Amy M.	BS	Bachelor of Science
ABQ	Kemp, Nicholas A.	MS	Master of Science
ABQ	Kennedy, Andrew B.	MS	Master of Science
ABQ	Kennedy, Monica N.	MFA	Master of Fine Arts
ABQ	Kennedy, Theresa S.	BA	Bachelor of Arts
ABQ	Kern, Ian J.	BSEE	BS in Electrical Engineering
ABQ	Kerner, Jennifer M.	PHD	Doctor of Philosophy
ABQ	Khalaf, Jawad	MS	Master of Science
ABQ	Khalili, Tohid	PHD	Doctor of Philosophy
ABQ	Khan, Fahad	MS	Master of Science
ABQ	Khan, Rabia	MS	Master of Science
ABQ	Khan, Rabia	MS	Master of Science
ABQ	Khan, Sherjeel M.	BSME	BS in Mechanical Engineering
ABQ	Khan, Zafrul Hakim	MENG	Master of Engineering
ABQ	Khieu, Christopher C.	BS	Bachelor of Science
ABQ	Khweis, Zahieh K.	BS	Bachelor of Science
ABQ	Kieltyka, Deborah V.	MA	Master of Arts
ABQ	Kiesling, Michael J.	BSME	BS in Mechanical Engineering
ABQ	Kigar, Jasper J.	MS	Master of Science
ABQ	Kim, Emily G.	MARCH	Master of Architecture
ABQ	Kim, Hanmin	BA	Bachelor of Arts
ABQ	Kim, Sanha	BSME	BS in Mechanical Engineering
ABQ	Kim, Seung Hyun	BSN	BS in Nursing
ABQ	King, Andrew P.	BA	Bachelor of Arts
ABQ	Kirch, Zachary A.	MS	Master of Science
ABQ	Kirkpatrick, Brandon S.	MS	Master of Science
ABQ	Kisner, Michael B.	MA	Master of Arts
ABQ	Klopfer, Wynelle D.	BSN	BS in Nursing
ABQ	Knapp, JohnMartin F.	BA	Bachelor of Arts
ABQ	Knudsen, Simone S.	MS	Master of Science
ABQ	Kock, Jackson	MS	Master of Science
ABQ	Koerper, Benjamin	BA	Bachelor of Arts
ABQ	Kolberg, Tara R.	BA	Bachelor of Arts
ABQ	Koppin, Wes M.	BA	Bachelor of Arts
ABQ	Korbas, Kimberly E.	BA	Bachelor of Arts
ABQ	Korfe, Samantha M.	MS	Master of Science
ABQ	Kotz, Angelyn M.	BA	Bachelor of Arts
ABQ	Koul, Kartik	MS	Master of Science
ABQ	Kozikowski, Ada M.	BA	Bachelor of Arts
ABQ	Kratochvil, Nicole A.	BA	Bachelor of Arts
ABQ	Kreisel, Kevin A.	MA	Master of Arts

Pending Graduates - Fall 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Kress, Samuel R.	BS	Bachelor of Science
ABQ	Kruskamp, Ryan R.	BSN	BS in Nursing
ABQ	Kumar, Praveen	PHD	Doctor of Philosophy
ABQ	Kurup, Johul R.	MS	Master of Science
ABQ	Kvittem, Cameron S.	BAA	BA in Architecture
ABQ	Labastida-Maldonado, Miranda V.	BA	Bachelor of Arts
ABQ	Labastida-Maldonado, Miranda V.	BA	Bachelor of Arts
ABQ	Lagunas, Itzel V.	BA	Bachelor of Arts
ABQ	Lahi, Geralene	MBA	Master of Business Admin
ABQ	Lambrecht, Samantha L.	BS	Bachelor of Science
ABQ	Landauer, Derrek	MS	Master of Science
ABQ	Langeway, Julia A.	BA	Bachelor of Arts
ABQ	Larence, Jesse B.	BSCHE	BS in Chemical Engineering
ABQ	Largo, Marcus R.	BS	Bachelor of Science
ABQ	Larios, Jorge E.	BA	Bachelor of Arts
ABQ	Larios, Jorge E.	CERTO	Cert with <1 yr to Completion
ABQ	Larribas, Summer M.	BSED	BS in Education
ABQ	Larsen, Lewis I.	PHD	Doctor of Philosophy
ABQ	Larson, Blaire M.	MACCT	Master of Accounting
ABQ	Larson, James L.	BA	Bachelor of Arts
ABQ	Latino, Joseph A.	MS	Master of Science
ABQ	Latourelle, Francesca M.	BBA	Bachelor of Business Admin
ABQ	Laughing, Krystal A.	BA	Bachelor of Arts
ABQ	Laughing, Paige	BSED	BS in Education
ABQ	Laverty, Graham S.	BA	Bachelor of Arts
ABQ	Layne, Marissa N.	BA	Bachelor of Arts
ABQ	Lee, Alisia M.	BA	Bachelor of Arts
ABQ	Lee, Daniel F.	BS	Bachelor of Science
ABQ	Lee, Hosuk	MS	Master of Science
ABQ	Lee-Real Bird, Rainee S.	BSML	BS in Medical Laboratory Sci
ABQ	Leger, Jessie J.	BSCM	BS Construction Management
ABQ	Lehigh, Lauren A.	BBA	Bachelor of Business Admin
ABQ	Leisey, Graham T.	BA	Bachelor of Arts
ABQ	Lemus, Sharon	BA	Bachelor of Arts
ABQ	Leon, Ana	MS	Master of Science
ABQ	Leonard, Alexander J.	BS	Bachelor of Science
ABQ	Leriche, Maxim O.	BA	Bachelor of Arts
ABQ	Leslie, Eric	PHD	Doctor of Philosophy
ABQ	Lester, Diana J.	MS	Master of Science
ABQ	Levantonio, Alyssa D.	BS	Bachelor of Science
ABQ	Levario, Joseline E.	BFA	Bachelor of Fine Arts
ABQ	Levine, Charlotte Rose L.	BBA	Bachelor of Business Admin
ABQ	Levy, Celeste M.	BSED	BS in Education
ABQ	Lewiecki, Kyle E.	MBA	Master of Business Admin

Pending Graduates - Fall 2022

No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Lim, Ezra M.	BSEE	BS in Electrical Engineering
ABQ	Limpariwatthana, Kittika	PHD	Doctor of Philosophy
ABQ	Lin, Yang	MS	Master of Science
ABQ	Lin, Yi Ling	EDSPC	Education Specialist Cert
ABQ	Lind, Matthew J.	MMU	Master of Music
ABQ	Lindsey Chase, Theresa M.	BA	Bachelor of Arts
ABQ	Linhardt, Ronald L.	BS	Bachelor of Science
ABQ	Littlefield, Crystal E.	BA	Bachelor of Arts
ABQ	Liu, Chang	BBA	Bachelor of Business Admin
ABQ	Liu, Zheng	MS	Master of Science
ABQ	Lobo, Laila	MPH	Master of Public Health
ABQ	Lohnes, Sean	BA	Bachelor of Arts
ABQ	Longhair, Kimberly A.	BA	Bachelor of Arts
ABQ	Longmire, Nelson P.	MS	Master of Science
ABQ	Lootens, Devan T.	BS	Bachelor of Science
ABQ	Lopez, Arthur A.	BAED	BA in Education
ABQ	Lopez, Dakotah E.	BA	Bachelor of Arts
ABQ	Lopez, Damien A.	BA	Bachelor of Arts
ABQ	Lopez, Daniel M.	BA	Bachelor of Arts
ABQ	Lopez, Gabriel C.	BSCE	BS in Civil Engineering
ABQ	Lopez, Jennifer L.	MS	Master of Science
ABQ	Lopez, Regina	MACCT	Master of Accounting
ABQ	Lorenzo, Gamaliel	MHA	Master of Health Admin
ABQ	Los, Sebastian A.	PHD	Doctor of Philosophy
ABQ	Lovato, Alana M.	BS	Bachelor of Science
ABQ	Lovato, Chelsea M.	BS	Bachelor of Science
ABQ	Lovato, Emma P.	BS	Bachelor of Science
ABQ	Lovato, Gerald	BFA	Bachelor of Fine Arts
ABQ	Lovato, Savannah D.	BBA	Bachelor of Business Admin
ABQ	Love, Courtney	MBA	Master of Business Admin
ABQ	Love, Jeffrey	MS	Master of Science
ABQ	Love, Katherine T.	BA	Bachelor of Arts
ABQ	Lowe, Kyla R.	BA	Bachelor of Arts
ABQ	Lower, John W.	MS	Master of Science
ABQ	Lowery, Candra R.	BA	Bachelor of Arts
ABQ	Lowrey, Stevie T.	BAEPD	BA Environment, Plan & Design
ABQ	Lozano, Alfonzo G.	BBA	Bachelor of Business Admin
ABQ	Lucero, Angelica E.	BA	Bachelor of Arts
ABQ	Lucero, Bianca A.	BA	Bachelor of Arts
ABQ	Lucero, Cassondra B.	MACCT	Master of Accounting
ABQ	Lucero, Celeste A.	BBA	Bachelor of Business Admin
ABQ	Lucero, Celeste A.	BA	Bachelor of Arts
ABQ	Lucero, Claudia B.	MBA	Master of Business Admin
ABQ	Lujan, Aaron M.	BBA	Bachelor of Business Admin

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Luna, Jesus A.	BA	Bachelor of Arts
ABQ	Lundt, Lanae M.	BA	Bachelor of Arts
ABQ	Lupee, Donna F.	BA	Bachelor of Arts
ABQ	Ma, Xingya	MS	Master of Science
ABQ	MacCurdy, Katherine B.	BS	Bachelor of Science
ABQ	Macherla, Navneet K.	BBA	Bachelor of Business Admin
ABQ	Macias, Rochelle N.	BSN	BS in Nursing
ABQ	Madera, Angel	BSCE	BS in Civil Engineering
ABQ	Madera, Stefani	BA	Bachelor of Arts
ABQ	Madrid, Angelica M.	BA	Bachelor of Arts
ABQ	Madrid-Perez, Sylvia S.	BA	Bachelor of Arts
ABQ	Maeder, Clara M.	GCERT	Graduate Certificate
ABQ	Magana, Siena C.	BA	Bachelor of Arts
ABQ	Maghsoodi, Fahimeh	PHD	Doctor of Philosophy
ABQ	Mahein, Sukhdeep S.	MS	Master of Science
ABQ	Majewski, Symon M.	BA	Bachelor of Arts
ABQ	Malazo, Aaliyah Mae F.	BBA	Bachelor of Business Admin
ABQ	Maldonado Cortez, Perla Araceli	MS	Master of Science
ABQ	Maldonado, Luis G.	BA	Bachelor of Arts
ABQ	Mamdani, Sahar	BSML	BS in Medical Laboratory Sci
ABQ	Mangione, Caroline	MS	Master of Science
ABQ	Manning, Zachary A.	JD	Juris Doctor
ABQ	Mansour, Joseph A.	BBA	Bachelor of Business Admin
ABQ	Maokhamphion, Brandy	BSN	BS in Nursing
ABQ	Maradiaga, Andrew E.	BSME	BS in Mechanical Engineering
ABQ	Mares, Troy D.	BSME	BS in Mechanical Engineering
ABQ	Marianito, Sky B.	BS	Bachelor of Science
ABQ	Marin, Briana G.	BS	Bachelor of Science
ABQ	Marin, Sharon G.	BA	Bachelor of Arts
ABQ	Marks, Chelsea Q.	BSN	BS in Nursing
ABQ	Marquez, Reanna L.	BS	Bachelor of Science
ABQ	Marschall, Andrew C.	BBA	Bachelor of Business Admin
ABQ	Martell, Isaiah G.	BSCS	BS in Computer Science
ABQ	Martin, Donte P.	BA	Bachelor of Arts
ABQ	Martin, Texanna L.	PHD	Doctor of Philosophy
ABQ	Martine, Victoria A.	BAEPD	BA Environment, Plan & Design
ABQ	Martinez Hurtado, Ana L.	BBA	Bachelor of Business Admin
ABQ	Martinez, Aaron T.	MS	Master of Science
ABQ	Martinez, Alejandro S.	MS	Master of Science
ABQ	Martinez, Alexis A.	BS	Bachelor of Science
ABQ	Martinez, Angela L.	GCERT	Graduate Certificate
ABQ	Martinez, Angela L.	MA	Master of Arts
ABQ	Martinez, Arianna M.	BS	Bachelor of Science
ABQ	Martinez, Celeste	BS	Bachelor of Science

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Martinez, Christian A.	BS	Bachelor of Science
ABQ	Martinez, Destiny T.	BBA	Bachelor of Business Admin
ABQ	Martinez, Dominique G.	BBA	Bachelor of Business Admin
ABQ	Martinez, Jacqueline	BBA	Bachelor of Business Admin
ABQ	Martinez, Justin A.	MS	Master of Science
ABQ	Martinez, Mirka I.	BS	Bachelor of Science
ABQ	Martinez, Paula A.	BA	Bachelor of Arts
ABQ	Martinez, Sandra	BA	Bachelor of Arts
ABQ	Martinez, Sandra	CERT0	Cert with <1 yr to Completion
ABQ	Mascarenas, Seanne Maya	BS	Bachelor of Science
ABQ	Masica, Sarah S.	BA	Bachelor of Arts
ABQ	Mason, Victoria D.	BBA	Bachelor of Business Admin
ABQ	Mathews, Maryna G.	BA	Bachelor of Arts
ABQ	Matton, Elise N.	MA	Master of Arts
ABQ	May, Carolyn S.	BA	Bachelor of Arts
ABQ	Mayo, Emily C.	BBA	Bachelor of Business Admin
ABQ	Mazza Downie, Amelia I.	BA	Bachelor of Arts
ABQ	McBee, Spencer H.	BS	Bachelor of Science
ABQ	McCausland, Michelle K.	BA	Bachelor of Arts
ABQ	McCausland, Michelle K.	CERT1	One Year Certificate
ABQ	McClelland, Nakayla M.	BA	Bachelor of Arts
ABQ	McCloud, Ann C.	MS	Master of Science
ABQ	McClung, Samuel N.	MMU	Master of Music
ABQ	McCoskey, Chryseis J.	BSED	BS in Education
ABQ	McCreary-Novak, Avery I.	BS	Bachelor of Science
ABQ	McCroary, Claire	MACCT	Master of Accounting
ABQ	McCulloch, Quinn	PHD	Doctor of Philosophy
ABQ	McDonald, Andrea E.	BA	Bachelor of Arts
ABQ	McEvoy, Shea A.	BS	Bachelor of Science
ABQ	McFarland, Amber K.	BA	Bachelor of Arts
ABQ	McGuire, Melissa	BSN	BS in Nursing
ABQ	McInerney, Shea	BSN	BS in Nursing
ABQ	McKenzie, Paris A.	BS	Bachelor of Science
ABQ	McKitrick, Samuel A.	MS	Master of Science
ABQ	McLaughlin, Jade E.	MS	Master of Science
ABQ	McMillan, Lindsey K.	GCERT	Graduate Certificate
ABQ	McMullin, Bobbie J.	MS	Master of Science
ABQ	McNamara, Ryan E.	BS	Bachelor of Science
ABQ	Mead, Brendan L.	BSME	BS in Mechanical Engineering
ABQ	Medina, Brandon M.	PHD	Doctor of Philosophy
ABQ	Medlin, Christopher J.	BSCS	BS in Computer Science
ABQ	Megariz, Ashtyn B.	MS	Master of Science
ABQ	Megli, Austin C.	PHD	Doctor of Philosophy
ABQ	Meiklejohn, Rachel A.	PHD	Doctor of Philosophy

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Mejia, Eva S.	BA	Bachelor of Arts
ABQ	Melchor, Alexandria D.	BS	Bachelor of Science
ABQ	Melero, Ariel	BA	Bachelor of Arts
ABQ	Mena, Alexis S.	JD	Juris Doctor
ABQ	Mendez, Alexandra V.	BSEE	BS in Electrical Engineering
ABQ	Mendoza, Diana E.	MACCT	Master of Accounting
ABQ	Mertz, Conner	MS	Master of Science
ABQ	Meza, Bobby	BA	Bachelor of Arts
ABQ	Meza, Nimsi	BA	Bachelor of Arts
ABQ	Middleton, Crystal K.	BA	Bachelor of Arts
ABQ	Miera, Cassandra J.	BA	Bachelor of Arts
ABQ	Mierzejewski, Taylor	MACCT	Master of Accounting
ABQ	Milchak, Elizabeth J.	BA	Bachelor of Arts
ABQ	Miles, Katherine L.	MS	Master of Science
ABQ	Miles, Nicole L.	MS	Master of Science
ABQ	Miley, Joshua D.	BA	Bachelor of Arts
ABQ	Milhaupt, Colin	MS	Master of Science
ABQ	Millender, Desmond J.	PHD	Doctor of Philosophy
ABQ	Miller, Ashley R.	MFA	Master of Fine Arts
ABQ	Miller, Caelan C.	BA	Bachelor of Arts
ABQ	Miller, Caelan C.	BBA	Bachelor of Business Admin
ABQ	Miller, Hannah M.	MCRP	Master of Comm & Regional Plan
ABQ	Miller, Hannah M.	MWR	Master of Water Resources
ABQ	Miller, Harry F.	MMU	Master of Music
ABQ	Miller, Veronica L.	BSN	BS in Nursing
ABQ	Mills, Mackenzie E.	BSED	BS in Education
ABQ	Milton, Shaylee M.	BBA	Bachelor of Business Admin
ABQ	Mishos, Valerie C.	BS	Bachelor of Science
ABQ	Mitchel, Elena A.	MA	Master of Arts
ABQ	Mitchell, Breanna R.	BBA	Bachelor of Business Admin
ABQ	Mohamed Farook, Mohamed Hijas	MS	Master of Science
ABQ	Molina, Elizabeth B.	MS	Master of Science
ABQ	Monroe, Graham G.	MS	Master of Science
ABQ	Montano, Marina R.	BA	Bachelor of Arts
ABQ	Montano, Phillip	BSME	BS in Mechanical Engineering
ABQ	Montero, Pilar A.	BSN	BS in Nursing
ABQ	Montoya, Celia J.	BBA	Bachelor of Business Admin
ABQ	Montoya, Elena R.	BA	Bachelor of Arts
ABQ	Montoya, Frank A.	BBA	Bachelor of Business Admin
ABQ	Montoya, Jaron A.	BBA	Bachelor of Business Admin
ABQ	Montoya, Lauren C.	BS	Bachelor of Science
ABQ	Montoya, Marc A.	MBA	Master of Business Admin
ABQ	Montoya, Mariah L.	BS	Bachelor of Science
ABQ	Montoya, Miguel J.	BBA	Bachelor of Business Admin

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Montoya, Raquel T.	BA	Bachelor of Arts
ABQ	Montoya, Vincent	MBA	Master of Business Admin
ABQ	Moore, Dominic D.	BA	Bachelor of Arts
ABQ	Moore, Dominique M.	BA	Bachelor of Arts
ABQ	Mora, Marissa O.	BA	Bachelor of Arts
ABQ	Morales, David	BA	Bachelor of Arts
ABQ	Moreno, Miguel A.	BA	Bachelor of Arts
ABQ	Morgan, Kai J.	BS	Bachelor of Science
ABQ	Morgan, Shelby R.	MBA	Master of Business Admin
ABQ	Morgan, Sorche A.	BA	Bachelor of Arts
ABQ	Morse, Jasmine E.	MA	Master of Arts
ABQ	Morton, Erik A.	BSME	BS in Mechanical Engineering
ABQ	Moseley, Lindsey K.	MACCT	Master of Accounting
ABQ	Moseley, Marc A.	BBA	Bachelor of Business Admin
ABQ	Moya, Simeon A.	BSME	BS in Mechanical Engineering
ABQ	Mukadam, Rehan Abidali	BSME	BS in Mechanical Engineering
ABQ	Mullins, Jonathan N.	BS	Bachelor of Science
ABQ	Mullins, Teagan S.	MS	Master of Science
ABQ	Mumford, Thomas F.	BSED	BS in Education
ABQ	Munguia, Dana Y.	MBA	Master of Business Admin
ABQ	Munoz, Christina J.	BS	Bachelor of Science
ABQ	Murillo, Shasta	CERT0	Cert with <1 yr to Completion
ABQ	Murillo, Shasta	BA	Bachelor of Arts
ABQ	Murphy, Jeremy M.	MMU	Master of Music
ABQ	Murphy, Michelle L.	BS	Bachelor of Science
ABQ	Murray, Langston L.	MBA	Master of Business Admin
ABQ	Muthavarapu, Sai Krishna	MS	Master of Science
ABQ	Myers, Geneva O.	BS	Bachelor of Science
ABQ	Myers, Molly N.	BS	Bachelor of Science
ABQ	Myler, Haley C.	BA	Bachelor of Arts
ABQ	Nagel, Jaclyn B.	BA	Bachelor of Arts
ABQ	Nagji, Aakif A.	BBA	Bachelor of Business Admin
ABQ	Nance, Raymond G.	PHD	Doctor of Philosophy
ABQ	Nassiri, Tatiana	MBA	Master of Business Admin
ABQ	Negrete, Steve	BS	Bachelor of Science
ABQ	Nelson, Angel C.	BA	Bachelor of Arts
ABQ	Nelson, Jennifer R.	BA	Bachelor of Arts
ABQ	Nelson, Tanya M.	BS	Bachelor of Science
ABQ	Nesbitt, Beilen N.	MBA	Master of Business Admin
ABQ	Nevitt, Katherine	BBA	Bachelor of Business Admin
ABQ	Nguyen, Danh H.	BS	Bachelor of Science
ABQ	Nguyen, Duc M.	MS	Master of Science
ABQ	Nguyen, Jeannie	BA	Bachelor of Arts
ABQ	Nguyen, Joshua L.	BSME	BS in Mechanical Engineering

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Nguyen, Peter D.	BA	Bachelor of Arts
ABQ	Nguyen, Tien T.	BA	Bachelor of Arts
ABQ	Nguyen, Vinh Q.	MS	Master of Science
ABQ	Nichols, Brendon J.	BBA	Bachelor of Business Admin
ABQ	Nicholson, Meghan	BSED	BS in Education
ABQ	Nicholson, Sophia A.	BA	Bachelor of Arts
ABQ	Nickols, Chrishawna C.	BA	Bachelor of Arts
ABQ	Nieto, Marco A.	BSME	BS in Mechanical Engineering
ABQ	Ninneman, Zachary H.	BA	Bachelor of Arts
ABQ	Ninneman, Zachary H.	CERT	Cert with 1-2 Yr To Completion
ABQ	Nkouaga Angounou, Florent Severin	PHD	Doctor of Philosophy
ABQ	Noble, Catherine L.	BSED	BS in Education
ABQ	Nocella, Erica J.	BS	Bachelor of Science
ABQ	Nowlin, Miles W.	MA	Master of Arts
ABQ	O'Grady, Liam M.	BSME	BS in Mechanical Engineering
ABQ	O'Malley, Claire E.	BSME	BS in Mechanical Engineering
ABQ	Obeso, Ivan	BA	Bachelor of Arts
ABQ	Offor, Hyginus	MBA	Master of Business Admin
ABQ	Okura, Kylie R.	BA	Bachelor of Arts
ABQ	Olguin, Mekiel	MS	Master of Science
ABQ	Olivas, Dante S.	BA	Bachelor of Arts
ABQ	Oliver, Kristen	MS	Master of Science
ABQ	Onnen, Destiny A.	BA	Bachelor of Arts
ABQ	Ontiveros, Skye	MCRP	Master of Comm & Regional Plan
ABQ	Onyango, Evans A.	PHD	Doctor of Philosophy
ABQ	Orozco, Charla E.	MS	Master of Science
ABQ	Orr-Dick, Gwendolyn M.	MA	Master of Arts
ABQ	Ortega Cabral, Erika O.	BSED	BS in Education
ABQ	Ortega, Daniela E.	BS	Bachelor of Science
ABQ	Ortega, Sarah E.	BA	Bachelor of Arts
ABQ	Ortiz, Andrew R.	BSME	BS in Mechanical Engineering
ABQ	Ortiz, Felicity A.	BSED	BS in Education
ABQ	Ortiz, Genessa	BA	Bachelor of Arts
ABQ	Ortiz, Juliana	BBA	Bachelor of Business Admin
ABQ	Ortiz, Karina M.	BA	Bachelor of Arts
ABQ	Osuoha, Joy C.	MA	Master of Arts
ABQ	Otero Riballo, Roxana	BSN	BS in Nursing
ABQ	Outka, Alexandra M.	BS	Bachelor of Science
ABQ	Pacheco Cruz, Rosa	BSN	BS in Nursing
ABQ	Pacheco, Denise M.	MS	Master of Science
ABQ	Pacheco, Jennifer M.	MS	Master of Science
ABQ	Pacheco, Lisa M.	MSN	Master of Science in Nursing
ABQ	Pacheco, Micaela R.	BA	Bachelor of Arts
ABQ	Pacheco, Nicole A.	BA	Bachelor of Arts

Pending Graduates - Fall 2022**No Privacy Flag**

CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Pacheco, Rosalinda P.	BSN	BS in Nursing
ABQ	Pacheco, William	BA	Bachelor of Arts
ABQ	Padilla, Kristine T.	BA	Bachelor of Arts
ABQ	Padmanaban, Gokul Rajes	MS	Master of Science
ABQ	Page, Geoffrey A.	MS	Master of Science
ABQ	Palmer, Brooke A.	BSED	BS in Education
ABQ	Panamgipalli, Ravi Teja	MS	Master of Science
ABQ	Pandey, Navin	MS	Master of Science
ABQ	Pangallo, Hannah	MS	Master of Science
ABQ	Park, Chaeun	BSCS	BS in Computer Science
ABQ	Park, Hongjun	BSME	BS in Mechanical Engineering
ABQ	Patel, Jankie M.	BS	Bachelor of Science
ABQ	Patel, Vishal S.	MBA	Master of Business Admin
ABQ	Patton, Mariah T.	MS	Master of Science
ABQ	Pauer, Erica	MS	Master of Science
ABQ	Pavagada Nagananda, Anjan	BSME	BS in Mechanical Engineering
ABQ	Paywa, Amanda L.	BBA	Bachelor of Business Admin
ABQ	Paz, Lisa M.	MPA	Master of Public Admin
ABQ	Pell, Richard J.	BBA	Bachelor of Business Admin
ABQ	Perdue, Nathan E.	MS	Master of Science
ABQ	Pereira Marzagao, Rafael	MMU	Master of Music
ABQ	Perez Lopez, Jhoana A.	BA	Bachelor of Arts
ABQ	Perez, Liaser	BA	Bachelor of Arts
ABQ	Perez, Nicolette A.	BS	Bachelor of Science
ABQ	Perez, Omar	BBA	Bachelor of Business Admin
ABQ	Perkins, Abigail D.	BS	Bachelor of Science
ABQ	Peshek, Catherine	MS	Master of Science
ABQ	Petersen, Bettie T.	PHD	Doctor of Philosophy
ABQ	Petty, Alexa R.	BSED	BS in Education
ABQ	Petzold, Veronica N.	BA	Bachelor of Arts
ABQ	Pham, Vincent	BS	Bachelor of Science
ABQ	Phillips, Calandria A.	BA	Bachelor of Arts
ABQ	Phillips, Jorell J.	BSME	BS in Mechanical Engineering
ABQ	Phillips, Nionna A.	BS	Bachelor of Science
ABQ	Pimparatana, Hunter L.	BBA	Bachelor of Business Admin
ABQ	Pina, Kenda L.	BS	Bachelor of Science
ABQ	Piza Cossio, Santiago	JD	Juris Doctor
ABQ	Pocius, Lindsey M.	BSED	BS in Education
ABQ	Poindexter, Katrina A.	BA	Bachelor of Arts
ABQ	Polaco, Joseph V.	MS	Master of Science
ABQ	Pollock, Jared W.	MBA	Master of Business Admin
ABQ	Porcar Climent, Angela	MS	Master of Science
ABQ	Porter, Geordon D.	BA	Bachelor of Arts
ABQ	Porter, Lindsey R.	MS	Master of Science

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Portillo, Alexis A.	MS	Master of Science
ABQ	Potter, Hannah S.	BBA	Bachelor of Business Admin
ABQ	Poudel, Binod Prasad	PHD	Doctor of Philosophy
ABQ	Pourghasemi, Mahyar	PHD	Doctor of Philosophy
ABQ	Powell, Amos C.	MS	Master of Science
ABQ	Powell, Colton A.	BS	Bachelor of Science
ABQ	Prakash, Divya J.	PHD	Doctor of Philosophy
ABQ	Prieto, Valerie	MS	Master of Science
ABQ	Provencio, Charles	PHD	Doctor of Philosophy
ABQ	Przystupa, Paulina F.	PHD	Doctor of Philosophy
ABQ	Puccetti-Deater, Kaitlin M.	MA	Master of Arts
ABQ	Qamruddin, Asma	MPH	Master of Public Health
ABQ	Qin, Jie	MS	Master of Science
ABQ	Quinene, Ashlie M.	BA	Bachelor of Arts
ABQ	Quinn, Jessica L.	MBA	Master of Business Admin
ABQ	Quintana, Aaliyah J.	CERTO	Cert with <1 yr to Completion
ABQ	Quintana, Brianna N.	BS	Bachelor of Science
ABQ	Quintana, Katelyn S.	BSN	BS in Nursing
ABQ	Quintana, Matthew D.	BA	Bachelor of Arts
ABQ	Quiroz Fonseca, Lizbeth	BSME	BS in Mechanical Engineering
ABQ	Rael, Honorio	BBA	Bachelor of Business Admin
ABQ	Rael, Raquel D.	BA	Bachelor of Arts
ABQ	Raghunathan, Gaythry	MS	Master of Science
ABQ	Ramirez, Jazmin	BSN	BS in Nursing
ABQ	Ramirez, Steven A.	BA	Bachelor of Arts
ABQ	Ramsey, Zachary R.	PHD	Doctor of Philosophy
ABQ	Rankine, Colin M.	BA	Bachelor of Arts
ABQ	Rashidi, Kourosh	MS	Master of Science
ABQ	Rastegari, Ali	PHD	Doctor of Philosophy
ABQ	Raugust, Zev I.	BA	Bachelor of Arts
ABQ	Ravi, Sushyam	MS	Master of Science
ABQ	Ray, Marie	MS	Master of Science
ABQ	Realzola, Rogelio A.	PHD	Doctor of Philosophy
ABQ	Reasner, Corrie D.	MS	Master of Science
ABQ	Reategui, Cynthia	BA	Bachelor of Arts
ABQ	Redhouse, Theala L.	MS	Master of Science
ABQ	Regalado, Victor R.	BA	Bachelor of Arts
ABQ	Reilly, Kevin J.	PHD	Doctor of Philosophy
ABQ	Renteria Castillo, Sheyla F.	BSML	BS in Medical Laboratory Sci
ABQ	Reviere, Alden R.	MPH	Master of Public Health
ABQ	Reyes, Erica J.	MA	Master of Arts
ABQ	Reynolds, Lucas	MBA	Master of Business Admin
ABQ	Rhoades-Clark, Emily L.	MS	Master of Science
ABQ	Rhodus, Presley A.	BA	Bachelor of Arts

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Richards, Bryan A.	MS	Master of Science
ABQ	Richards, Jenifer L.	BS	Bachelor of Science
ABQ	Richards, Keith A.	BA	Bachelor of Arts
ABQ	Rickers, Katherine R.	MA	Master of Arts
ABQ	Rider, Erynn N.	BBA	Bachelor of Business Admin
ABQ	Rider, Megan E.	BS	Bachelor of Science
ABQ	Riedel, Bobbi	PHD	Doctor of Philosophy
ABQ	Rieman, Phillip D.	BSCS	BS in Computer Science
ABQ	Riewe, Monica R.	MCM	Master of Construction Mgmt
ABQ	Riley, Tre K.	BSED	BS in Education
ABQ	Rimbert, Abraham G.	BA	Bachelor of Arts
ABQ	Rios, Ana E.	BA	Bachelor of Arts
ABQ	Rios, Darlene	BA	Bachelor of Arts
ABQ	Rios, Esther L.	BSN	BS in Nursing
ABQ	Rippberger, Sarah A.	MACCT	Master of Accounting
ABQ	Risenhoover, Owen J.	BA	Bachelor of Arts
ABQ	Risinger, Madison Bleu M.	BS	Bachelor of Science
ABQ	Ristoff, Nathaniel	PHD	Doctor of Philosophy
ABQ	Rivera, Anthony M.	BBA	Bachelor of Business Admin
ABQ	Rivera, Monique N.	MS	Master of Science
ABQ	Rivera, Ryan J.	MS	Master of Science
ABQ	Robb, Rebecca L.	BA	Bachelor of Arts
ABQ	Robinson, Shayanne F.	BBA	Bachelor of Business Admin
ABQ	Robledo, Renee N.	CERTO	Cert with <1 yr to Completion
ABQ	Robles, Lesley	BSED	BS in Education
ABQ	Robnett, Reagan A.	BME	Bachelor of Music Education
ABQ	Roccaforte, Shea A.	MACCT	Master of Accounting
ABQ	Rodarte, Tara R.	BS	Bachelor of Science
ABQ	Rodgers, James E.	JD	Juris Doctor
ABQ	Rodriguez, Alejandra D.	MA	Master of Arts
ABQ	Rodriguez, Amanda R.	MSN	Master of Science in Nursing
ABQ	Rodriguez, Daniel J.	BBA	Bachelor of Business Admin
ABQ	Rodriguez, Daniella	BBA	Bachelor of Business Admin
ABQ	Rodriguez, Domenico	BBA	Bachelor of Business Admin
ABQ	Rodriguez, Emily H.	BA	Bachelor of Arts
ABQ	Rodriguez, Reina Y.	BA	Bachelor of Arts
ABQ	Rodriguez, Teresa I.	BBA	Bachelor of Business Admin
ABQ	Roesgen, John M.	PHD	Doctor of Philosophy
ABQ	Rogers, Andrea	MPA	Master of Public Admin
ABQ	Roman, Danny A.	BBA	Bachelor of Business Admin
ABQ	Romero, Alexis T.	BBA	Bachelor of Business Admin
ABQ	Romero, Anthony R.	BS	Bachelor of Science
ABQ	Romero, Ashley M.	BA	Bachelor of Arts
ABQ	Romero, Danilynn	BSED	BS in Education

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Romero, Danyelle	DNP	Doctor of Nursing Practice
ABQ	Romero, David J.	BA	Bachelor of Arts
ABQ	Romero, Leslie D.	BA	Bachelor of Arts
ABQ	Romero, Rachel C.	MBA	Master of Business Admin
ABQ	Romero, Vanessa E.	BSED	BS in Education
ABQ	Romero-Ramos, Edgar	BA	Bachelor of Arts
ABQ	Ronquillo, Gisselle A.	BA	Bachelor of Arts
ABQ	Rosales, Krystal R.	BFA	Bachelor of Fine Arts
ABQ	Rosales, Mariah A.	BFA	Bachelor of Fine Arts
ABQ	Rosenberger, Karissa G.	MS	Master of Science
ABQ	Rovelli, Remy C.	PHD	Doctor of Philosophy
ABQ	Rowland, Eve N.	MS	Master of Science
ABQ	Roybal, Destini A.	BA	Bachelor of Arts
ABQ	Roybal, Frank J.	MBA	Master of Business Admin
ABQ	Roybal, Frank J.	MS	Master of Science
ABQ	Roybal, Joy X.	BSED	BS in Education
ABQ	Roybal, Rebecca A.	MA	Master of Arts
ABQ	Roybal, Ricqual	BA	Bachelor of Arts
ABQ	Roybal, Sol R.	BME	Bachelor of Music Education
ABQ	Royman, Dennis J.	BSN	BS in Nursing
ABQ	Rubin, Meira E.	BA	Bachelor of Arts
ABQ	Rubio, Younique R.	BA	Bachelor of Arts
ABQ	Ruetten, Julia	MSL	Master of Studies in Law
ABQ	Ruffin, Reagan M.	BBA	Bachelor of Business Admin
ABQ	Ruiz, Jessica A.	BBA	Bachelor of Business Admin
ABQ	Ruiz-Olivas, Adilene	MBA	Master of Business Admin
ABQ	Russell, Daron J.	BSCHE	BS in Chemical Engineering
ABQ	Rust, Lauren A.	MPA	Master of Public Admin
ABQ	Ryan-Blaisure, Austin C.	BS	Bachelor of Science
ABQ	Saavedra, Jada K.	BBA	Bachelor of Business Admin
ABQ	Saeed, Mahmud G.	BA	Bachelor of Arts
ABQ	Saiz, Grace C.	BA	Bachelor of Arts
ABQ	Saiz, Jorge A.	BA	Bachelor of Arts
ABQ	Salas, Dominic R.	BA	Bachelor of Arts
ABQ	Salas, Melissa	BA	Bachelor of Arts
ABQ	Salas, Patricia M.	EDSPC	Education Specialist Cert
ABQ	Salas, Theresa M.	BA	Bachelor of Arts
ABQ	Salas, Theresa M.	BS	Bachelor of Science
ABQ	Salazar, Jonathan O.	BSCS	BS in Computer Science
ABQ	Salazar, Sophia R.	BBA	Bachelor of Business Admin
ABQ	Salcido, Monique E.	BA	Bachelor of Arts
ABQ	Saleh, Afeefeh M.	MSN	Master of Science in Nursing
ABQ	Salinas, Alex K.	BSME	BS in Mechanical Engineering
ABQ	Salmon, Alexander M.	MS	Master of Science

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Salter, Alicia R.	BSN	BS in Nursing
ABQ	Saltonstall, Jake R.	BBA	Bachelor of Business Admin
ABQ	Sam, Felicia L.	BS	Bachelor of Science
ABQ	Sampson, Joshua M.	BA	Bachelor of Arts
ABQ	Samudio, Rosanna	BA	Bachelor of Arts
ABQ	Sanchez, Alesha E.	BA	Bachelor of Arts
ABQ	Sanchez, Allyson M.	MS	Master of Science
ABQ	Sanchez, Alondra D.	BSN	BS in Nursing
ABQ	Sanchez, Anthony J.	MA	Master of Arts
ABQ	Sanchez, Arturo J.	BSME	BS in Mechanical Engineering
ABQ	Sanchez, Edward E.	BA	Bachelor of Arts
ABQ	Sanchez, Genevieve R.	BS	Bachelor of Science
ABQ	Sanchez, Hope K.	BBA	Bachelor of Business Admin
ABQ	Sanchez, Joella B.	BSED	BS in Education
ABQ	Sanchez, Johanna A.	BA	Bachelor of Arts
ABQ	Sanchez, Matthew C.	BBA	Bachelor of Business Admin
ABQ	Sanchez, Matthew L.	BBA	Bachelor of Business Admin
ABQ	Sanchez, Rachel J.	BA	Bachelor of Arts
ABQ	Sanchez-Goret, Liza M.	BBA	Bachelor of Business Admin
ABQ	Sanchez-Medina, Paola	BBA	Bachelor of Business Admin
ABQ	Sander, Ann C.	PHD	Doctor of Philosophy
ABQ	Sandlin, Tessa M.	BS	Bachelor of Science
ABQ	Sandoval, Andres J.	BS	Bachelor of Science
ABQ	Sandoval, Elizabeth A.	BA	Bachelor of Arts
ABQ	Sandoval, Jacob Q.	BA	Bachelor of Arts
ABQ	Sangroula, Pranil	MACCT	Master of Accounting
ABQ	Santarosa, Maximo	MS	Master of Science
ABQ	Santistevan, Mia A.	BS	Bachelor of Science
ABQ	Saunders, Melanie R.	BA	Bachelor of Arts
ABQ	Sawatis, Shoshonig	BSN	BS in Nursing
ABQ	Scheerer, Kimberly A.	EDD	Doctor of Education
ABQ	Schimmel, Matthew S.	MBA	Master of Business Admin
ABQ	Schmidt-Gonzales, Alex M.	MS	Master of Science
ABQ	Schmitt, Emily R.	BS	Bachelor of Science
ABQ	Schmucker, Landon A.	MS	Master of Science
ABQ	Schoen, Sarah W.	BSN	BS in Nursing
ABQ	Schrimsher, Jeffrey	BA	Bachelor of Arts
ABQ	Schubert, Darlene S.	MA	Master of Arts
ABQ	Schulze, Ryan E.	BSME	BS in Mechanical Engineering
ABQ	Schwartz, Dustin C.	BS	Bachelor of Science
ABQ	Schwartz, Kenneth J.	GCERT	Graduate Certificate
ABQ	Schwartz, Kenneth J.	MA	Master of Arts
ABQ	Scieszka, David P.	PHD	Doctor of Philosophy
ABQ	Scroggins, Dylan M.	MMU	Master of Music

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Sears, Zachary	BBA	Bachelor of Business Admin
ABQ	Secrest, Nathan A.	MMU	Master of Music
ABQ	Sefati, Sourena	MMU	Master of Music
ABQ	Seggebruch, Lauren G.	BBA	Bachelor of Business Admin
ABQ	Sehlmeyer, Rickey B.	BBA	Bachelor of Business Admin
ABQ	Self, Alexander	BA	Bachelor of Arts
ABQ	Sena, Simone M.	BS	Bachelor of Science
ABQ	Serna, Isis A.	MA	Master of Arts
ABQ	Serna, Serina F.	BSED	BS in Education
ABQ	Serrano Garcia, Valentina	BBA	Bachelor of Business Admin
ABQ	Serrano, Elizabeth S.	BSN	BS in Nursing
ABQ	Seth, Subhashree	MS	Master of Science
ABQ	Shah, Dipesh Bhandari	BSEE	BS in Electrical Engineering
ABQ	Shao, Feitong	MS	Master of Science
ABQ	Shaski, Brigid A.	BA	Bachelor of Arts
ABQ	Shelendewa, Geoffrey W.	BBA	Bachelor of Business Admin
ABQ	Shell, Christine V.	PHD	Doctor of Philosophy
ABQ	Sherburne, Michael D.	PHD	Doctor of Philosophy
ABQ	Sherwood, Chad A.	BSME	BS in Mechanical Engineering
ABQ	Shi, Wenjing	PHD	Doctor of Philosophy
ABQ	Shinde, Rohit	MS	Master of Science
ABQ	Shipman, Kevin A.	PHD	Doctor of Philosophy
ABQ	Shirendev, Narangerel	BBA	Bachelor of Business Admin
ABQ	Shirey, Alexander L.	MARCH	Master of Architecture
ABQ	Shoham, Alexander D.	MS	Master of Science
ABQ	Shores, Megan A.	BA	Bachelor of Arts
ABQ	Shorty, Marissa R.	CERT	Cert with 1-2 Yr To Completion
ABQ	Shorty, Marissa R.	BA	Bachelor of Arts
ABQ	Shover, Mark T.	MS	Master of Science
ABQ	Shukla, Shaswat	BSCS	BS in Computer Science
ABQ	Shure, Jonah R.	BSN	BS in Nursing
ABQ	Sierra, Carmen L.	BA	Bachelor of Arts
ABQ	Sierra, Jared T.	BBA	Bachelor of Business Admin
ABQ	Silani, Yaser	PHD	Doctor of Philosophy
ABQ	Siluk, Brynna	MS	Master of Science
ABQ	Silva, Alexis M.	BSN	BS in Nursing
ABQ	Silva, Kandyce S.	BA	Bachelor of Arts
ABQ	Silverman, Jack S.	BA	Bachelor of Arts
ABQ	Simank, Meghan F.	BA	Bachelor of Arts
ABQ	Simmons, Gabriel H.	BA	Bachelor of Arts
ABQ	Simp, Miranda	BSCE	BS in Civil Engineering
ABQ	Sinclair, Cody D.	BA	Bachelor of Arts
ABQ	Singer, Ryan H.	BFA	Bachelor of Fine Arts
ABQ	Singh, Sehaj P.	BSCS	BS in Computer Science

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Skahan, Mari A.	PHD	Doctor of Philosophy
ABQ	Slack, Katherine E.	BS	Bachelor of Science
ABQ	Slezak, Samuel E.	PHD	Doctor of Philosophy
ABQ	Small, Eric M.	PHD	Doctor of Philosophy
ABQ	Smith, Allison R.	BME	Bachelor of Music Education
ABQ	Smith, Anastasia M.	BS	Bachelor of Science
ABQ	Smith, Cassie L.	PHD	Doctor of Philosophy
ABQ	Smith, Dashaminique	BA	Bachelor of Arts
ABQ	Smith, Elizabeth A.	BA	Bachelor of Arts
ABQ	Smith, Erin M.	MS	Master of Science
ABQ	Smith, Gabriella C.	BA	Bachelor of Arts
ABQ	Smith, Heather L.	BFA	Bachelor of Fine Arts
ABQ	Smith, Ji'Kayla P.	BBA	Bachelor of Business Admin
ABQ	Smith, Ji'Kayla P.	BA	Bachelor of Arts
ABQ	Smith, Justin K.	PHD	Doctor of Philosophy
ABQ	Smith, Makenzie M.	BS	Bachelor of Science
ABQ	Smith, Mark	MA	Master of Arts
ABQ	Smith, Natalia L.	BSDH	BS in Dental Hygiene
ABQ	Snider, Andrew J.	BBA	Bachelor of Business Admin
ABQ	Snow, Timothy J.	BSEE	BS in Electrical Engineering
ABQ	Solis, Alejandro S.	BA	Bachelor of Arts
ABQ	Solis, Jazlyn D.	BS	Bachelor of Science
ABQ	Solis, Melissa J.	BA	Bachelor of Arts
ABQ	Soltani, Arghavan	MBA	Master of Business Admin
ABQ	Sorenson, Josef D.	MS	Master of Science
ABQ	Sotelo, Breana C.	BA	Bachelor of Arts
ABQ	Soto, Jose	BA	Bachelor of Arts
ABQ	Soto, Samantha	BA	Bachelor of Arts
ABQ	Speck, Brittany M.	BSED	BS in Education
ABQ	Spinks, Joshua J.	BS	Bachelor of Science
ABQ	Stacy, Laura K.	MS	Master of Science
ABQ	Stansel, Lisset	BA	Bachelor of Arts
ABQ	Stape, Mia V.	BSN	BS in Nursing
ABQ	Stearns, Stefanie D.	BA	Bachelor of Arts
ABQ	Steinberg, Nora B.	BS	Bachelor of Science
ABQ	Steinkamp, George M.	MBA	Master of Business Admin
ABQ	Stephens, Amanda M.	BA	Bachelor of Arts
ABQ	Stevens, Ian C.	BA	Bachelor of Arts
ABQ	Stevens, Jessica M.	BBA	Bachelor of Business Admin
ABQ	Stevenson, Craig	BSN	BS in Nursing
ABQ	Stevenson, Margaret	BBA	Bachelor of Business Admin
ABQ	Stoica, Alexandru	MS	Master of Science
ABQ	Stomp, John M.	JD	Juris Doctor
ABQ	Storms, Zachary J.	BA	Bachelor of Arts

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Strahl, Victoria C.	BA	Bachelor of Arts
ABQ	Strickland, Carly M.	MS	Master of Science
ABQ	Strife, Samantha K.	BS	Bachelor of Science
ABQ	Struck, Joshua A.	MS	Master of Science
ABQ	Sturgeon, Hunter B.	BBA	Bachelor of Business Admin
ABQ	Stuteville, Levi D.	BSED	BS in Education
ABQ	Suazo, Tayler C.	BS	Bachelor of Science
ABQ	Subedi, Kritan	BSCE	BS in Civil Engineering
ABQ	Suggs, Dorian M.	BA	Bachelor of Arts
ABQ	Sutton, Jaimasan P.	BS	Bachelor of Science
ABQ	Suud, Usame	MS	Master of Science
ABQ	Swaminathan, Radha	PHD	Doctor of Philosophy
ABQ	Swanson, Dakota D.	BA	Bachelor of Arts
ABQ	Syed, Danyal N.	BS	Bachelor of Science
ABQ	Szumigala, William M.	BS	Bachelor of Science
ABQ	Tafoya, Brandon E.	MS	Master of Science
ABQ	Tafoya, Tobias A.	MBA	Master of Business Admin
ABQ	Tafoya, Yvette	BBA	Bachelor of Business Admin
ABQ	Tahe, Amber L.	BA	Bachelor of Arts
ABQ	Tai, Li Chin	MS	Master of Science
ABQ	Talbot, William A.	PHD	Doctor of Philosophy
ABQ	Talley, Hunter N.	BSED	BS in Education
ABQ	Tanaka, Minami A.	MS	Master of Science
ABQ	Tapia-Flores, Karyme A.	BAA	BA in Architecture
ABQ	Tapper, Samuel G.	MBA	Master of Business Admin
ABQ	Tarabrina, Sofia	PHD	Doctor of Philosophy
ABQ	Tarin, Rebecca D.	BA	Bachelor of Arts
ABQ	Tasnim, Humayra	PHD	Doctor of Philosophy
ABQ	Taylor, Kimberly A.	MS	Master of Science
ABQ	Temple, Connor W.	BSCS	BS in Computer Science
ABQ	Tenorio, Auzria J.	BA	Bachelor of Arts
ABQ	Thapa, Binita	BBA	Bachelor of Business Admin
ABQ	Thompson, Brianna K.	BSED	BS in Education
ABQ	Thompson, Daniel	BBA	Bachelor of Business Admin
ABQ	Thompson, Mattea L.	BBA	Bachelor of Business Admin
ABQ	Tiab, Nadia D.	MS	Master of Science
ABQ	Tindal, Keyshawn	MS	Master of Science
ABQ	Tingle, Christopher M.	BS	Bachelor of Science
ABQ	Tobia-Laychock, Alexandra	BA	Bachelor of Arts
ABQ	Tolaymat, Alma	MS	Master of Science
ABQ	Toledo, Joseph E.	BBA	Bachelor of Business Admin
ABQ	Toledo, Perla L.	BBA	Bachelor of Business Admin
ABQ	Tolino, Cara A.	BA	Bachelor of Arts
ABQ	Tom, Randall J.	BA	Bachelor of Arts

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Tom, Shanda A.	BBA	Bachelor of Business Admin
ABQ	Toomey, James Z.	BA	Bachelor of Arts
ABQ	Topa, Leticia	BS	Bachelor of Science
ABQ	Topper, Brian	MS	Master of Science
ABQ	Torivio, Toni L.	BBA	Bachelor of Business Admin
ABQ	Torres, Charlene R.	BA	Bachelor of Arts
ABQ	Torres, Erasmo	BA	Bachelor of Arts
ABQ	Torres, Gabrielle S.	BA	Bachelor of Arts
ABQ	Torres, Julianna	BA	Bachelor of Arts
ABQ	Torres, Nadine T.	EDD	Doctor of Education
ABQ	Torres, Tanya	BA	Bachelor of Arts
ABQ	Torrez, Michael S.	MS	Master of Science
ABQ	Totiger, Dharish N.	MS	Master of Science
ABQ	Tovar, Carlos S.	BSEE	BS in Electrical Engineering
ABQ	Traeger, Meiling T.	BSCS	BS in Computer Science
ABQ	Tran, Victoria N.	BA	Bachelor of Arts
ABQ	Tran, Vukha Q.	BS	Bachelor of Science
ABQ	Trevizo, Eva L.	BBA	Bachelor of Business Admin
ABQ	Trinh, Ryant	BA	Bachelor of Arts
ABQ	Truex, Alexandra E.	BBA	Bachelor of Business Admin
ABQ	Trujillo, Chantel M.	MA	Master of Arts
ABQ	Trujillo, Edwin D.	BA	Bachelor of Arts
ABQ	Trujillo, Janelle D.	BSED	BS in Education
ABQ	Trujillo, Kayla Y.	BSN	BS in Nursing
ABQ	Trujillo, Nicolas A.	BA	Bachelor of Arts
ABQ	Trujillo, Olivia A.	BBA	Bachelor of Business Admin
ABQ	Trujillo, Savannah S.	MBA	Master of Business Admin
ABQ	Trujillo, Zoe M.	BA	Bachelor of Arts
ABQ	Truong, Karen L.	BS	Bachelor of Science
ABQ	Tso, Halie P.	BA	Bachelor of Arts
ABQ	Turk, LisaMarie C.	PHD	Doctor of Philosophy
ABQ	Ulbricht, Rebecca L.	BA	Bachelor of Arts
ABQ	Ulibarri, Duane O.	MS	Master of Science
ABQ	Urban, Alexander N.	BBA	Bachelor of Business Admin
ABQ	Urioste, Benjamin J.	MS	Master of Science
ABQ	Urioste, Ian J.	BBA	Bachelor of Business Admin
ABQ	Urvanejo, Jason D.	MS	Master of Science
ABQ	Valdes Gonzalez, Alfredo	BBA	Bachelor of Business Admin
ABQ	Valdez, Augustina M.	BBA	Bachelor of Business Admin
ABQ	Valdez, Dimitri C.	BBA	Bachelor of Business Admin
ABQ	Valdez, Estevan G.	MS	Master of Science
ABQ	Valdez, Stony J.	BA	Bachelor of Arts
ABQ	Valdez, Victoria A.	MS	Master of Science
ABQ	Valencia, Candace A.	BBA	Bachelor of Business Admin

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Valencia, Joseph B.	BA	Bachelor of Arts
ABQ	Valencia, Victoria B.	BA	Bachelor of Arts
ABQ	Valenzuela, Mercedes	PHD	Doctor of Philosophy
ABQ	Valladares Salgado, Natalia A.	MMU	Master of Music
ABQ	Vallejos, Joshua J.	MA	Master of Arts
ABQ	Valles, Naomi L.	MSN	Master of Science in Nursing
ABQ	Valverde, Luisa F.	MS	Master of Science
ABQ	Van Zile, Jezarae W.	BA	Bachelor of Arts
ABQ	Vandenbusch, Tanya M.	MS	Master of Science
ABQ	VanderJagt, Hayley L.	MS	Master of Science
ABQ	Vandever, Hannah R.	BS	Bachelor of Science
ABQ	Vandyke Castiblanco, Santiago	BA	Bachelor of Arts
ABQ	Vanotteson, Logan S.	BS	Bachelor of Science
ABQ	Varga, Alexander	MHA	Master of Health Admin
ABQ	Varyani, Kaveh	BSEE	BS in Electrical Engineering
ABQ	Vasco, Steven Gabriel P.	BBA	Bachelor of Business Admin
ABQ	Vasquez, Sebastian G.	BSME	BS in Mechanical Engineering
ABQ	Vaughn, Cory A.	BSME	BS in Mechanical Engineering
ABQ	Vaughn, Kasaundra L.	BSN	BS in Nursing
ABQ	Vazquez, Alexandria D.	BA	Bachelor of Arts
ABQ	Velasquez, Johnny G.	BA	Bachelor of Arts
ABQ	Velazquez, Anthony J.	BAA	BA in Architecture
ABQ	Velez, Jesenia R.	BA	Bachelor of Arts
ABQ	Vences Ortiz, Nora J.	MS	Master of Science
ABQ	Venditti, Alexa M.	BS	Bachelor of Science
ABQ	Vera Adrianzen, Fiorella P.	PHD	Doctor of Philosophy
ABQ	Verma, Rahul S.	MS	Master of Science
ABQ	Verma, Saagar	BSME	BS in Mechanical Engineering
ABQ	Vig, Leah M.	BA	Bachelor of Arts
ABQ	Vigil, Alexis N.	BA	Bachelor of Arts
ABQ	Vigil, Jessica B.	BA	Bachelor of Arts
ABQ	Vigil, Markilee R.	MS	Master of Science
ABQ	Villa, Alexius A.	BS	Bachelor of Science
ABQ	Villa, Austin R.	BA	Bachelor of Arts
ABQ	Villagrana, Rosa M.	BS	Bachelor of Science
ABQ	Villalobos, Eric J.	BA	Bachelor of Arts
ABQ	Villarreal, Marco A.	BS	Bachelor of Science
ABQ	Villegas, Eric M.	MA	Master of Arts
ABQ	Villescas, Jazmine	BS	Bachelor of Science
ABQ	Viramontes, Francisco O.	MS	Master of Science
ABQ	Virgen-Garcia, Astrid A.	BA	Bachelor of Arts
ABQ	Vitanzos, Yvonne C.	MA	Master of Arts
ABQ	Vivier, Alexandra J.	MS	Master of Science
ABQ	Volk, Lindsay B.	PHD	Doctor of Philosophy

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Volk, Lindsay B.	GCERT	Graduate Certificate
ABQ	Von Rohr, Wilder J.	BSME	BS in Mechanical Engineering
ABQ	Voorhees, Addie	BSME	BS in Mechanical Engineering
ABQ	Wachs, Taylor A.	BFA	Bachelor of Fine Arts
ABQ	Waggoner, Melinda F.	BA	Bachelor of Arts
ABQ	Wagner, John K.	PHD	Doctor of Philosophy
ABQ	Walker, Emily C.	BBA	Bachelor of Business Admin
ABQ	Walters, Angela M.	BA	Bachelor of Arts
ABQ	Wang, Yong	PHD	Doctor of Philosophy
ABQ	Wang, Zihao	BBA	Bachelor of Business Admin
ABQ	Wani, Adil R.	MS	Master of Science
ABQ	Ward, Ethan J.	BA	Bachelor of Arts
ABQ	Ward, Zachary A.	BISI	Bachelor of Integ Stu & Innov
ABQ	Warner, Amber	BA	Bachelor of Arts
ABQ	Wauls, Samantha T.	JD	Juris Doctor
ABQ	Weaghtington, Destanie D.	BA	Bachelor of Arts
ABQ	Weathers, Amanda S.	BSED	BS in Education
ABQ	Weaver, Cheyenne N.	BA	Bachelor of Arts
ABQ	Webb, Nicole M.	BA	Bachelor of Arts
ABQ	Weber-Manzano, Mia I.	BA	Bachelor of Arts
ABQ	Weisgerber, Jason L.	BS	Bachelor of Science
ABQ	Wells, Bobbie J.	BA	Bachelor of Arts
ABQ	Wells, William K.	BS	Bachelor of Science
ABQ	West, Joseph M.	BS	Bachelor of Science
ABQ	Wheatstine, Cameron C.	BA	Bachelor of Arts
ABQ	White, Natalie E.	BSML	BS in Medical Laboratory Sci
ABQ	Whitmore, Isiah J.	BBA	Bachelor of Business Admin
ABQ	Williams Rios, Ana	BS	Bachelor of Science
ABQ	Williams, Aya	BS	Bachelor of Science
ABQ	Williams, Cherille O.	BA	Bachelor of Arts
ABQ	Williams, Jon M.	PHD	Doctor of Philosophy
ABQ	Willie, Jodi W.	BA	Bachelor of Arts
ABQ	Willoughby, Megan M.	MA	Master of Arts
ABQ	Wilmert, Kenzie L.	BS	Bachelor of Science
ABQ	Wilmot, Samuel C.	BA	Bachelor of Arts
ABQ	Wilson, Cassandra M.	MPH	Master of Public Health
ABQ	Wilson, Hayden T.	MBA	Master of Business Admin
ABQ	Wilson, Lilyanne E.	BAA	BA in Architecture
ABQ	Wing, Valerie C.	MBA	Master of Business Admin
ABQ	Winger, Sarah J.	MHA	Master of Health Admin
ABQ	Winkles, Samuel C.	BSCS	BS in Computer Science
ABQ	Woolfolk, Sabreen	MS	Master of Science
ABQ	Xu, Sihan	BSCS	BS in Computer Science
ABQ	Yadav, Pratyush Kumar	BS	Bachelor of Science

Pending Graduates - Fall 2022

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CAMPUS	NAME	DEGREE	DEGREE_DESC
ABQ	Yanez, Yazmin	BA	Bachelor of Arts
ABQ	Yatsco, Jarek T.	BSCS	BS in Computer Science
ABQ	Yazzie, Erika O.	BSN	BS in Nursing
ABQ	Yazzie, Noa R.	BS	Bachelor of Science
ABQ	Yeaton, Jessica J.	DPT	Doctor of Physical Therapy
ABQ	Yoerger, Abigail	BSCE	BS in Civil Engineering
ABQ	Young, Deanna A.	MBA	Master of Business Admin
ABQ	Young, Maleek H.	BA	Bachelor of Arts
ABQ	Young, Tamara L.	PHD	Doctor of Philosophy
ABQ	Yousefi, Mohammad R.	MS	Master of Science
ABQ	Ysasi, Alicia N.	BA	Bachelor of Arts
ABQ	Zabala, Josie	MA	Master of Arts
ABQ	Zamarron, Silent	BA	Bachelor of Arts
ABQ	Zambrano, Jonathan R.	MS	Master of Science
ABQ	Zambrano, Maria J.	MPH	Master of Public Health
ABQ	Zamora, Vanessa D.	BBA	Bachelor of Business Admin
ABQ	Zavala Ortega, Jesus A.	BS	Bachelor of Science
ABQ	Zepeda, Jaysen D.	BSCPE	BS in Computer Engineering
ABQ	Zertuche, Melissa T.	BSN	BS in Nursing
ABQ	Zhang, Dongxia	BBA	Bachelor of Business Admin
ABQ	Zhang, Jin	MS	Master of Science
ABQ	Zhang, Sirui	BBA	Bachelor of Business Admin
ABQ	Zheng, Mingyuan	BBA	Bachelor of Business Admin
ABQ	Zhou, Wenyi	PHD	Doctor of Philosophy
ABQ	Zhou, Zijian	BBA	Bachelor of Business Admin
ABQ	Ziegler, Shaun	MS	Master of Science
ABQ	Zubia, Juan C.	BSME	BS in Mechanical Engineering
GA	Alonzo, Nicole M.	AAS	Associate of Applied Science
GA	Arreguin, Alexia I.	AS	Associate of Science
GA	Arreguin, Arleth	CERT1	One Year Certificate
GA	Arviso, Tamara R.	AS	Associate of Science
GA	Avery, Nathan R.	AAS	Associate of Applied Science
GA	Barney, T'Neale L.	AA	Associate of Arts
GA	Begay, Ashlyn R.	AAS	Associate of Applied Science
GA	Begay, Gervana M.	AA	Associate of Arts
GA	Begay, Marty H.	AA	Associate of Arts
GA	Begay, Shaylene A.	CERT0	Cert with <1 yr to Completion
GA	Begaye, Malachi K.	AAS	Associate of Applied Science
GA	Bitsoi, Razhinder D.	AAS	Associate of Applied Science
GA	Brooks, Almanda L.	AA	Associate of Arts
GA	Canon, Carmen S.	AAS	Associate of Applied Science
GA	Charley, Charmayne J.	AA	Associate of Arts
GA	Chavez, Frances O.	AS	Associate of Science
GA	Chee, Loren T.	AA	Associate of Arts

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CAMPUS	NAME	DEGREE	DEGREE_DESC
GA	Clark, Reuven J.	CERT1	One Year Certificate
GA	Comb, Rashaundal L.	AAS	Associate of Applied Science
GA	Cornejo, Raul A.	CERT1	One Year Certificate
GA	Davis, Victoria	AA	Associate of Arts
GA	Desiderio, Daylene J.	AA	Associate of Arts
GA	Gene, Sonny G.	AA	Associate of Arts
GA	Gonzales, Jaydin R.	AA	Associate of Arts
GA	Hadley, Alani N.	AS	Associate of Science
GA	Henio, Swuena S.	AAS	Associate of Applied Science
GA	Henry, Demetra N.	AS	Associate of Science
GA	Henry, Elijah T.	AA	Associate of Arts
GA	Holtsoi, William A.	CERT1	One Year Certificate
GA	Jack, Takisha A.	CERT1	One Year Certificate
GA	James, Tanisha N.	AA	Associate of Arts
GA	James, Tanisha N.	CERT1	One Year Certificate
GA	Jones, Ellison	AA	Associate of Arts
GA	Kahn-Hunter, Tyana	AA	Associate of Arts
GA	Kalfsbeck, Madison M.	AA	Associate of Arts
GA	Kiyite, Kelly L.	AS	Associate of Science
GA	Larry, Kalela J.	AAS	Associate of Applied Science
GA	Lee, Sheldon C.	CERT1	One Year Certificate
GA	Leekity, Kiona K.	CERT1	One Year Certificate
GA	Lewis, Tayiah A.	AS	Associate of Science
GA	Lincoln, Amber A.	AS	Associate of Science
GA	Logg, Kelly S.	CERT1	One Year Certificate
GA	Logg, Kelly S.	AS	Associate of Science
GA	Louie, Francis G.	AA	Associate of Arts
GA	Lowe, Valarie R.	AA	Associate of Arts
GA	Lunasee, Tylia E.	AA	Associate of Arts
GA	Macias, Mindi M.	AA	Associate of Arts
GA	Maldonado, Cynthia L.	AA	Associate of Arts
GA	Malone, Madison C.	AS	Associate of Science
GA	Mariano, Blair C.	AAS	Associate of Applied Science
GA	Marquez, Ryan C.	AAS	Associate of Applied Science
GA	Martin, Bernice	CERT1	One Year Certificate
GA	Martin, Nizhoni-bah	AAS	Associate of Applied Science
GA	Martinez, Mikayla R.	AAS	Associate of Applied Science
GA	Martinez, Sharona L.	AA	Associate of Arts
GA	Mazon, Selena R.	AAS	Associate of Applied Science
GA	McCabe, Tyria V.	AA	Associate of Arts
GA	Mejia, Mercedes	AA	Associate of Arts
GA	Mendoza, Nallely	CERT1	One Year Certificate
GA	Mike, Jasmine L.	CERT1	One Year Certificate
GA	Morales, Aiden M.	AAS	Associate of Applied Science

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CAMPUS	NAME	DEGREE	DEGREE_DESC
GA	Morgan, Mike'l A.	AA	Associate of Arts
GA	Morgan, Natalie N.	AS	Associate of Science
GA	Morgan, Verna M.	AA	Associate of Arts
GA	Morris, Delvina L.	AA	Associate of Arts
GA	Mull, Adrian	AA	Associate of Arts
GA	Myers, Baylie N.	AAS	Associate of Applied Science
GA	Nelson, Paxton L.	AAS	Associate of Applied Science
GA	Nelson, Paxton L.	CERT1	One Year Certificate
GA	Norton, Brittany A.	AA	Associate of Arts
GA	Olguin, Jacob E.	AA	Associate of Arts
GA	Pablo, Katelyn D.	CERT1	One Year Certificate
GA	Padayhag, Junel F.	AAS	Associate of Applied Science
GA	Palenschat, Joshua L.	AAS	Associate of Applied Science
GA	Patterson, Sarah M.	AS	Associate of Science
GA	Peterson, Cassie R.	AA	Associate of Arts
GA	Peynetsa, Iniki I.	CERT1	One Year Certificate
GA	Pinto, Gayle A.	AA	Associate of Arts
GA	Platero, Alex E.	CERT1	One Year Certificate
GA	Plummer, Samantha A.	AA	Associate of Arts
GA	Poorman, Amanda A.	AS	Associate of Science
GA	Priddy, Ashleigh E.	AA	Associate of Arts
GA	Ramirez, Lacey L.	AA	Associate of Arts
GA	Redhouse, Garrett C.	AA	Associate of Arts
GA	Redhouse, Wyatt D.	AS	Associate of Science
GA	Rivera, Alina M.	AS	Associate of Science
GA	Robbert-Garza, Sue A.	AS	Associate of Science
GA	Rodriguez, Shelby E.	AA	Associate of Arts
GA	Roman, Jordan A.	AAS	Associate of Applied Science
GA	Rosales, Alexis F.	AAS	Associate of Applied Science
GA	Ruiz-Cuellar, Jonet T.	AA	Associate of Arts
GA	Ruiz-Cuellar, Jonet T.	AAS	Associate of Applied Science
GA	Sanchez, Lizbeth	AA	Associate of Arts
GA	Saucedo, Mariah D.	AA	Associate of Arts
GA	Scott, Cynthia A.	AA	Associate of Arts
GA	Silago, Folaya I.	AA	Associate of Arts
GA	Silversmith, Bridgette E.	CERT1	One Year Certificate
GA	Smith, Dariona N.	CERT1	One Year Certificate
GA	Smith, Winston A.	AAS	Associate of Applied Science
GA	Smith, Winston A.	CERT1	One Year Certificate
GA	Soland, Tara L.	AS	Associate of Science
GA	Soseeah, Baxter L.	AA	Associate of Arts
GA	Tom, Shanda A.	CERT1	One Year Certificate
GA	Tom, Shanda A.	AAS	Associate of Applied Science
GA	Tom, Shanda A.	AA	Associate of Arts

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CAMPUS	NAME	DEGREE	DEGREE_DESC
GA	Tso, Harry	CERT1	One Year Certificate
GA	Tso, Harry	AAS	Associate of Applied Science
GA	Tulley, Chaz W.	AAS	Associate of Applied Science
GA	Walela, Joanna	AS	Associate of Science
GA	Watson, Natilia E.	AAS	Associate of Applied Science
GA	Weeka, Renita	AA	Associate of Arts
GA	White, Marilyn	AA	Associate of Arts
GA	Woody, Emily R.	AS	Associate of Science
GA	Yazzie, Chantalia T.	CERT1	One Year Certificate
GA	Yazzie, Melicia R.	CERT1	One Year Certificate
GA	Yazzie, Murvin	AAS	Associate of Applied Science
GA	Yazzie, Shaun M.	AA	Associate of Arts
GA	Yazzie, Shaundiin T.	AA	Associate of Arts
GA	Zahne, Lynzee D.	AAS	Associate of Applied Science
LA	Baca, Karen	AS	Associate of Science
LA	Natzic, Casandra N.	AA	Associate of Arts
TA	Campbell, Jeffrey C.	CERT	Cert with 1-2 Yr To Completion
TA	Gomez, Marcie	CERT0	Cert with <1 yr to Completion
TA	Griego, Alejandro	CERT	Cert with 1-2 Yr To Completion
TA	Gunter, Kimzey	CERT1	One Year Certificate
TA	Landgraf, Charles M.	CERT	Cert with 1-2 Yr To Completion
TA	Leyba, Mateo J.	AA	Associate of Arts
TA	Mondragon, Gabriel L.	CERT	Cert with 1-2 Yr To Completion
TA	Price, Steven C.	CERT	Cert with 1-2 Yr To Completion
TA	Quintana, Tommy	CERT	Cert with 1-2 Yr To Completion
TA	Rylee, Adam M.	CERT	Cert with 1-2 Yr To Completion
TA	Santistevan, Terence	CERT	Cert with 1-2 Yr To Completion
TA	Silva, Bianca C.	CERT0	Cert with <1 yr to Completion
TA	Simeti, Alexander	AA	Associate of Arts
TA	Vialpando, Candida E.	CERT	Cert with 1-2 Yr To Completion
TA	Vialpando, Wilfred	CERT	Cert with 1-2 Yr To Completion
VA	Abeyta, Myra A.	AA	Associate of Arts
VA	Aragon, Eric J.	CERT0	Cert with <1 yr to Completion
VA	Blansett, Jessika R.	CERT0	Cert with <1 yr to Completion
VA	Booker, Mariah C.	AIS	Associate Integrated Studies
VA	Carreon, Alexandra	CERT0	Cert with <1 yr to Completion
VA	Chavez, Kaeley D.	CERT0	Cert with <1 yr to Completion
VA	Corder, Ian M.	AA	Associate of Arts
VA	Cox, Steven M.	AA	Associate of Arts
VA	Dilger, Cheryl L.	AA	Associate of Arts
VA	Duran, Miranda R.	AA	Associate of Arts
VA	Duron, Jennifer D.	CERT0	Cert with <1 yr to Completion
VA	Gallaher, Danielle A.	CERT0	Cert with <1 yr to Completion
VA	Gallegos, Gabriella A.	AA	Associate of Arts

Pending Graduates - Fall 2022**No Privacy Flag**

CAMPUS	NAME	DEGREE	DEGREE_DESC
VA	Geherty, Jared W.	CERT0	Cert with <1 yr to Completion
VA	Gomez, Anita C.	CERT0	Cert with <1 yr to Completion
VA	Hernandez, Olga	AA	Associate of Arts
VA	Inman, Jacklyn J.	AA	Associate of Arts
VA	Lopez, Christine M.	AS	Associate of Science
VA	Lozano, Paola	CERT0	Cert with <1 yr to Completion
VA	Marcial, Moncerrat G.	AS	Associate of Science
VA	Markland, Jordan A.	AS	Associate of Science
VA	Miranda-Cordova, Maria R.	CERT0	Cert with <1 yr to Completion
VA	Montano, Anthony D.	AA	Associate of Arts
VA	Mora, David M.	AS	Associate of Science
VA	Morgan, Cheryl S.	AIS	Associate Integrated Studies
VA	Morgan, Leanne N.	AA	Associate of Arts
VA	Ornelas, Herlinda	CERT0	Cert with <1 yr to Completion
VA	Palacios, Alexandria	CERT0	Cert with <1 yr to Completion
VA	Quintana, Vanessa M.	CERT0	Cert with <1 yr to Completion
VA	Romero, Reyna A.	AA	Associate of Arts
VA	Romero, Stephanie J.	AA	Associate of Arts
VA	Sambrano, Joshua P.	CERT0	Cert with <1 yr to Completion
VA	Sanchez, Katherine C.	CERT0	Cert with <1 yr to Completion
VA	Sanchez, Magen M.	AA	Associate of Arts
VA	Stalker, Katherine A.	AS	Associate of Science
VA	Tom, Randall J.	AA	Associate of Arts

INFORMATION ITEMS



GLOBAL
EDUCATION
OFFICE

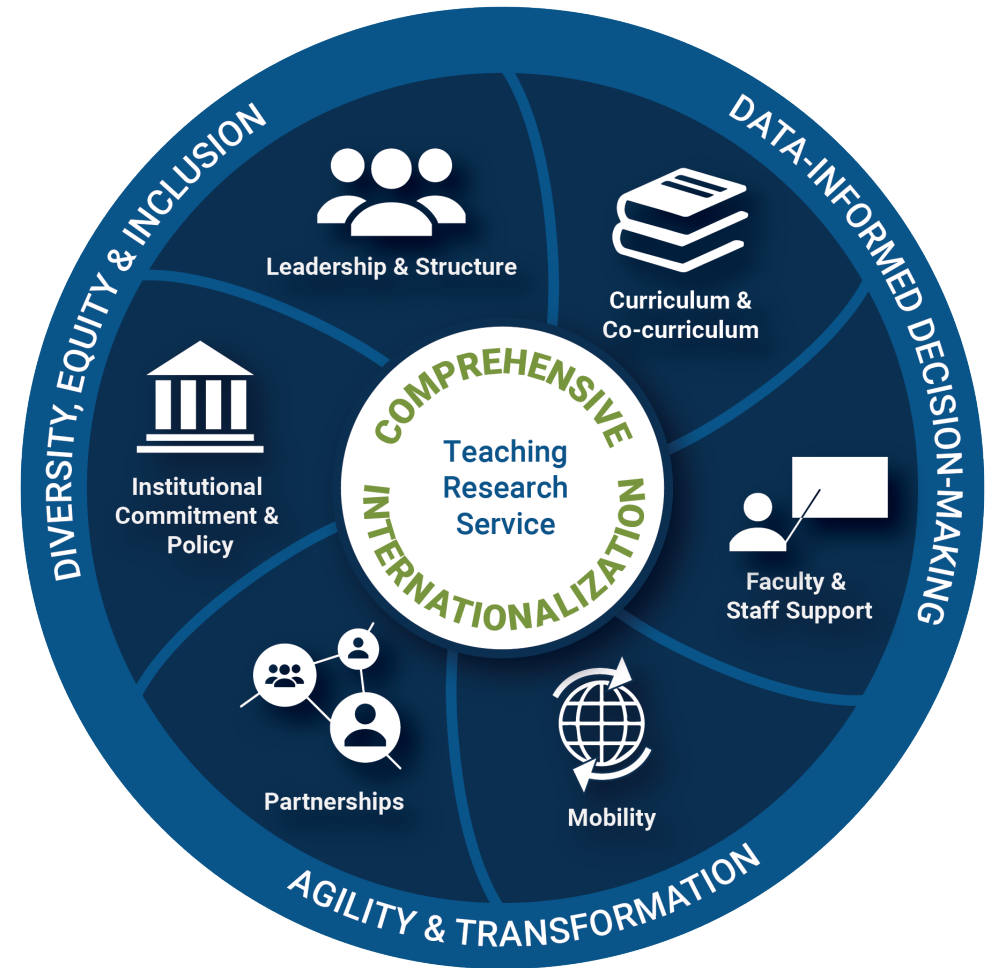
Campus Internationalization: Overview of UNM Support Services

NICOLE TAMI, PhD

EXECUTIVE DIRECTOR, GLOBAL EDUCATION INITIATIVES
global.unm.edu

The *American Council on Education* defines **comprehensive internationalization** as “A strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected. In order to foster sustainable and just global engagement, the CI model embraces an organizational growth mindset.”

ACE Model for Comprehensive Internationalization

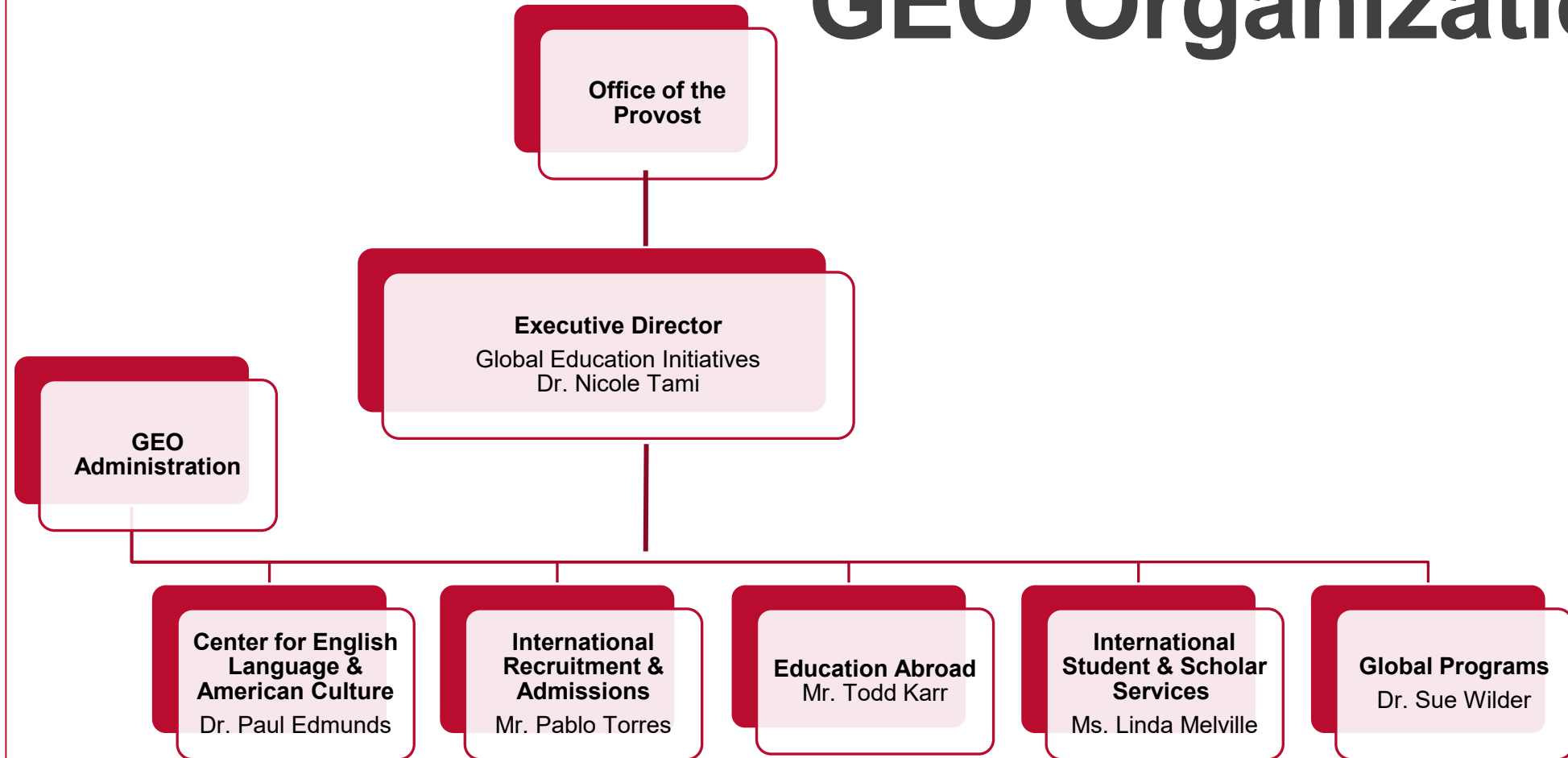


Global Education Office (GEO)

GEO is a multi-functional service unit tasked with promoting and facilitating international education and engagement at UNM:

- Forge strategic partnerships and agreements with academic institutions & government partners around the globe.
- Act as a liaison for U.S. government agencies, foreign embassies, sponsors and educational foundations that support international education
- Support UNM faculty to engage in virtual teaching collaborations and develop/lead courses abroad
- Recruiting and admitting international students, includes foreign credential evaluation
- Intensive English as a Second Language (ESL) education
- Advise and facilitate education abroad for UNM students
- Provide immigration advice & manage institutional compliance for J-1 & F-1 visa holders
- Onboarding support and transition services for international students and visiting scholars
- Non-credit, high-impact, 2-8 week certificate programs tailored to academic level and organizational interests

GEO Organization

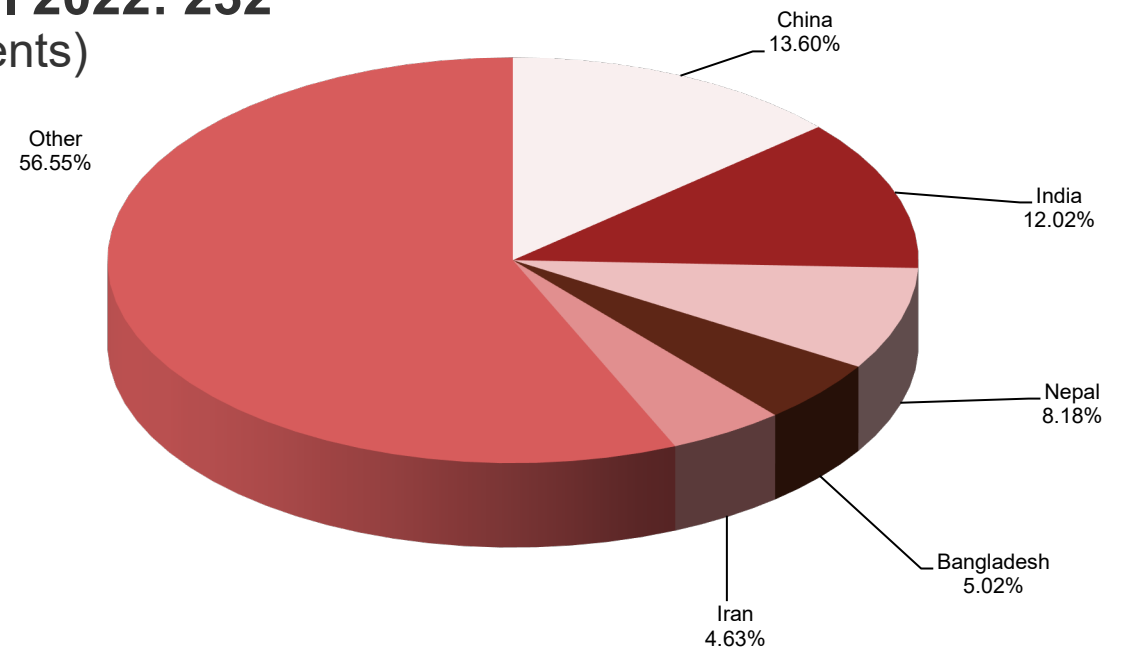


International Student Profile

Total International student count for Fall 2022: 1308 (6 Associate level, 294 Bachelors, 258 Masters, 2 Medical, 383 PhD, 7 Grad Certificate, 81 Exchange (non-degree 1-2 semesters), 22 English Language, 255 Optional Practical Training).

New incoming degree seeking students Fall 2022: 232
(Does not include returning or change of level students)

International student come to UNM
from **96 countries!**



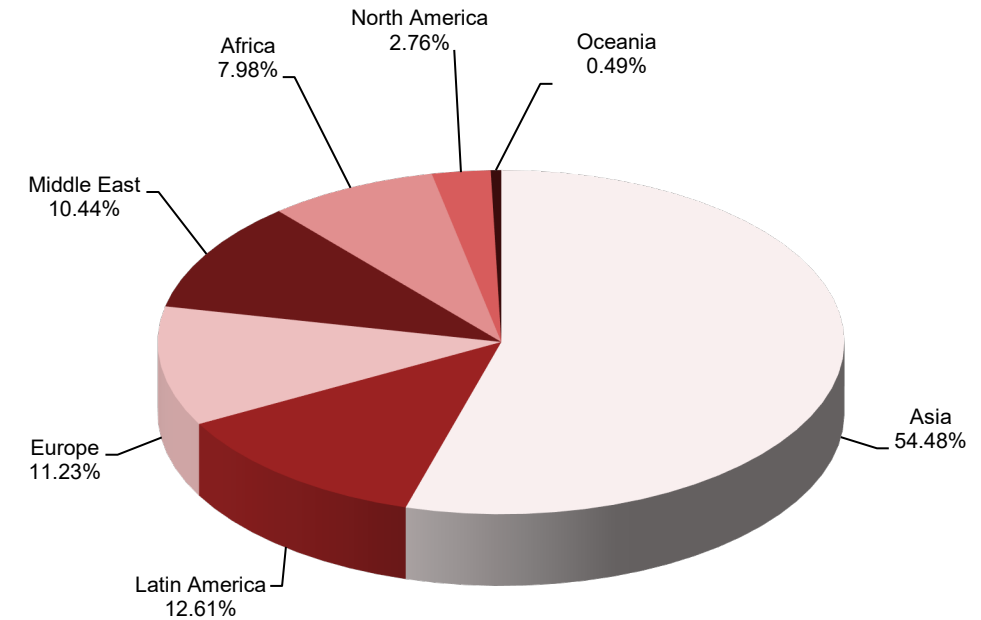
Fall 2021 Demographics

Undergraduates - Top Five Countries	
Nepal	50
China	40
Vietnam	31
India	21
Mexico	14
Other	167
Grand Total	323

Intensive English Students - Top Five Countries	
United States	2
Mexico	2
South Korea	1
Ukraine	1
Taiwan	1
Other	5
Grand Total	12

Graduates - Top Five Countries	
India	101
China	95
Iran	46
Bangladesh	43
Nepal	33
Other	302
Grand Total	620

Exchange & Guest - Top Five Countries	
United Kingdom	10
Spain	7
South Korea	7
Brazil	6
Netherlands	4
Other	17
Grand Total	51



College Enrollment	
College of Arts and Sciences	359
School of Engineering	323
Anderson Schools of Management	128
College of Education & Human Sciences	62
College of Fine Arts	34
School of Medicine	20
School of Architecture and Planning	17
University College	15
University Studies	14
CELAC	12
College of Education	6
School of Public Administration	5
Associate Degree	5
College of Nursing	5
College of Population Health	4
College of Pharmacy	4
University Libraries & Learning Sciences	2
Grand Total	1015

Over ½ of our international students rely on some kind of financial support:

International Student Sources of Funding	
Personal and Family Funds	499
U.S. College/University	446
Home Government/University	39
Private (U.S.) Sponsor	13
Current Employment	9
U.S. Government	5
Private (Foreign) Sponsor	4
Grand Total	1015



2022 FACT SHEET:
New Mexico



2,369
International
Students

2.5
% Change from
Previous Year

43
Rank in the
United States*

\$59,618,806
Estimated International
Student Expenditure**

LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS

Place of Origin	% Total
China	10.6
India	10.3
Mexico	10.1
Nepal	7.1
Bangladesh	4.9

INSTITUTIONS HOSTING INTERNATIONAL STUDENTS PER STATE

Institution	City	Total
University of New Mexico - Albuquerque	Albuquerque	1,223
New Mexico State University - Las Cruces	Las Cruces	666
New Mexico Institute of Mining and Technology	Socorro	129
New Mexico Highlands University	Las Vegas	67
St. John's College	Santa Fe	67

U.S. STUDENTS STUDYING ABROAD

Study Abroad	2019/20	2020/21
Total number of U.S. students studying abroad for academic credit	220	20

STUDENTS PARTICIPATING IN U.S. DEPARTMENT OF STATE FUNDED PROGRAMS

Exchange Program	Fulbright Program 2022/23	Benjamin A. Gilman International Scholarship*** 2021/22	Critical Language Scholarship*** 2022/23
U.S. students from colleges and universities in the state	5	11	2
International students at colleges and universities in the state	7		

*Rankings include all 50 U.S. states in addition to Washington, D.C., Puerto Rico, and the U.S. Virgin Islands.
**Economic analysis produced by NAFSA: Association of International Educators based on enrollment data from Open Doors 2021. www.nafsa.org/eis
***The Benjamin A. Gilman International Scholarship program data includes students who participated in virtual, in-person and hybrid programs. The Critical Language Scholarship program data includes students who participated in virtual and in-person programs.
Source: The Open Doors Report on International Educational Exchange is a comprehensive information resource on international students in the United States and U.S. students studying abroad. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE. For more information, visit www.opendoorsdata.org.

According to NAFSA (Association of International Educators) international students in New Mexico made a financial contribution of \$59.6 million USD in 2021 and supported over 497 jobs.

For international students at the University of New Mexico the total estimated expenditure is \$30.4 million USD and 285 jobs supported.



How do they get here...?

International Recruitment & Admissions (IA&R):

1. Arm chair recruitment and digital outreach (email & social media campaigns, videos, targeted advertising, purchasing of student names from 3rd party organizations)
2. Virtual Fairs & outreach collaborations with Education USA and other educational offices
3. In-person recruitment resumed in Fall 2022, we had international recruitment representation on five continents:
 - Latin America Tour- Bogota, Colombia; Lima, Peru; Quito, Ecuador; Sao Paulo, Sao de Jose, and Rio de Janeiro, Brazil
 - India Tour- Delhi, Chandigarh, Jaipur, Pune and Bangalore
 - Africa Tour- Johannesburg, South Africa; Nairobi, Kenya; Lagos, Nigeria; Accra, Ghana
 - Transfer fair in Seattle, USA at community colleges with high international student population
 - Europe: Vienna, Austria and Budapest, Hungary (ESL recruitment)
4. Agents and in-country recruiters (commission based providers)

#You Are Welcome Here



Special Programming for Int'l Students

International Student & Scholar Services (ISSS) unit provides:

- Virtual pre-arrival info sessions and online orientation materials
- In-person international student orientation
- International social and cultural activities (campus-wide events such as fall [International Education Week](#) and spring International Festival)
- Informational workshops and programs for international students (from working and dating in the U.S., to how to get a driver's license or purchase a car, tax support)
- Lobo Friend mentoring program, pairing new international students with domestic and/or advanced int'l students
- International Service Corps: Connects international students to volunteer opportunities



International Education Week



Center for English Language & American Culture

- 16-week or 8-week intensive English options during the academic year
- 4-week summer programs (June & July)
- Customized group programs
- In-person, online, and concurrent classroom options available

Over 45% of CELAC students transition into degree seeking programs

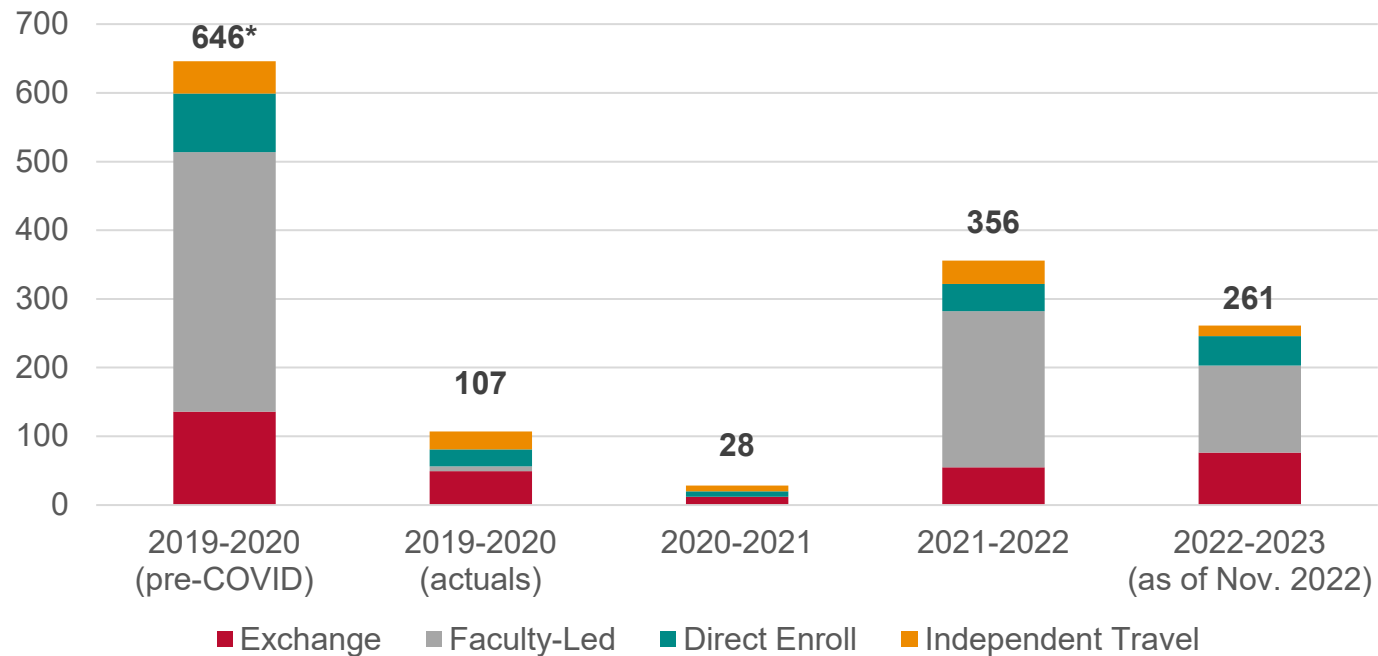
ESL students take part in:

- Welcome and closing ceremonies
- Strategies for academic success in the U.S.
- Field trips around Albuquerque and the state
- Conversation partner activates
- UNM clubs and campus activities



Education Abroad

Enrollments by Academic Year / Program Type



*Includes applications withdrawn by staff and students due to incomplete applications and program cancellations due to COVID-19 restrictions

- **250+** study abroad programs
- **45+** countries
- **145+** bilateral exchanges
- **30+** Faculty-Led programs annually

- Top destinations for study abroad:
 - Spain
 - Mexico
 - United Kingdom
 - Japan
 - Italy
 - South Korea
 - Australia

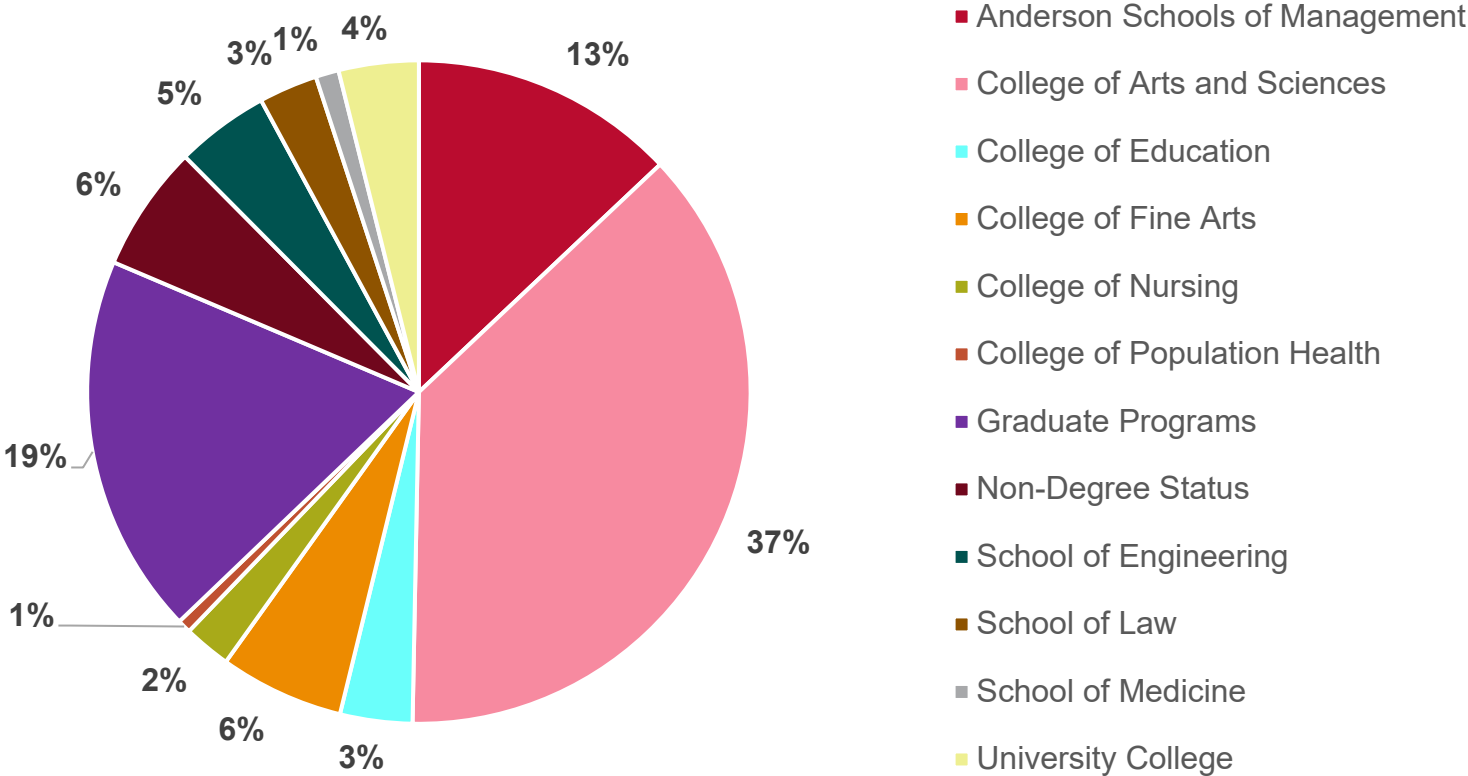
Study Abroad- the opportunity of a lifetime!

Education Abroad (EA) unit provides the following advising services:

- Helping students identify programs that fit their personal and degree goals
- Advising on exchange options with partner universities: academics, location, timeframes, cost
- Supporting students through the application process and meeting program requirements
- Providing information about travel budget and funding/scholarship opportunities
- Passport Processing Center, scholarship to mitigate cost
- Providing pre-departure orientation
- Guiding students through culture shock and skills for living and studying in another country
- Maintaining UNM student status while abroad
- Credit transfer process
- Providing additional resources for underrepresented students and working with ethnic centers to promote and facilitate study abroad for those that don't normally apply



UNM Education Abroad by College/School

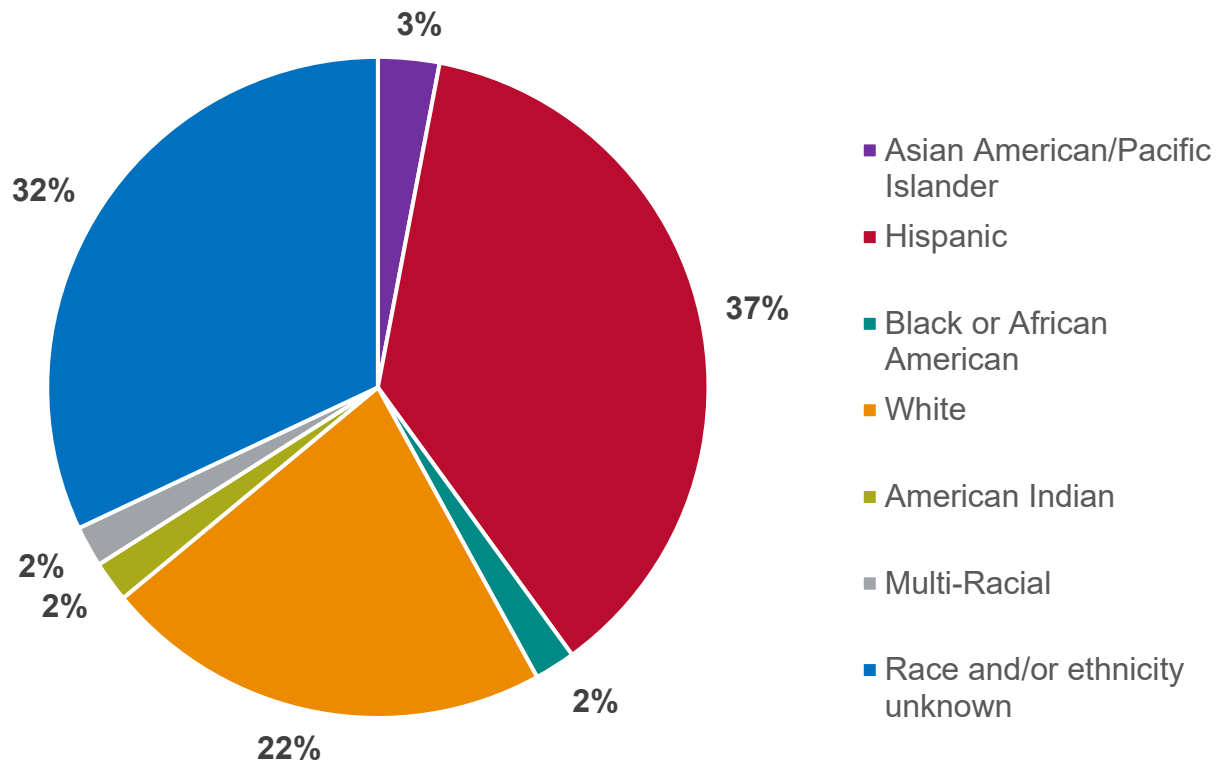


Top majors for study abroad:

- Business
- International Studies
- Biological Sciences
- Law
- Psychology
- Political Science
- Art Studio
- English
- Non-Degree



Participant Racial Demographic (self-identified)



- **63.2% Women**
- **36.8% Men**
- **88.8% NM Resident Student**
- **17.4% in Honors Program**
- **3.63 Average GPA**

Health & safety while abroad

- Providing guidance for campus Policy 2710: [Education Abroad Health and Safety](#)
- Conduct exemption requests should individual students or a program travel to a country/location listed as a level 3 or 4 by the U.S. Department of State or CDC
- Advise students about visa requirements, travel warnings, general health and safety information, and other issues related to their trip
- Providing information about purchasing travel insurance and how to use travel insurance while abroad
- Supporting students while abroad with any issues or emergencies that may arise, including a 24- hour phone line
- Putting faculty in touch with UNM campus resources to assist them in case of an emergency, disciplinary issues, or other problems that arise during the trip

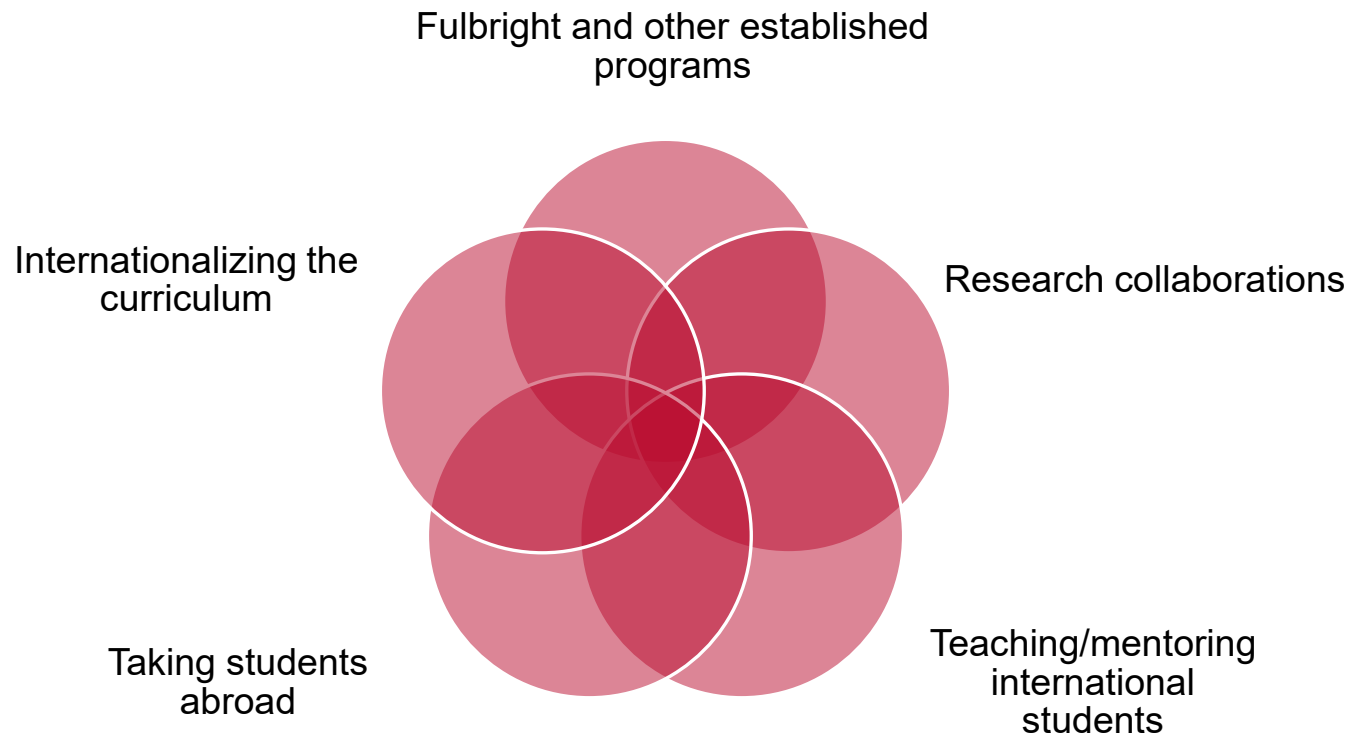
UNM Passport Center

passport.unm.edu

Brought to you by



Faculty Engagement In Internationalization



Dr. Barbara Blaha Degler
Mexican Studies Chair

Globally Engaged Research Award

Bridging both national and institutional borders, internationally focused research enhances knowledge production by simultaneously broadening the investigative lens and generating a more nuanced analysis through the incorporation of global diversity.

Developed by GEO & OVPR this new award showcases existing activities and serves to elevate the visibility and caliber of future research by promoting the incorporation of cross-cultural perspectives and international relevance into the UNM research enterprise.

The inaugural winner is **Dr. Tobias Fischer**, Professor of Earth and Planetary Sciences and Director of UNM's Volatiles Laboratory. He specializes in the study of active volcanoes and hydrothermal systems, incorporating field work to establish monitoring systems in remote areas of Costa Rica, Nicaragua, Tanzania, Ethiopia, Antarctica, Bolivia, and Papua New Guinea.



Faculty Research Sampler

- Tiffany Florvil, History— Social movements by people of color in Germany
- Frances Hayashida, Archaeology—Political ecology and water management in Peru and Chile
- Ziarat Hossain, Individual, Family & Community Education— Conducts sociocultural research on fathers and families around the world
- Ramiro Jordan, Engineering— Peace Engineering working throughout the Americas to expand research collaborations and partnerships between academia, industry, governments, & NGOs.
- Ruth Luckasson, Special Education—Intellectual disability and special education law, consulting with the World Health Organization on these issues globally
- Keith Prufer, Archeology— Focuses on ecology and social organization in Bolivia
- Mike Ryan, History— Medieval scholar working in the Mediterranean region
- Mark Stone, Engineering— Water resources management in China, the Middle East, and various parts of the Americas
- Melissa Emory Thompson, Anthropology— Studies chimpanzees in Uganda
- Loa Traxler, Archeology—Mayan prehistory in Honduras
- Ian Wallace, Anthropology—Human physical activity around the world, including at a new field site Malaysia
- Assata Zerai, Sociology— Black feminism around the African continent

International Agreements

- GEO supports UNM faculty & staff by facilitating the process to develop, revise & renew int'l agreements.
- GEO collaborates closely with faculty/units who want to pursue int'l collaborations, & processes all new *main campus* int'l agreements, including contract review & signature-routing.
- We support int'l education agreements & initiatives with higher ed. partners in NM or other states
- Focused on implementing current agreements and expanding existing partnerships in order to maximize ROI.

General inquiries: intlagreements@unm.edu | HSC contact: cbeato@salud.unm.edu

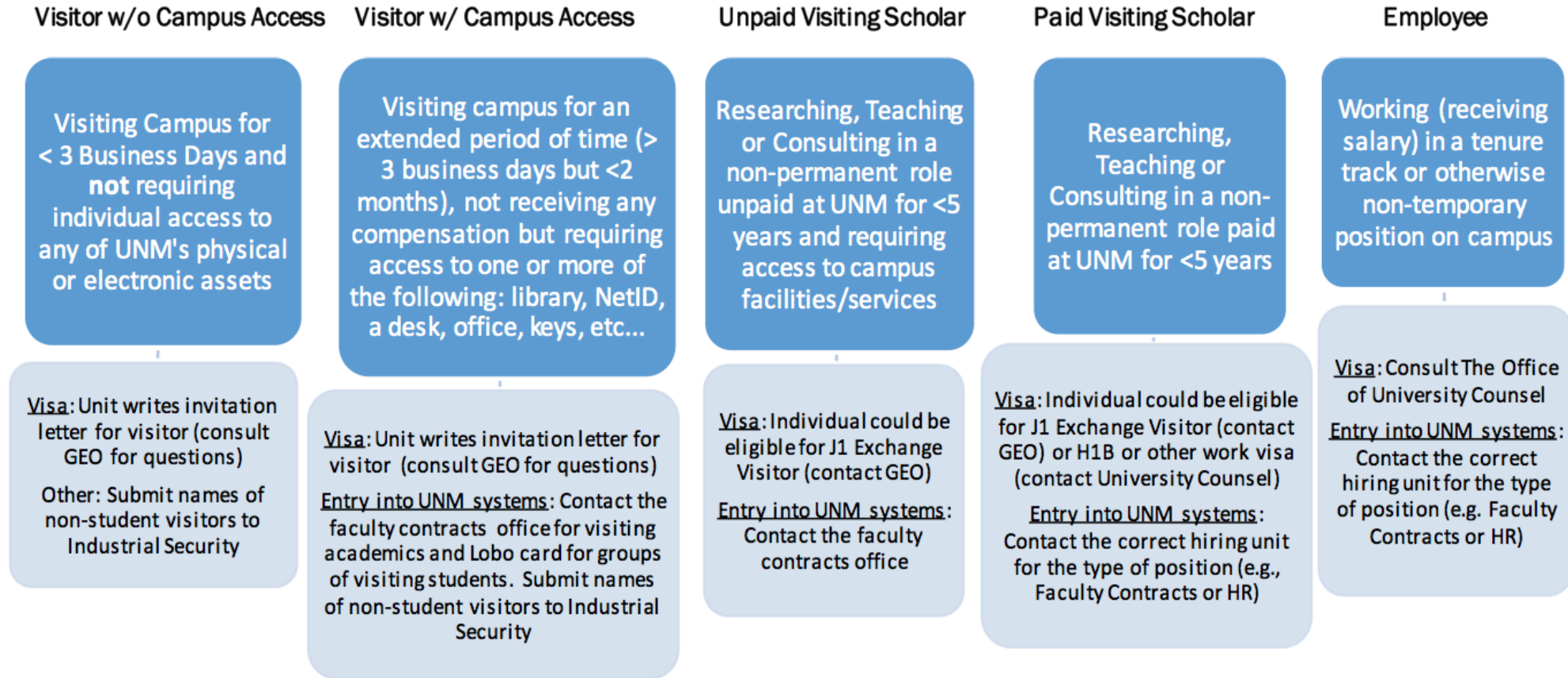


Faculty-Led Programs Support

- Creating and managing a public website with information for UNM Faculty
- Publicizing individual programs and helping to recruit students for those programs
- Create customized application using StudioAbroad (Terra Dotta) software
- Managing application process for participating student and program requirements
- Collecting Health and Safety documents
- Helping faculty find universities, third party providers, and organizations to aid in program development
- Helping faculty arrange a program timeline
- Providing information about budget structures and funding options
- Helping faculty plan and conduct orientation activities
- Advising on “preferred practices” in the profession
- Supplying resources and materials from other universities, government agencies, educational organizations
- Assisting faculty with student/program evaluations, enrollment data collection and reporting

Hosting Int'l Scholars & Visiting Academics

Relationships with international faculty have long-term impacts on UNM's global engagement!



We don't do it alone...

GEO collaborates regularly with other campus entities that promote campus internationalization at various levels:

- Latin American & Iberian Institute
- International Studies Institute
- Global & National Security Policy Institute
- UNM Colleges/Schools (Honors, SOE, ASM)
- Project ECHO
- Diplomat in Residence
- Career Services



Thank you!



Nicole Tami
ntami@unm.edu
505 277-1476

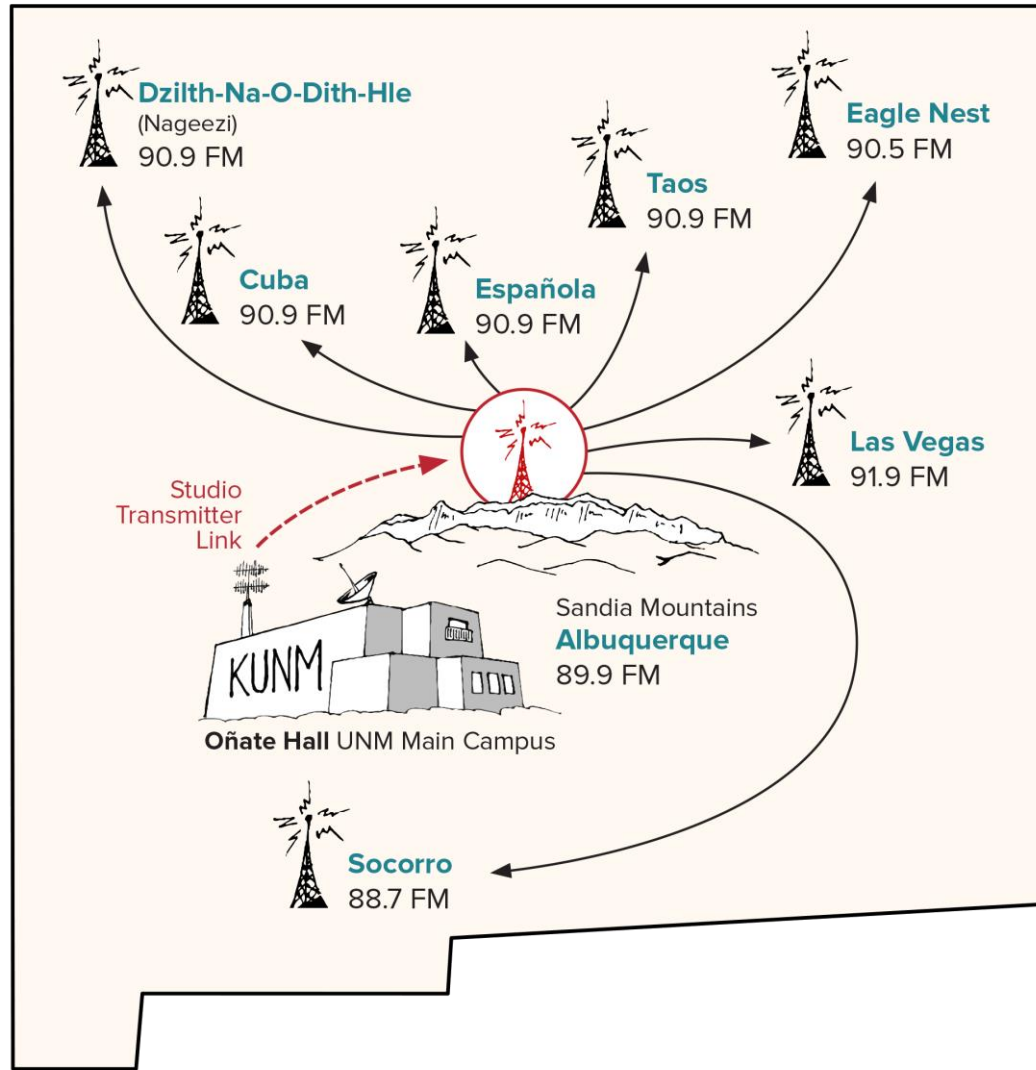


KUNM Radio

Radio Board Annual Report

FY: July 2021 – June 2022

KUNM listening area



Listeners per Week

The Radio Board reviews publicly available data from Nielsen Audio, Inc and CPB (Corporation for Public Broadcasting) to examine trends in listenership and voluntary listener contributions to KUNM. This is important because KUNM's contributing listeners and local program sponsors provide about \$1.5 million of the station's annual cash budget of about \$2.1 million.

2018 - 92,800 listeners

2019 - 83,000 listeners

2020 - 96,100 listeners

2021 - 89,800 listeners

2022 - 77,800 listeners (Spring estimate only - 2022)

On average, listeners spend 5 hours per week with KUNM. In 2021, people spent 20.2 million hours listening to KUNM. KUNM's signal reaches 1,115,000 New Mexicans. Currently, we reach about 7% of our potential audience. (Source: Nielsen age 12+, full week cumulative audience in total service area).

Listener Support

KUNM tracks the number of individual donors contributing to the radio station each fiscal year for reporting to CPB. This information was reviewed by the Radio Board for this report.

	<u>Donors</u>	<u>Total</u>	<u>Average Gift</u>
FY18	8,150	\$ 1,043,200	\$ 128
FY19	8,149	\$ 1,217,100	\$ 149
FY20	7,903	\$ 1,302,200	\$ 165
FY21	8,110	\$ 1,475,200	\$ 179
FY22	8,100 (est.)	\$ 1,401,800	\$ 174

Note: Starting in FY19, KUNM began receiving planned gifts that have been “in the works” for about a decade. Planned gifts are in greater amounts than typical annual gifts, driving up the average gift amount.

Staffing Updates

Fiscal year 21-22 produced strong new staff for the KUNM newsroom

- **Bryce Dix** came on in November to be our Morning Edition Host and general assignment reporter
- **Taylor Velazquez** was hired to report on poverty, public health, and equity in education under KUNM's focused reporting project
- **Kaveh Mowahed** was hired as a Reporter with a focus on state government, public policies and impacts on communities and citizens in NM
- **Alice Fordham** was hired in December to be the new General Assignments Journalist for the KUNM News Department
- **Jeanette DeDios** (*Jicarilla and Navajo*). Jeanette graduated from the UNM in May and has been named a Journalism Fellow at KUNM under a funded program by the New Mexico Local News Fund and the UNM Journalism Department
- **Emma Gibson**, a Farmington native, was hired to report on New Mexico news in the regional journalism consortium "Mountain West News Bureau". MWNB is a collaboration with stations in Colorado, Nevada, Idaho, Wyoming, Utah, and New Mexico to explore topics of mutual interest to people living in the intermountain West.

Top Stories

The Radio Board met monthly by Zoom throughout this time. The Board provided important feedback to KUNM regarding emergency programming, limited in-studio operations, and service to our listeners.

The radio board heard concerns from listeners and members of the Raices collective regarding actions taken by the Raices collective. The grievance process was followed by KUNM and highlighted the importance of the volunteer grievance process and training for KUNM staff and volunteers to raise awareness. The board statement that was posted on the KUNM website is included at the end of this report.

We received a one-time \$25,000 gift in December 2021 from an anonymous donor who is willing to help us with the \$65,000 cost of our new content automation system.

The Radio Board spoke with key KUNM volunteers to discuss broadcasting from home versus live, in-studio broadcasting. The Radio Board provided valuable feedback from the KUNM listeners perspective with strong advice on plans to reopen the station to staff, volunteers and the community.

Top Stories continued

The Radio Board has undertaken a review of potential services that KUNM may provide using the station's HD (digital channels) for broadcasting. The Board continues to be engaged in discussions related to content on the HD2 and HD3 digital channels.

KUNM continues to see success as a self-supporting department at UNM. Revenues have exceeded expenses for the past 25 years. The station has an emergency reserve of \$500,000 (2.5 months operating expenses) along with anticipated planned gifts totaling just over \$2,000,000.



In Memory

Linda Lopez McAlister, who died unexpectedly earlier this year, has been awarded the Norman Corwin Legacy Award for Excellence in Audio Theater. This is a prestigious national award presented by The National Audio Theatre Festival to honor individuals and groups who have made an outstanding contribution to American audio theatre.

Linda started volunteering for KUNM's Radio Theatre in 2000 and led the Radio Theatre team - David Hughes (RIP), Dan Ware and Rhonda Ware (now carrying the torch). Linda produced original plays by her company - Camino Real Productions - that ran on NM stages and on KUNM.



Recommendations

- ❑ KUNM continue expanding its streaming and digital content, including increasing digital availability of all programming, podcasting many locally-produced programs and promoting its internet services.
- ❑ Analyze downward trend in listenership numbers to identify key drivers
- ❑ That station management provide the Radio Board with any recommended changes to the KUNM program schedule, including proposed programming on its HD2 and HD3 platforms.
- ❑ Continue outreach efforts to KUNM students to increase awareness in KUNM
- ❑ KUNM should take a cautious approach to reopening its facilities to the public considering the continued presence of COVID and its variants.

KUNM remains a vital part of the University of New Mexico and the New Mexico media landscape. The Radio Board remains committed to its role as an advisor to the station.

We thank the Regents, the Office of the Provost, along with UNM leadership and staff for their on-going support for KUNM's services to the community.

This report was prepared and reviewed by the Radio Board and approved at its meeting on November 1st, 2022. The report will be presented to the Regents STARR Committee in December.

Conclusions

Board statement regarding Raices

The KUNM Radio Board genuinely appreciates our members, listeners, management, and volunteers that share the goal of community engagement, entertainment, and education. We believe that KUNM members in the community should have a forum to express their opinions. A recent situation involving Raices Collective members and other community members has come to the board's attention, and we feel it important to comment on our perspective.

The KUNM Radio Board is tasked with making recommendations to the KUNM management on programming issues, ensuring that KUNM follows UNM policies, and with oversight of the KUNM Grievance Procedures. In the latter role, we believe that the KUNM management followed the KUNM Grievance Procedures, and are satisfied that they acted in a timely manner and with professionalism. Raices members were given the opportunity to have their grievances heard by management, the board, and, if necessary, by the UNM Provost. No response was received when they were asked to file a grievance, and the management appropriately considered the matter closed.

In addition to following the Grievance Procedures, the UNM provost is also looking into the situation, in order to see if there are improvements to be made in this area. We look forward to hearing from the office of the Provost with any suggestions for change and improvement.