



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

**February 3, 2025
12:00 PM**

**UNM Main Campus
Scholes Hall, Roberts Room**

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

**February 3, 2025
12:00 P.M.
Scholes Hall, Roberts Room**

AGENDA

I. Call to Order

- Confirmation of a Quorum

II. Adoption of Agenda

III. Approval of Meeting Minutes from December 5, 2024

IV. Provost's Administrative Report

James P. Holloway, Provost & EVP for Academic Affairs

- Member Comments
- Advisor Comments

V. Consent Item[s]:

1. Request approval to create an endowed professorship **TAB V-1**
**Davis-Kozoll Endowed Professorship for Prevention Research
And Practice**
Bill Uher, Vice President of Development UNM Foundation
2. Request approval to appoint **Dr. Carmella Kahn** as the inaugural **TAB V-2**
Holder of the Davis-Kozoll Endowed Professorship for Prevention
Research and Practice
Bill Uher, Vice President of Development UNM Foundation
3. Request approval to appoint **Christopher Amos, PhD**, as the recipient **TAB V-3**
of the Carolyn R. Surface Endowed Chair in Cancer Population and
Data Science
Bill Uher, Vice President of Development UNM Foundation
4. **CERT Welding Tech TA (New-Taos)** **TAB V-4**
Pamela Cheek, Ph.D., Vice Provost for Student Success
5. **CERT Medical Biotechnology (New-Valencia)** **TAB V-5**
Laura Musselwhite, Ph.D., Dean of Instruction, Valencia Branch Campus
6. **AA Psychology (New-Valencia)** **TAB V-6**
Laura Musselwhite, Ph.D., Dean of Instruction, Valencia Branch Campus

VI. Action Item[s] for Discussion:

Recommendations for Consent Agenda Items to Full Board of Regents' Agenda
Paula Tackett, Regent, and Chair, SSTAR Committee

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

**February 3, 2025
12:00 P.M.
Scholes Hall, Roberts Room**

VII. Strategic Discussion Item[s]:

- | | |
|----------------------------------------------------------------------------------------------------------------------|------------------|
| 1. Gainful Employment and Post Graduation Outcomes
<i>Charla Orozco, Director, Institutional Analytics</i> | TAB VII-1 |
| 2. Equitable Access Program
<i>Alicia Solano, Assistant Vice President for Campus Business Services</i> | TAB VII-2 |
| 3. KUNM Radio Board Annual Report
<i>Richard Towne, General Manager</i> | TAB VII-3 |

Adjournment

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

**December 5, 2024
MEETING MINUTES**

Committee members present: *Regent and Chair Paula Tackett, Regent Victor Reyes, Regent Rob Schwartz, Provost & Executive Vice President for Academic Affairs, James Holloway, Faculty Senate President, Cris Elder, and Staff Council President Ivan Olay*

Committee members absent: *NA*

Administration present: *University President, Garnett S. Stokes, Associate Provost for Student Success, Pamela Cheek, General Counsel, Scot Sauder, Vice President for Research, Ellen Fisher, Vice President for Enrollment Management, Dan Garcia, Vice President for Student Affairs, Eric Scott, Executive Vice President for Finance & Administration, Teresa Costantinidis, Executive Director for Global Education Initiatives, Nicole Tami, Provost's Chief of Staff, Jennifer Love, and Sr. Communication and Marketing Manager, Kimberly Delker*

Advisors present: *GPSA President, Anthony Tomaziefski*

Advisors absent: *ASUNM President, Michel Rivera Ramirez*

Staff: *Administrative Coordinator to Pamela Cheek, Hannah Long, Emily Morelli, Secretary to the Board of Regents,*

CALL TO ORDER AND CONFIRMATION OF A QUORUM

Regent Chair Paula Tackett called the meeting to order at 10:18 AM in the Roberts Room in Scholes Hall and confirmed a quorum with six members in person.

VOTE TO APPROVE THE AGENDA

- **The motion to adopt the agenda passed unanimously with three committee members present and one virtually. (1st Holloway, 2nd Schwartz)**

APPROVAL OF MINUTES

- **The motion to approve the minutes of the October 4, 2024, regular meeting passed unanimously. (1st Holloway, 2nd Olay)**

PROVOST'S ADMINISTRATIVE REPORT

Provost Holloway's report covers two main sections. One is the process of budget planning. This process is referred to as multi-year planning and it begins in early September each fall. We ask units to provide a 3-year projection (multi-year plan) answering the following: what are they trying to accomplish, what are they trying to achieve, and finally what resources do they need to accomplish their ask. This information feeds into a couple of things. Units submit capital plans and needs for facilities. This information feeds into the university capital planning process. Units also submit recurring requests in a number of categories. The recurring requests come from the core fund which is a fund that is outside HSC and the branches, into which tuition and I&G funds go and are then allocated out. All of this is part of the budget leadership team process. This process is undertaken by the President's units, the academic affairs units and finance and administration units. Branch campuses are not included in this as they have separate budgets. We are in the midst of this process now. Currently, we are still gathering data, but we have a little over \$17M in requests for new funding for FY26 and approximately \$6M for FY27. The report

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

**December 5, 2024
MEETING MINUTES**

provided lists out where those requests are coming from by unit. The requests are roughly categorized into new faculty lines, new staff positions, faculty salary equity, staff salary, equity, requests for temporary instruction, operating funds, scholarship and fellowship funds, TA and GA support, support for summer instruction and student success initiatives.

Units frequently ask for new faculty or staff positions. Sometimes it may be driven by enrollment growth, sometimes it is driven by opportunities for delivering on other parts of the mission i.e. new research opportunities. Salary equity requests are relatively new as they were not part of this process in the past. We have asked units to submit the equity requests as we find equity funds, we will distribute the funds to units that ask for them. This allows us to get an idea of the need and see where there are units that have systematically looked at their salaries and need support.

When we look at operating funds, specifically for Academic Affairs, about 92% of our budget goes to salaries and benefits. That is too high a fraction. We are really squeezed for operating funds. As a result, we have been encouraging units to ask for operating funds. Again, so we have an idea of how big those needs are. Units are also including scholarship and fellowship funds. It is rare for use to fund those through the I&G allocation of the core fund. We set aside approximately \$15M in I&G funds for institutional financial aid. We don't usually allocate additional funds for units except in very rare occasions. TAs and GAs are sometimes supported out of the core fund. We set aside about \$1M specifically for that.

We are seeing an increasing number of requests for summer instruction. We would like to be able to do this, but over the last several years it has not been possible, owing to insufficient resources. Having more summer opportunities is important for student success, especially now that the opportunity scholarship will cover students during the summer. That support was not previously available. This summer will be the first where this support is available. Again, we are in the middle of this process but wanted to provide a sense of what the needs look like.

The second session of the report is a condensed version of a longer report that we're putting together on academic affairs 2040 tactics and our progress on those. This is an update as I briefly discussed this at the August SSTAR meeting. The first part is about branches and colleges strategic planning. About half of the units have completed their planning. Those remaining are on target to finish over the next few months. The Honors college will complete theirs once a new Dean is in place.

The next set of tactics are research focused. It starts with a report on UNM research expenditures. We saw this data at the October SSTAR meeting from Ellen Fisher. Our research expenditures are growing steadily. Continuing with the Grand Challenges Program also falls under the research tactics. We have made good progress there. The substance abuse disorders team is working across the university to bring together, what we informally call the Center of Excellence in Substance Use Disorders. We have an RPSP request for state funding. Teams focused on Child Health and sustainable space are working to generate significant external funding; currently they have 800K. We launched the Quantum New Mexico Institute and we are bringing in significant funding. The next set of tactics is around space. The Center for Collaborative Arts & Technology (CCAT), humanities, and social science complexes are all on track. We have also launched a study on spaces needed for STEM research and teaching between the colleges of Arts & Sciences, College of Education Health Sciences, and Engineering. We are going to look at needs across multiple units. The next set of tactics are around supporting and growing our faculty in some key areas as well as increasing graduation in all areas. In 2022, there was a \$12M gap in academic affairs units of salary between what we spend versus the average of R1 institutions across the country. The gap

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

**December 5, 2024
MEETING MINUTES**

was about 16% of the total amount we spend on salaries excluding benefits for faculty. Over the next year we reduced the gap by about \$500K; coming into this year we reduced the initial gap by about \$810K or \$0.81M. The gap is decreasing about \$410K per year. We are trying to find a way to accelerate the pace of closing that gap. Another part of the tactics is looking at changes in faculty and changes in bachelor's degrees. Some key areas we want to work on are digital media, film, STEM faculty in general, and education and human sciences; where we are trying to grow both the stem side of that college and the teacher education, bilingual education and counselor preparation.

In student achievement we are monitor four year and five year graduation rates. We have set a goal that to enter UNM in 2030, 60% should graduate in 6 years. We are currently at about 55%. This number is consistent with other institutions like ours in terms of minoritized populations and first gen populations. Through student success work, we would like to improve that number over the next few years. First term to third term retention rate as improved. Reaching third term increases likelihood of graduation. We have shown steady improvement, but we are still not where we were before COVID. We also monitor how many graduates we have.

Member Questions/Comments.

C. Elder: Is there any research as to why enrollment in the College of Ed and Human Sciences is down so much?

Provost Holloway: I don't believe there is any research on that. I will say that one of the next pieces to look at are pre-majors. We do see growth there. While the number of majors is down, pre-majors is showing growth. This is positive as it is an indicator of majors. I think we have turned that. It may take a couple years to see it. One of the important reasons to grow faculty in education and human sciences is the teacher residency program, invented here, which has become a model for the nation. The program is resource intensive in terms of faculty. Growth in faculty is to support this program.

V. Reyes: what is the budget process between now and January?

Provost Holloway: On January 9th, I will present to the Budget Leadership team what academic affairs is ultimately looking for. I meet with Nicole and other leadership to decide what will be advanced to BLT.

T. Costantinidis: BLT may also recommend different allocations than what is initially proposed. They have that ability.

Provost Holloway: that is an important piece. As an example, I will show up with a list of needs totaling \$8M. When the budget is built, that may only be \$4M available for "needs". I then have to figure out how to best use those funds to accomplish the maximum good. That is not always to fund the top ten things.

V. Reyes: I understand that we get numbers much later in the 60-day legislative process for our budgeting purposes. Because we don't have membership on the BLT, maybe the answer is that we work with others to keep abreast of what the numbers are, what conversations are taking place around the budget. Will we see your recommendations to the BLT before it gets to the point of your ask being reduced?

Provost Holloway: I do tend to bring what I am looking at to this group. This is the first round of that. You will see that piece of it. That is not necessarily the case with all of the pieces of the process. This is the process by which the administration is building a recommendation to you as regents. You certainly see the recommendation at the end. How can I do my job better in understanding the big picture so I can feel good about the vote I make.

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

**December 5, 2024
MEETING MINUTES**

Provost Holloway: There are two regents' meetings where this comes up. One is where we set the budget assumptions, what is compensation going to be, what is tuition going to be etc. The second is where we approve the budget. Until we know some key things like that, which regents' have to approve we can't actually build the budget. Those are two check points. Before those meetings we usually have meetings with individual regents to walk through the kind of information you are talking about.

T. Costantinidis: We also added the August meeting so that the regents could weigh in on the priorities and provide communication out to the units who are building their budget. There are three actual meeting points and discussions so that in March when we have the budget assumption, we will also be bringing you information about what we are thinking we can do. My foreshadowing this year is that there will be very little that we can do because the must funds, insurance costs etc., are really ramping up high this year. I'm afraid that is going to take a lot of the available revenue.

V. Reyes: In January, even if it is after the submission to the BLT, can we get a sense of what was advanced to the BLT? That would be helpful for me. It doesn't have to be a formal meeting.

Provost Holloway: I am happy to do that.

Regent & Chair Tackett: When you say you look for ways to resource the salary debt, what do you look for?

Provost Holloway: The way we have made progress over the last couple of years has been pushing on the state to have a really good compensation plan. We had a 7.12% increase a couple of years ago. Last year was 3%. We have been talking with the state about this problem for the last three years. I think we have made progress with the LFC. They started to provide, beyond across the board salary increases, provided every university in the state with an extra tranche of funds to address the salary equity issues. This has been helpful. With these two sources, we have made some headway. The funds need to be recurring. Many universities would use tuition funds to increase tuitions dollars to support a salary. We tend not to do that.

T. Costantinidis: At UNM, in addition to what has been mentioned we also build in the normal promotional increases for faculty from assistant to associate and associate to professor as a must fund. Although it is a compensation increase, it is a must fund so that we don't fall back on the ability to cover them. It doesn't close the gap, but it keeps it from getting worse.

Regent & Chair Tackett: what would it take to bring it all up

Provost Holloway: \$11M is that gap. What is required is numbers in the magnitude that are millions beyond the things we currently do.

CONSENT ITEMS:

1. Request approval to create BA-Landscape Architecture (New Program)
 2. Request approval to create AS-Dental Health (New Program-Gallup Branch)
- **The motion to approve consent item one passed unanimously (1st Reyes, 2nd Holloway).**
 - **The motion to approve consent item two passed unanimously (1st Reyes, 2nd Holloway).**
 - **Regent & Chair Tackett recommended items 1 and 2 be placed as consent items to the full board.**

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

**December 5, 2024
MEETING MINUTES**

ACTION ITEMS:

1. Approval of the 2024 Fall Degree Graduates

Faculty Senate President, C. Elder presented the 2024 Fall Degree candidates and requested a motion to approve them.

The motion to approve the 2024 Fall degree candidate passed unanimously (1st Reyes, 2nd Schwartz).

Regent & Chair Tackett recommend Action item 1 to be placed on the agenda for the next Full Board of Regents meeting.

STRATEGIC DISCUSSION ITEM[s]:

Strategic Work in Student Wellness and Success (presentation attached)

Provost Holloway introduced UNM 2040 plan goal two: “Student Experience and Educational Innovation” also the student achievement tactic mentioned in my report. We are here to help our undergraduate and graduate students succeed. This requires a lot of attention. We bring in an amazing group of students and after three terms 25% are gone. This is due to our fall-to-fall retention that is about 75%. It is a tragedy. Of our first-year students, 55% of them graduate in six years or more. If a student stays for the first three terms, they are more likely to graduate. We have work to do. Other universities with a 98% retention rate do not admit the kind of student that we help and help succeed. That is our mission and that is our goal. Our students are different from students at many other universities. Our students are more likely to be low income, minoritized, they are frequently rural, and first-gen. All of these criteria point to lower success rates. Our students come in with challenges and our mission is to help them to succeed. Thirty percent of our students are transfer students. This population can easily be missed. We have increased the four-year graduation rates. We are seeing good increases in retention rates.

Vice Provost Cheek: We have a portrait of our student body. We are very aware of the ethnic and racial diversity among undergraduates, which mirrors that of our state. It is also important to think about the proportion of our students that come from financially stressed, financially underserved backgrounds. In comparison to other institutions, it is remarkable and notable that we are number one on the list of PEL recipients among state flagships. Nationally, among institutions who were studied in a New York Times study, we were nine on that list. This is significant. We are doing a good job. It is also worth noting that students who maintain the lottery scholarship or the opportunity scholarship have about \$3K out of pocket expenses per year. Making it possible for students to maintain their eligibility for scholarships is the trick. Retaining scholarships is all about the first semester.

Vice Provost Cheek talked about the work being done around the student academic experience and the student success infrastructure. To get us to the 60% six-year graduation rate involves everyone in this room and beyond, every single individual interaction as well as large scale macro level changes in the way that we manage systems at the university. There are so many people who are doing this work, and it is my privilege to get to speak on their behalf. If we are going to get 60% of the 2030 class to graduate in

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

**December 5, 2024
MEETING MINUTES**

six years, we have to make investments in changing the way we do things. We are changing in line with the best practices, identified by multiple national institutions that we belong to. We are working with University Innovation Alliance, a coalition for Urban serving universities and the Association for Undergraduate Education Research Universities, and also Complete College America, which is very helpful in our transfer initiative. There is a lot of information available to you on our Office of Institutional Analytics Dashboards. You can follow what is going on in our first cohort. You can find information on our transfer students as well.

Regent & Chair Tackett: are you talking about transfer student for the branch campuses?

Vice Provost Cheek: Transfer students include anybody from New Mexico or elsewhere who's coming in. We have a very special relationship with our own branches. Those students flow through very easily. They have a much-aligned undergraduate curriculum with campus curriculum. We also have a strong partnership around transfer with CNM right now. We are working very hard on making sure that CNM students have a seamless transfer experience over to UNM.

Provost Holloway: The set of dashboards at Office of Institutional Analytics number 35 to 40. Each provides multiple layers and ways to dig into data. We put far more data out publicly than most universities do. Other universities may have the data internally, but they are not putting it out. I consider it a point of pride. We put the data out there part is good and parts may not be good, but it is available. When you talk about transfer students in the modern higher education ecosystem, there is an interesting complexity. The transfer student from 20 to 30 years ago was a student that starts at a community college and goes to a regional or flagship to get a bachelor's degree. That is not the case anymore. We have students that start at here and pursue a degree here and they take a ton of classes at CNM. They are taking courses at multiple schools simultaneously. We have students in Albuquerque taking courses at Los Alamos. Over half the students at Los Alamos are Albuquerque students. We have students that go to multiple institutions and land somewhere to finally get their degree. The notion of transfer compliment has become very complex; the term used in 'swirl'. Student swirl multiple institutions. The term transfer student is not necessarily a simple model.

Vice Provost Cheek: Investments in big system change. This is very much in line with what we see as best practices coming out of some international organizations on change in higher ed that we belong to. There has been a major investment in Student HUB previously known as Chili. This is a platform to enable students to have a single log in entry with access to information about what action items they need to take from admissions all the way through graduate school. In addition to providing action plans, it will also provide access to the team that supports them. There is also direct information about students that staff can use when they are supporting the students. The idea here is a seamless single log on accompaniment for a student with staff support on the back end. This is a massive undertaking as it will include HSC, branch campuses, and main campus; all of our students through to the alumni phase.

Cice Provost Cheek talked about the new Transfer Center and the excellent resources that are available to them. A lot of work is being done around academic advising including a focus on advisor-student ratios are relatively low compared to comparable institutions. We are making sure our advisors have dedicated time for professional development so that they can become better at what they do. There are many more initiatives in the works. There is a lot of investment in the faculty area as well.

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

**December 5, 2024
MEETING MINUTES**

Regent & Chair Tackett: Due to time constraints we will be postponing the presentation by Eric Scott, Ph.D. Dr. Scott will be at a future meeting.

ADJOURN

There being no further business, Regent Tackett asked for a motion to adjourn the meeting; Regent Reyes motioned; Regent Schwartz seconded; all were in favor. The meeting adjourned at 11:44 PM.



To: UNM Regents SSTAR Committee
From: James Paul Holloway, Provost and Executive Vice President for Academic Affairs
Re: Provost’s Report
Date: February 3, 2025

Enrollment

Head count: As of this morning, Feb 3, 2025, total number of students in ABQ is up 3.29% (699 students) compared to this time last year. This is a combination of an increased Fall 2024 class and a small increase in fall-to-spring retention rates. At the branch campuses Gallup, Taos, and Valencia all show significant increases of from 7 to 14%, while Los Alamos shows a decrease of 23% (284 students).

Fall to Spring Retention: The Fall 2024 cohort retention to Spring 2025 for full time students was 89.57%, which is up slightly from the 89.07% for the Fall 2023 cohort as of the start of the third week of class (today, Feb 3, 2025). The official retention numbers will come out at census date in about a week. Retention for NM residents was 89.68%, up from 88.75% a year ago, while fall to spring retention for non-residents was down 1.16 percentage points.

Multiyear Budget Planning: Update

Each fall as part of our multi-year planning process we ask units to make recurring funding requests for resources in alignment with their needs. This planning activity is used to develop incremental requests for financial resources from the Core Fund, which are reviewed at a high level as part of the BLT process.

Academic Affairs presented our requests to the BLT in January. The requests as outlined below help us understand the magnitude of needs for incremental funding in various areas, without at this point being able to establish commitments against any of these requests.

In broad categories, these requests are:

Category	Amount
Faculty Lines	\$2,550k
Supplemental Faculty Comp	\$3,424k
Supplemental Staff Comp	\$1,914k
New Staff Lines	\$4,584k
Operational Funds	\$2,618k
Graduate Student Support	\$2,728k
Total	\$17,818k

These requests are broken out in more detail at the end of this report.

Federal funding pause

On Jan 27, 2025 the Office of Management and Budget issued memo M-25-13 which directed federal funding agencies to pause all payments to grant recipients such as UNM until the agencies could review their programs for alignment with a variety of executive orders issued by the new administration since Jan 20, 2025. UNM receives federal funding for a variety of purposes, including Pell Grants, Federal Work Study, Title V grants as an HSI, research grants, etc. Funding for these programs is provided on a reimbursement basis – UNM expends its own cash, and asks for a reimbursement through one of several funding portals. Subsequent to the OMB order, various of these portals were closed at various times. The memo M-25-13 was rescinded via another memo from OMB, M-25-14 on Jan 29, however various funding portals remained closed, notably that of the NSF. The NSF portal was reopened late this weekend. UNM is owed roughly \$4M/wk in reimbursements from the federal government, so the closure of these portals is a significant concern.

We are currently studying the 45 executive orders issued by the new administration to assess where they may impact our research, teaching, student aid, and patient care portfolios. Some 15 of them seem significant – either by offering significant new opportunities for research support, or by potentially decreasing or ending support for a number of other programs and research areas. Areas that the executive orders suggest as potential growth areas include quantum technologies, AI, and defense technology. Areas and programs that appear at risk from a funding perspective include those related to DEI, climate research, and renewable energy research.

Typically when a federal agency needs to end spending on a project they issue a specific stop-work order to UNM, asking us to stop work on that specific project. We have received only a few stop-work orders (out of about 1900 grants at UNM). We have received blanket emails from some funding agencies stating that “...grantees must comply with these Executive Orders, and any other relevant Executive Orders issued, by ceasing all non-compliant grant and award activities” but not mentioning any specific grants or providing any criteria for compliance. On Jan 31, the NSF sent a message to grantees that apparently withdraws this guidance.

Appendix: Detailed breakout of AA funding requests for FY26

New Faculty Lines Requested: \$2.6M

A&S	3	\$393k
SOE	4	\$552k
COEHS	2	\$175
Library	3	\$339k
Research Comp	3	\$336
UC	1	\$84k
CFA	1	\$88k
SOE	3	\$421
Strategic	1	\$162
Total	21	\$2,550k

Supplemental Compensation Needs: \$5.4M

Faculty Supplemental Comp	3,424k	Faculty comp remains well below national averages, with a gap of over \$11M (salary only)
Staff Supplemental Comp	1,941k	SPET has allowed units to more clearly identify inequities, and we need to act on these. Specific requests from: A&S, COEHS, CULLS, EM, DSA, OIA, US, CFA, AA
Total	5,365k	

Staffing and Operational Funds: \$7.2M

New staff lines	\$4,584	52 new lines in A&S, EM, COEHS, DSA, Grad Studies, Honors, OAP, OIA, Research Computing, Law, UC, CFA, AA, SOE. Advisors, Admins, UAs, Communications, Marketing, Outreach, JC Custodians, Accessibility Accommodations, etc.
Operational funding	\$2,618	Includes funding for summer instruction, accessibility support, faculty & staff development, recruiting costs, commencement costs, grand challenges support, Huron ERA supporting COC/COI, etc.
Total	\$7,202k	

Graduate Student Support: \$2.7M

Fellowship supplements	\$414k	Supplement national fellowships and adjust for increased costs
Recruiting scholarships	\$479k	Recruiting in SOL, NSME, OSE
TA/GA lines	\$1,835k	Support growing class sizes in A&S and SOE
Total	\$2,728	

CONSENT ITEMS



To: Ms. Cinnamon Blair
Chair, UNM Naming Committee

From: Tracie C. Collins, MD, MPH, MHCDS
Dean and Professor
UNM College of Population Health
Internal Medicine/Vascular Specialist, Department of Internal Medicine
University of New Mexico Health Sciences Center

Date: January 8, 2025

Re: Appointment of the Davis—Kozoll Endowed Professorship for Prevention Research and Practice

Dear Ms. Blair and Members of the UNM Naming Committee,

On behalf of the UNM College of Population Health, we request approval to create the Davis—Kozoll Endowed Professorship for Prevention Research and Practice and name Dr. Carmella Kahn the inaugural holder.

Dr. Carmella Kahn has served as an Assistant Professor at the UNM College of Population Health for two years. She is an esteemed faculty member with a remarkable career marked by numerous achievements and contributions to UNM and beyond. Originally from Mariano Lake, NM, Dr. Kahn completed her Doctor of Public Health degree at the University of Arizona Mel & Enid Zuckerman College of Public Health in August 2018. Her research interests include American Indian (AI) resilience, diabetes prevention, youth substance abuse prevention, AI food systems, and developing student pipeline programs. For over 14 years, she has worked on community-based participatory research projects with urban and rural American Indian communities. She was the principal investigator of a gardening project for urban AI youth, a research assistant for AI youth and family wellness programs in Tucson, AZ, and a research assistant for an elders' resilience project in collaboration with the Tucson Indian Center.

During the last seven years, she was an instructor for the Diné College Summer Research Enhancement Program and has been co-director for the past four years. She was an Instructor and Assistant Professor at Diné College for four years. She was the co-principal Investigator of the 2020 Navajo Native American Research Centers for Health (NARCH) grant, a collaborative partnership between Diné College and Northern Arizona University. Her previous work includes the NARCH project, Diné Teachings and Public Health Students Informing Peers and Relatives about Vaccine Education (RAVE), funded by the National Institutes of Health. Dr. Kahn has taught courses in the areas of introduction to public health, health services and policy, mental health promotion, and maternal and child health.

Dr. Kahn's work focuses heavily on researching and applying disease prevention strategies adapted to the culture, traditions, and self-identified needs of the communities in which she has worked. She has also significantly mentored students and early-career faculty in the field.

Dr. Richard Kozoll and Dr. Sally Davis have established The Davis Kozoll Endowed Professorship for Prevention Research and Practice at the University of New Mexico Foundation to be used at the University of New Mexico College of Population Health. The holder of the Endowed Professorship will endeavor to advance disease prevention research and practice for individuals and communities experiencing health inequities. There is a growing awareness that improved health depends upon the application of prevention science at both the clinical and community levels. Although the development and use of scientific evidence have resulted in significant advances in disease care, we need to turn our attention to antecedents of health to improve the well-being of families and communities.

In New Mexico, where access to medical providers is limited, especially in the state's many rural areas, helping individuals and communities implement effective preventive practices could dramatically improve the population's overall health. Access to nutritious food, well-built housing, efficient transportation, places to engage in physical activity, and the elimination of environmental toxins and hazards are a few of the social determinants of health that can mean the difference between good health and disease. The Davis Kozoll Endowed Professorship for Prevention Research and Practice will support rigorous research into disease prevention and the timely application of evidence-based prevention knowledge to "real-world" practice with an appropriate balance between local adaptation and fidelity to the existing evidence.

Dr. Richard Kozoll is Clinical Professor of the UNMHSC School of Medicine, Department of Family and Community Medicine, with over 45 years of volunteer faculty experience and a primary specialty in general preventive medicine. He has been a local, state, and national leader in rural and public health throughout his career. Dr. Sally Davis is a tenured professor with joint appointments in the Departments of Pediatrics and Family and Community Medicine at the UNM Health Sciences Center and has devoted over 45 years to strengthening the role of the UNMHSC in improving prevention science and community engagement. She directs one of the 26 Centers for Disease Control and Prevention Research Centers. She is recognized nationally as a champion for prevention science and practice focusing on rural and under-resourced communities. Dr. Kozoll and Dr. Davis, husband and wife, desire to assist the UNMHSC in maintaining an institutional home for identifying, implementing, and disseminating best prevention practices. Dr. Kozoll and Dr. Davis provide the gift to further their vision and life's work for healthier New Mexico families and communities.

Dr. Carmella Kahn, a distinguished faculty member at the University of New Mexico College of Population Health, is an ideal candidate for work in prevention research and practice due to her extensive expertise and innovative approach to public health challenges. With a solid foundation in epidemiology and community health, Dr. Kahn has dedicated her career to developing evidence-based strategies that address health disparities and promote preventive care across diverse populations. Her collaborative spirit and commitment to interdisciplinary research enable her to effectively engage stakeholders, harnessing community insights to inform impactful interventions. Dr. Kahn's passion for advancing health equity and her proven track record of successful program implementation and evaluation positions her as a leader in shaping the future of prevention research and practice.

We believe Dr. Kahn will embody Dr. Davis and Dr. Kozoll's passion for disease prevention research and practice and demonstrate the excellent qualities in working with communities experiencing health disparities that Dr. Davis and Dr. Kozoll continue to bring to UNM and New



Mexico. Given Dr. Kahn's exceptional contributions to research, education, and community-based practice, she is the ideal candidate for this prestigious position. The recognition and resources provided by the **Davis-Kozoll Endowed Professorship** would enable Dr. Kahn to continue advancing her vital work in prevention research, further elevating the University of New Mexico's reputation as a public health scholarship and practice leader.

Thank you for your time and consideration of this request.

Sincerely,

A handwritten signature in black ink that reads "Tracie C. Collins, MD, MPH, MHCDS". The signature is written in a cursive style with a large, elegant initial 'T'.

Tracie C. Collins, MD, MPH, MHCDS
Dean and Professor
UNM College of Population Health
Internal Medicine/Vascular Specialist, Department of Internal Medicine
University of New Mexico Health Sciences Center



Tammy Thomas, PhD, MSW, MPH
Director, Undergraduate Education
Assistant Professor
College of Population Health
University of New Mexico

December 18, 2024

Board of Regents
University of New Mexico
MSC05 3200
1 University of New Mexico
Albuquerque, NM 87131

Dear Members of the Board of Regents,

I am writing to offer my enthusiastic recommendation for Dr. Carmella Kahn to be appointed as the **Davis-Kozoll Endowed Professor of Prevention Research and Practice** at the University of New Mexico. As the Director of Undergraduate Education at the UNM College of Population Health and Dr. Kahn's Education Mentor, I have had the honor of working closely with Dr. Kahn since her arrival at UNM. Throughout this time, I have witnessed her exceptional contributions to the field of prevention research, her leadership in public health education, and her unwavering commitment to improving health outcomes for individuals and communities. Additionally, she brings kindness, understanding, and compassion to our academic community.

Dr. Kahn's research is a cornerstone of her professional identity and aligns perfectly with the values of the College of Population Health. Her work focuses on the development and implementation of evidence-based prevention strategies that address health disparities, particularly among communities that have been and are minoritized and oppressed. Dr. Kahn's research has had significant real-world impact, especially in health equity and community health, where her findings have led to innovative approaches that directly benefit communities in New Mexico and beyond. Her scholarly contributions have garnered recognition in the public health field, and her research continues to shape the direction of prevention science.

In addition to her research, Dr. Kahn is an outstanding educator and mentor. She has played an integral role in the undergraduate programs within the College of Population Health, creating an inclusive and rigorous learning environment that prepares students to be leaders in the field of public health. Her ability to engage students and foster their intellectual curiosity is exceptional. Dr. Kahn's mentorship extends beyond the classroom, where she has provided invaluable guidance to students attending Tribal and regional colleges in pursuing careers in prevention research and practice. Her dedication to student success is evident in the numerous students who have gone on to further their studies or careers in public health under her guidance.

Dr. Kahn's leadership within both the university and the broader public health community further underscores her qualifications for this distinguished position. Her collaborative energy and



commitment to interdisciplinary work have earned her the respect and admiration of colleagues across multiple departments at UNM and in the wider academic community. Dr. Kahn is deeply committed to ensuring the health of our communities and her service, research, and teaching all center on this mission.

It is without hesitation that I strongly support Dr. Carmella Kahn's candidacy for the Davis-Kozoll Endowed Professorship. Her scholarship, teaching, leadership, and service exemplify the qualities of an outstanding academic and public health leader. I am confident that her appointment will not only honor her achievements but also enhance the University of New Mexico's impact on prevention research and practice, further solidifying its position as a leader in public health education and research.

Please feel free to contact me if you require any additional information or would like to discuss Dr. Kahn's qualifications further. I appreciate your consideration of this highly deserving candidate.

Sincerely,

Tammy Thomas

Tammy Thomas, PhD, MSW, MPH
Director, Undergraduate Education
Assistant Professor
College of Population Health
University of New Mexico



COLLEGE OF MEDICINE TUCSON

Sonoran Center for
Excellence in Disabilities

December 18, 2024

The Board of Regents
University of New Mexico
MSC05 3200
1 University of New Mexico
Albuquerque, NM 87131

Dear Members of the UNM Board of Regents,

I am writing to offer my highest recommendation for Dr. Carmella Kahn to be named the **Davis—Kozoll Endowed Professor for Prevention Research and Practice** at the University of New Mexico College of Population Health. Having had the privilege of working closely with Dr. Kahn in the Zuckerman College of Public Health at the University of Arizona for eleven years, I can confidently attest to her exceptional qualifications, scholarly achievements, and deep commitment to improving public health through innovative prevention research and practice.

Dr. Kahn is a trailblazer in the field of prevention research, with a primary focus on food sovereignty and equity in Indigenous communities, engaging Navajo Traditional Knowledge Holders regarding COVID-19 to create vaccine outreach, and documenting resilience within health promotion programs. Her work has consistently pushed the boundaries of public health knowledge, with a special emphasis on incorporating Indigenous traditional knowledge and community based participatory research. As Co-PI of the NIH project Documenting and Promoting Resilience in Urban Native Americans at the University of Arizona, Dr Kahn, as a Graduate Research Assistant, worked tirelessly to ensure our project respectfully engaged with Indigenous elders and staff of the Tucson Indian Center. Due to her efforts, the team created a curriculum on resilience and trauma for the young adults. Dr. Kahn continued to volunteer at the Tucson Indian Center teaching digital storytelling and assisting with the afterschool program was the curriculum was implemented. As a trailblazer she is conscientious of her role as an Indigenous researcher with relational responsibilities to the communities she engages in to create safe and responsive spaces for research.

Dr. Kahn's research is not only rigorous and impactful but also directly addresses critical issues in the field, such as developing culturally grounded curriculum and public health courses and understanding the public health workforce pathway for Indigenous public health professionals and students. Her contributions have been recognized nationally and internationally, and her ability to translate complex findings into actionable strategies for real-world applications aligns perfectly with the mission of the **Davis—Kozoll Endowed Professorship**. At the University of Arizona, she co-founded the American Indian and Indigenous Health Alliance (AIHA) in 2012 as a response to the





COLLEGE OF MEDICINE TUCSON

Sonoran Center for Excellence in Disabilities

lack of representation for Indigenous public health students and to build social support among bachelors, master's and doctoral Indigenous public health students. I was honored when she asked that I take on the role of faculty advisor assisting her for six years supporting public health students. Due to her efforts the club is still in existence and continues to support students the last 12 years. Her passion for supporting students took root in Arizona and has continued to be the focus of her efforts at Dine College and at the University of New Mexico. Passion and persistence are two of her many qualities and strengths.

In addition to her groundbreaking research, Dr. Kahn is an outstanding educator and mentor. She has taught and mentored countless students, over 128 at Dine College and many more at UNM, guiding them through the intricacies of public health research and practice. Dr. Kahn's teaching philosophy fosters an engaging and collaborative learning environment, encouraging students to apply critical thinking and research skills to address real-world public health challenges. Her commitment to mentorship extends beyond the classroom, as she has provided invaluable guidance to graduate students and junior faculty, helping them build their careers in the public health field. I have worked with her students, all well qualified and academically prepared to work in public health. This past week, two of her students lead a virtual focus group very professionally and with confidence.

Dr. Kahn's work in prevention research is complemented by her extensive contributions to community outreach and applied public health practice. She has established meaningful partnerships with local organizations, community leaders, and governmental agencies, ensuring that her research is not only scientifically rigorous but also impactful and accessible to those who need it most. Her ability to connect academic research with community needs and policies exemplifies the principles of the **Davis—Kozoll Endowed Professorship**, which emphasizes practical solutions for improving public health outcomes. Dr. Kahn collaborated with faculty to create the Indigenous Lobos for Wellness, supporting the social, cultural and education needs of students and faculty at COPH. In addition, she is working closely with her college to create recruitment materials for Indigenous students and volunteers on COPH Student Success Committee.

Given Dr. Kahn's exceptional contributions to research, education, and community-based practice, I strongly believe she is the ideal candidate for this prestigious position. The recognition and resources provided by the **Davis—Kozoll Endowed Professorship** would enable Dr. Kahn to continue advancing her vital work in prevention research, further elevating the University of New Mexico's reputation as a leader in public health scholarship and practice.

Thank you for considering Dr. Kahn for this esteemed appointment. As I stated, I have known Dr. Kahn as an undergraduate student, master's and doctoral student at the University of Arizona. I have seen her values in action as exemplified in her passion for mentoring and supporting public health students, her persistence in addressing





COLLEGE OF MEDICINE TUCSON

**Sonoran Center for
Excellence in Disabilities**

inequities and resilience in public health practice in tribal communities and positionality of knowing who she is as a Dine (Navajo) researcher and her responsibility to both the college and community. I am confident that she will continue to make significant contributions to the field of prevention research and to the mission of the University of New Mexico. Please do not hesitate to contact me if you need any further information or if I can assist in any way regarding Dr. Kahn's nomination.

Sincerely,

A handwritten signature in cursive script that reads "Agnes Attakai".

Agnes Attakai, MPA
Director Circle of Indigenous Empowerment
Sonoran Center for Excellence in Disabilities
Family and Community Medicine
College of Medicine
University of Arizona
1521 E. Helen St
Tucson, AZ 85721
Email: agnesa@arizona.edu
Cell: 520-850-4195





College of Health & Human Services

Center for Health Equity Research
PO Box 4657
Flagstaff, AZ 86011-4657

928-523-4539 main
928-523-4648 fax
www.nau.edu/cher

December 20, 2024

The Board of Regents
University of New Mexico
MSC05 3200
1 University of New Mexico
Albuquerque, NM 87131

Dear Members of the UNM Board of Regents,

I am writing to offer an enthusiastic recommendation for Dr. Carmella Kahn to be named the **Davis—Kozoll Endowed Professor for Prevention Research and Practice** at the University of New Mexico (UNM) College of Population Health. I have worked with Dr. Kahn since 2008 when she became a master's in public health (MPH) student in the University of Arizona's (UA) College of Public Health. Over these last 16 years, I have seen her grow into an insightful researcher, an exceptional teacher and an effective collaborator. In my more than 35 years as an instructor, mentor and community-based researcher, I can definitely state that Dr. Kahn's skills and dedication to culturally relevant disease prevention research and practice are in the top 1% of public health scholars.

Research: Dr. Kahn is emerging as a leader in the field of prevention research and the application of culturally guided frameworks to guide public health intervention and research. Dr. Kahn's master and doctoral level research addressed health promotion among urban Native Americans in Tucson, AZ. This work is exceedingly complex and requires identifying and applying an inter-tribal or inter-cultural framework relevant to youth and adults from different tribes and various geographic regions of the US and Canada. Research addressing the health beliefs and behaviors as well as the impact of social determinants of health among urban Native people is scant. Her approach to formative data collection to understand commonalities among the Tucson urban community, allowed her to develop an effective intervention. Early in her career, she made a substantial contribution to the literature on Indigenous health and impacted health promotion in an urban community.

More recently, when Dr. Kahn was faculty at Diné College (DC), she served as MPI on the National Institute of Health funded Navajo Nation Native American Research Center for Health (NIH-NARCH) with Dr. Mark Bauer (DC) and me (NAU). In this capacity, she embraced the challenge of learning NIH grants administration and effectively contributed to PI management strategies. At this time Navajo NARCH had the opportunity to apply for supplemental funding to address vaccine hesitancy during the COVID pandemic within the Navajo Nation. Dr. Kahn took a lead in the proposal development and once funded, was the primary instructor developing a course for undergraduate DC students to become health promoters and vaccine educators within Navajo communities. This work is the first reported occurrence of educating undergraduate students to serve as effective public health practitioners in their communities. This approach was not only innovative but also addressed a workforce need in the Navajo Nation in a time crisis.

With Dr. Kahn's move to UNM, I have not recently collaborated with her. However, she has engaged her colleagues and mentors including myself, in the review of her draft of a culturally relevant Indigenous framework to identify the assets and challenges of Indigenous students as they proceed

through an academic journey grounded in non-Indigenous philosophies and structures. Dr. Kahn has a unique ability to translate complex research findings into real-world applications, ensuring that her work makes a tangible difference for students and communities. Her commitment to translating research into practice is a hallmark of her career, and she has made significant strides in bridging the gap between research and intervention in prevention science.

Teaching: As a graduate student, Dr. Kahn was my teaching assistant in a Social and Cultural Aspects of Public Health core course and in a field-based Service-Learning course that involved UA graduate students working with community health representatives on the Hopi and Navajo Nations. Dr. Kahn committed to having students understand the upstream factors and short- and long-term benefits of public health intervention in underserved communities was evident in her early career. She developed interactive activities for the Service-Learning course that due to their effectiveness, have been retained in the course 14 years later.

At Diné College, Dr. Kahn was a supportive, insightful educator and mentor to students across all levels of higher education. The Navajo NARCH program has developed an educational pathways for students from high school, to undergraduate to master's level. Through our collaboration on NARCH, I witnessed Dr. Carmella's engagement with students, practicing in class and inter-personal teaching strategies that build confident and inspire students to excel and pursue their academic goals. Her approach to teaching fosters an environment of inclusion, encouraging her students to consider the application of course materials to practical challenges in the field. Dr. Kahn is deeply committed to mentoring the next generation of researchers and practitioners, helping students develop the skills and knowledge necessary to become leaders in public health and prevention.

Service: Although I am less familiar with Dr. Kahn's activities at UNM, I can share that as a graduate student, she was the founder of UA's American Indian and Indigenous Health Alliance (AIIHA). She was motivated by a sense of community and the recognition that peer support contributes to academic success. She noted that although UA had a large number of Indigenous students in health fields across campus, they often didn't know each other. She developed and recruited members at all academic levels, undergraduates to medicine, pharmacy, nursing and public health graduate students. The inter-level comradery was inspiring and directly contributed to student success. Several of my UA Indigenous MPH and doctoral students who are now successful practitioners, teachers, researchers, teachers and leaders reflect back on the strength they gained from being part of AIIHA.

Dr. Kahn is an exceptional researcher, educator, and community-based practitioner. She is an ideal candidate for this prestigious position. The recognition and resources provided by the **Davis—Kozoll Endowed Professorship** would enable Dr. Kahn to continue advancing her work in prevention research, further elevating UNM's reputation as a leader in public health scholarship and practice.

Thank you for considering Dr. Kahn for this esteemed appointment. I am confident that she will continue to make significant contributions to public health and to the mission of the UNM. Do not hesitate to contact me if I can assist in any way regarding Dr. Kahn's nomination.

Sincerely,



Nicolette I. Teufel-Shone, PhD
Professor, Health Promotion Sciences
Associate Director, Center for Health Equity Research
Northern Arizona University
Flagstaff, AZ 86011
nicky.teufel@nau.edu
520-419-4228 cell

MSC 09 5070
1 University of New Mexico
Albuquerque, NM 87131
Work phone: (505) 272-7305
Cell phone: (520) 975-4446
Email: ckahn@salud.unm.edu

Carmella Kahn, DrPH, MPH

EDUCATION

- 2018** **University of Arizona**, Mel & Enid Zuckerman College of Public Health, Tucson, AZ
Degree: Doctor of Public Health (DrPH), concentration in Maternal and Child Health
Dissertation Title: Promoting healthy food access and food security in urban American Indians through adaptations to the local food systems and digital storytelling
Area of Research: Native American health disparities, health equity, resilience, food systems, community-based participatory research (CBPR), program evaluation
Advisor and Committee Chair: Nicolette Teufel-Shone, PhD
Committee Members: Kerstin Reinschmidt, PhD, John Ehiri, PhD, MPH, MSc, and Sallie Marston, PhD
- 2010** **University of Arizona**, Mel & Enid Zuckerman College of Public Health, Tucson, AZ
Degree: Master of Public Health (MPH), concentration in Family and Child Health
Master's Report: Developing, implementing, and evaluating a community-based gardening and wellness project for urban American Indian youth
Area of Research: Native American adolescent health disparities, CBPR, culturally responsive education
Advisor and MPH Chair: Norma Gray, PhD
- 2007** **University of Arizona**, Tucson, AZ
Degree: Bachelor of Science (BS) in microbiology and a minor in chemistry
Area of Research: Cancer biology, cell biology, Native American cancer research

EMPLOYMENT

- 01/2023-Present** **Assistant Professor**, University of New Mexico (UNM), College of Population Health (COPH), Albuquerque, NM
Duties: Teach COPH courses including PH 240 Health Systems, Services, and Policies and PH 101 Introduction to Population Health. Develop the framework and curriculum for an Indigenous health course to initiate planning for an Indigenous health concentration for students at COPH. Present research at local and national conferences. Support the college's efforts to build a diverse student body by reaching out to Native American (NA) students who need additional support and resources. Build upon existing networks with tribal and community partners to recruit, retain, and engage with NA students. Work with writing teams to develop manuscripts to share current research or education/curriculum development projects.
- Collaborated with COPH faculty to create the group Indigenous Lobos for Wellness (ILW), which aims to support to support the social, cultural, and educational needs of students and faculty at COPH. The group created a listserv, organized events for NA Heritage Month and

a student meet and greet, and will work with the COPH marketing director to add a webpage to the COPH main website. Will also work with the marketing director to create recruitment materials for Indigenous students and communities. The ILW group is identifying new strategies to create stronger networks with NA COPH students, including alumni, and will implement a needs assessment in Spring 2025 as well as monthly meetings with students.

- Research collaborator for the Healthy People Healthy Places (HPHP) Trails Project (PI: Sally Davis, PhD) research team. The research team assisted chapter houses on the Navajo Nation to develop walking trails in local communities and supporting health promotion activities. Current role includes supporting current grant activities; assisting with grant submission for a new project to promote physical activity among elders through Navajo Senior Centers; developing the framework for the new grant submission using the Hozho Resilience Model; working with team members to develop a manuscript to publish in a journal.
- Participated in the COPH Convocation Planning Committee to organize and support committee members for the May 2023 convocation.
- Participated in the COPH Student Success Committee to strengthen recruitment and retention for NA students. Helped create additional support and resources for outreach and engagement with NA communities.
- Recipient of the Supporting Early Career Faculty grant. Conducted interviews and focus groups with public health students, graduates, and other key informants in Fall 2024 for the project, Understanding Challenges and Opportunities to Build a Native American Public Health Workforce in the Southwest.
- Participated in the UNM HSC Academic Faculty Scholars Program, a HRSA funded program of the UNM Health Sciences Center Office for Diversity, Equity, & Inclusion and Project ECHO. The program is open to junior HSC faculty from under-represented minority groups between June 2023-June 2024. The dean of COPH nominated me for the selection process. The training included 1-hour weekly ECHO sessions for a total of 24 weeks to learn about leadership, mentoring, networking, and communication. I am currently developing a mentoring project for UNM COPH Indigenous students and faculty using the skills learned from this program.
- Participate in the Northwest Native American Research Center for Health (NWNARCH) 2023 End of Summer Research Training Institute for the Elder Health track. The virtual training included monthly webinars from October 2023 to June 2024. I also completed a mentored-capstone research project, Educating Students about Entrepreneurship and Innovation to Support Older Adults with Alzheimer's Disease and Related Dementias (ADRD) in Low-Income Communities in New Mexico. The training was led by Dr. Turner Goins and Dr. Tom Becker.

11/2022-12/2022

Research Consultant, Brigham and Women's Hospital (BWH), Division of Global Health Equity, Gallup, NM

Duties: Supported the Water is K'e project to interview teachers on the Navajo Nation who administered the program. The program promoted water consumption and limiting sugary beverage consumption among 3-5 year old children. Analyzed interview data from seven teachers and three parents and worked with a research team to develop a code book and identify patterns/themes. Currently volunteering time with the research team to develop a manuscript.

- Attended a Community Advisory Group (CAG) meeting to understand project history and outcomes.
- Provided input on the project to ensure community-based participatory methods at all stages of the project.
- Assisted with stakeholder interviews, analysis, and write-ups of the project, including the development of a manuscript.
- Provided a lived experience as a member of the Navajo Nation and offered a unique expertise to the CAG as an objective, external partner to collect feedback from stakeholders (i.e., teachers).

08/2021-8/2022

Public Health Assistant Professor, Diné College, Tsaile, AZ

Duties: Developed course curricula using the Diné Educational Philosophy framework. Evaluated and assessed the BS, associate of science (AS), and certificate programs with yearly degree program assessment reports (DPARs). Completed academic program review (APR) for the certificate program. Participated in grant writing and submission in collaboration with Mayo Clinic and Indian Health Service.

- Recruited, advised, mentored 128 students in the BS, AS, and certificate in public health programs in 2021 and 2022. A total of 3 faculty in our public health program, including myself, carried out these duties collectively. We built an inclusive and equitable learning environment for all students, many of whom were non-traditional students who were older, have families, and work full-time. I supported recruitment efforts for our public health program through our Facebook account.
- Taught three to four public health classes each semester: PUH 111 Introduction to Public Health, PUH 350 Global Indigenous Health, PUH 360 AI Maternal, Infant, Child, and Sexual Health, PUH 385 Mental Health Issues in Public Health, PUH 391 Public Health Seminar. These were all synchronous classes taught using Zoom and Blackboard at specific times during the week.
- Served as a co-principal investigator (PI) with co-PIs Drs. Mark Bauer and Nicolette Teufel-Shone on the 2021-2025 Navajo Native American Research Center for Health (NARCH) grant. Duties included enhancing the pipeline program and leading outreach and program development for the Summer Research Enhancement Program (SREP) for undergraduates. Served as a co-author for a manuscript for our high school summer program, the Indigenous Summer Enhancement Program (ISEP). Presented the Diné College public health pipeline program at national conferences and seminars.

Built capacity as a junior investigator through mentorship opportunities to co-author manuscripts and write grants.

- Lead instructor for PUH 299 Special Topics in Public Health, a course that was part of the Diné Teachings and Public Health Students Informing Peers and Relatives about Vaccine Education (RAVE) study. The RAVE study was a supplemental 1-year grant awarded by the NIH for our Navajo NARCH project. I lead the project design, drafted the budget, hired and trained staff, developed assessment tools, and coordinated research activities. Assisted the co-PIs in getting Institutional Review Board (IRB) approval from Navajo Nation and Diné College. Additional duties included supervising 7 staff members to develop health message materials (i.e., handouts, flyers, podcast, digital stories), and I taught 15 students about various health topics related to COVID-19 and vaccines. We used Canva to develop the health message materials. Students were trained to develop and deliver health messages to their peers and family members and assess shifts in health-behavior intention related to vaccine hesitancy. I am currently leading the effort as lead and co-author to publish three manuscripts from the study. We did a consensus group qualitative analysis for the data collected during interviews with 15 traditional knowledge holders.
- Served as a co-principal investigator (PI) with other co-PIs from Diné Policy Institute and Navajo Technical University to investigate the Diné perspective of COVID-19 using a Navajo Nation-wide survey and interviews with traditional knowledge holders. I helped develop the survey data collection tool and helped analyze the qualitative data. A report will be shared with Diné College Board of Regents members and results will be disseminated with the public.
- Served as a member of the Diné College Distance Education Committee during the academic year. Duties included attending bi-weekly meetings, and reviewing and making recommendations on policies related to distance education and building an inclusive and equitable online learning environment.

08/2018-07/2021

Public Health Instructor, Diné College, Tsaile, AZ

Duties: Developed course curricula using the Diné Educational Philosophy framework. Evaluated and assessed our BS, associate of science (AS), and certificate programs with yearly DPARs. Completed APR for our AS program. Participated in grant writing and submission of our Navajo NARCH NIH grant and supplemental grant. We followed protocols of the Navajo Nation IRB and Diné College IRB process. Supported outreach and program development for the dual credit program with local high schools, ISEP for high school students, and SREP for undergraduates.

- Served as a lead author and co-author for several manuscripts relating to SREP.
- Presented the Diné College public health pipeline program at national conferences and seminars. Offered guest presentations on various public health topics for local high schools.

- Recruited, advised, mentored students in our BS, AS, and certificate in public health programs (60 students in 2017/2018; 108 students in 2018/2019). A total of 3 faculty in our public health program, including myself, carried out these duties collectively.
- Taught three public health classes each semester: PUH 111 Introduction to Public Health, HEE 110 Physical Education & Health Education, PUH 275 Health Services and Policy, PUH 300 Health and Human Disease, PUH 345 Theories of Health Behavior, PUH 350 Global Indigenous Health, PUH 360 AI Maternal, Infant, Child, and Sexual Health, PUH 385 Mental Health Issues in Public Health, PUH 391 Public Health Seminar. All classes were taught in person and ITV between 6 campus sites on Navajo Nation. We switched to synchronous hybrid teaching using Zoom and Blackboard in spring 2020.
- Conducted qualitative analysis on student digital stories collected from SREP to document in a manuscript how digital storytelling can be used in health professions career curriculum.
- Served as a member of the Distance Education Committee. Duties included attending bi-weekly meetings, and reviewing and making recommendations on policies related to distance education and building an inclusive and equitable online learning environment.

05/2019-08/2019
05/2020-08/2020
05/2021-07/2021
05/2022-07/2022

Summer Co-Director and Instructor, Diné College, Tsaile, AZ
 Duties: Lead instructor for public health classes, PUH 290/297 Public Health Research Methods for the Diné College Summer Research Enhancement Program (SREP). Supported the SREP planning team and helped oversee and implement the program goals and objectives for PUH 290/297 as well as PUH 490/497 Advanced Public Health Research Methods. Provided training for co-instructors and teaching assistants on teaching engagement strategies, cultural competency, and class instruction on various course topics.

- Coordinated the recruitment and selection process for 9-15 students each summer. Student cohorts are predominately Native American and include other race groups. Recruitment marketing strategies included listservs, Facebook, and radio announcements.
- Supervised 3-4 graduate teaching assistants and 5 SREP staff members each summer by assigning roles and responsibilities.
- Organized the daily agenda and summer schedule, and invited guest presenters as needed.
- Finalized the summer budget with SREP co-director and drafted budget justifications for guest presenters.
- Developed and maintained partnerships with local organizations to serve as practicum sites, including Navajo Dept of Health, Navajo Epi Center, Johns Hopkins University sites on Navajo Nation, Community Outreach Patient Empowerment program, and Indian Health Service.
- Assisted the lead site coordinator during site visits with student interns and their mentors for 6 weeks of the program.
- Developed and modified the curriculum using public health research methods (i.e., quantitative and qualitative data collection and analysis

training) in addition to the Diné Education Philosophy framework to include Indigenous public health knowledge and cultural perspective.

- Lead instructor for training staff and students to create digital stories about personal and community resilience that are showcased on the last day of the program.
- Modified and adapted SREP for an online platform for the summer of 2020 and 2021 during the pandemic. Worked with our staff to create an inclusive and equitable environment for online learning using Zoom and Blackboard.

01/2018-08/2018

Research Associate, Northern Arizona University, Center for Health Equity Research, Flagstaff, AZ

Duties: Assisted the Student Enhancement Program director with projects relating to the objectives and milestones for each grant year. Supported development of a summer pipeline program for high school students interested in health professions.

- Worked closely with the director to develop culturally grounded program curriculum using the DEP framework. Developed evaluation forms, consent forms, and built collaborative partnerships with community organizations and local high schools.
- During the summer, hosted a 1-week summer program for high school students on the Navajo Nation and evaluated the project. Taught the curriculum and helped students create digital stories using iMovie.

05/2016-08/2016

Summer Co-Instructor, Diné College, Tsaile, AZ

05/2017-08/2017

Duties: Co-taught public health classes, PUH 290/297 Public Health Research Methods, for the Diné College SREP and assisted students with digital story development using iMovie and/or Adobe Premiere. Worked with co-instructors and SREP Director to add Indigenous public health concepts into the SREP curriculum.

05/2018-08/2018

10/2016

Consultant, National Congress of American Indians, Phoenix, AZ

Duties: Interviewed and collected surveys from AI tribal leaders about their perception regarding tribal data sovereignty.

10/2015-05/2016

Consultant, Tucson Indian Center, Tucson, AZ

Duties: Grant writing, evaluating outcome and process objectives, drafting reports, and disseminating results to stakeholders on type 2 diabetes prevention among Native American youth and their families. Inputting, analyzing, and summarizing qualitative data from the focus groups, stakeholder talking circle/interviews, community input gathering, and asset mapping activities from December 2015 to May 2016 and quantitative data from the Community Health Assessment Survey and Community Feedback Survey from November to May 2016.

03/2015-05/2016

Graduate Research Assistant, UA Mel & Enid Zuckerman College of Public Health, Tucson, AZ

Duties: Assisted the Research, Education, and Training core (Center for American Indian Resilience) with projects relating to the objectives and

milestones for each grant year. Duties included co-teaching public health classes at the Diné College SREP and assisting students with digital story development.

- Developed the digital story curriculum for the Diné College SREP.
- Assisted with health education and disease prevention workshops for the Havasupai Diabetes Prevention program in Supai, AZ
- Helped with registration and evaluation at the Navajo Nation Institutional Review Board 2015 conference.
- Developed mentoring training modules for SREP to help mentors understand their roles and expectations for students
- Developed a manuscript about increasing academic and cultural support for Native American public health graduate students.

01/2013-03/2015

Graduate Research Assistant, UA Mel & Enid Zuckerman College of Public Health, Tucson, AZ

Duties: Assisted the principal investigators with the project, Documenting and Promoting Resilience in Urban Native Americans (NAs). Duties included conducting a literature review on NA historical trauma and resilience, recruiting/consenting and interviewing NA elders who participated in the project.

- Assisted in creating digital story projects with the elders and developing a culturally grounded curriculum for urban NA youth workshops to address health disparities.
- Additional duties included assisting the co-Principal Investigators in transcribing and analyzing the interviews. We did qualitative data analysis using NVivo.
- Assisted in developing a manuscript of project findings as lead author and two other manuscripts as a co-author with project staff.

01/2011-08/2011

Graduate Teaching Assistant, UA Mel & Enid Zuckerman College of Public Health, Tucson, AZ

Duties: Assisted lead instructor with teaching CPH 597B Maternal and Child Health in Rural Settings and CPH 597A Maternal and Child Health in Urban Settings. Duties included class instruction, organizing and planning travel logistics, and developing course material.

08/2010-12/2010

Graduate Teaching Assistant, UA Mel & Enid Zuckerman College of Public Health, Tucson, AZ

Duties: Assisted lead instructor with teaching CPH 577 Sociocultural and Behavioral Aspects of Public Health. Duties included grading, organizing service-learning projects, and a presentation on urban American Indian Health.

07/2010

Consultant, Substance Abuse and Mental Health Services Administration, Sells, AZ

Duties: Developed a culturally-based wellness curriculum and facilitated training for peer educators at the Tohono O'odham Youth Suicide Prevention Summer Camp. Assisted the director of the Tohono O'odham Health Department with organizing daily wellness activities for youth ages

10-18 years old. Served as youth counselor and managed conflict resolution.

08/2008-05/2010

Graduate Research Assistant, UA Mel & Enid Zuckerman College of Public Health, Tucson, AZ

Duties: Assisted in curriculum development and facilitation of two community-based prevention research programs, the Native American Youth Empowerment Project (NAYEP) and Seeds of Wellness (SOW) program. NAYEP was a suicide and substance abuse prevention program for NA youth in Tucson and SOW was a health promotion program for families in Tucson. Both programs were done in collaboration with the Tucson Indian center and a community based advisory board. We used media, cultural arts, and Native history and language as intervention tools.

- Assisted lead facilitators during workshops and gatherings to engage adolescents and families in culturally-based group activities. Developed the Indigenous food curriculum and prepared food demonstration activities with families in SOW.
- Supported SOW program director in evaluating outcome and process objectives
- Assessed protective and risk factors associated with Native American health disparities.
- Assisted with transportation, recruitment, and consenting, and collecting data through personal interviews.

Honors/Awards/Scholarships

- UNM HSC Office for Diversity, Equity & Inclusion's Excellence Award for Native American Heritage Month, Dec 2024
- The Northwest Native American Research Center for Health (NWNARCH) End of Summer Research Training Program, Elderly Health Track, 2023
- Business and Marketing Essentials Program Scholar, New Mexico Community Capital, 2023
- University of New Mexico Health Sciences Center Academic Faculty Scholars Program, 2023
- University of Arizona Chad S. Marchand Award for Outstanding Community Service and Native American Leadership, 2017
- Dr. Maria Teresa Velez-Marshall Foundation Graduate Fellowship, 2017
- Ft. McDowell Wassaja Memorial Scholarship, 2016-2017
- American Indian Alumni Scholarship, 2014-2017
- Native American Student Affairs Scholarship, 2015-2016
- National Congress of American Indians, Native Graduate Fellowship, Summer 2015
- American Indian Graduate Center Graduate Fellowship, Fall 2014-Spring 2016
- Jane and Bruce Ash Scholarship, 2014-2015
- Helen Roberti Charitable Trust Scholarship, 2013-2014
- Native American Student Affairs Scholarship, University of Arizona, 2013-2014

Service/Outreach

- Guest lecturer for the Diné College Summer Research Enhancement Program June 10-11, 2024 and in June 12-13, 2023, in Tsaile, AZ. I presented research ethics, the IRB process

for the Navajo Nation, my motivational/personal journey in college, Indigenous Determinants of Health, and led a talking circle to talk about challenges in academic system that Indigenous students must overcome to complete graduate school.

- Developed the presentation and activity for the COPH recruitment team for the HSC Interprofessional Experience - Communities to Careers Health Careers Academy on June 21, 2024.
- Represented COPH at the Mescalero Apache High School Career Day Oct 25th, 2023 in Mescalero, NM. I shared information about COPH, courses I teach, research we do at the college, and opportunities in the public health workforce.
- Represented COPH at the UNM Departmental Information Day event to support the COPH booth and welcome students back on Aug 21st, 2023.
- Represented COPH at the UNM SECiH High School Day. We did a one-hour “speed talking” event to meet with 35 high school students from Las Cruces to discuss their interests in health professions careers and provide information about the COPH program and career opportunities in population/public health. The event took place at the UNM HSC campus on February 24, 2023.
- Motivational guest presenter for the NAU Partnership for Native American Cancer Prevention (NACP) Native American Role Model Speaker Series. I shared my journey in earning my DrPH degree and provided advice for Native Americans pursuing their academic careers. My presentation, I Will Go and Do More, took place through Zoom on November 23, 2021.
- Hosted a roundtable discussion for the international event, "A Meeting of Sacred Waters," (organized by Redstar International) to share Diné (Navajo) perspectives of water and it’s multilevel (i.e., physical, mental, emotional, spiritual) connection with our health. I invited community members, Diné College faculty/students, and people from local organizations to join the discussion. We were 1 of 4 roundtables to share our perspectives that will be included in the Sacred Waters Report & Anthology, which will highlight the outcomes, practices, and recommendations resulting from the event on November 18, 2021.
- Motivational guest presenter for the NA youth summer program, Our Land, Our Education, and Our Health (OLEH), which is part of the University of Arizona Southwest Environmental Health Sciences Center's Community Engagement Core. I shared my academic journey at the UArizona, and how I maintained my cultural identity and sense of belonging as an Indigenous student. The presentation took place through Zoom on July 16, 2021.
- Volunteer with the Tucson Indian Center (TIC): Helped teach a lesson on digital storytelling with the Young Warrior’s Project on March 8, 2018; helped with the monthly Elders’ Christmas Dinner (assisted with activities and raffle) on Dec 2016/2018 and the Elders’ Luncheon (guest presenter, serve food) from Feb-March 2016 and March 2018; supported the TIC Afterschool Program (guest presenter, healthy food demonstration) from Feb-March 2016; served as TIC Community Health Assessment surveyor October 2015-2016; and the TIC/University of Arizona Youth campus tour April 2nd, 2016.
- Volunteer at the UArizona American Indian Alumni Club Holiday Dinner to speak about community leadership and encourage undergraduate students to complete college on December 2017
- Guest presenter at the UArizona Native American Cancer Prevention Graduate Student Primer to speak about college experience and support potential incoming graduates, January 2016

- Native SOAR mentor for undergraduate students, Spring 2014, Fall 2014, Feb 2017-May 2017
- Volunteer for the Native American Student Affairs office to talk to incoming freshmen about alcohol and drug abuse prevention, August 2015
- Volunteer at the Native Pathways to STEM Careers event to talk about college experience and tips for academic success, Jan 2013
- Founder and member of the Gardening Resources and Opportunities with Native American Teachings and Indigenous Education (GROW NATIVE) community-based organization in Tucson, AZ from 2009-2014. Hosted gardening workshops and helped organize a community gardening program for Native American families in Tucson. Did outreach events at the Tucson Indian Center and their annual Native American Children's Powwow.
- Served as a guest presenter on a panel for Indigenous Public Health Leadership at the 7th Annual Indigenous Day of Health at UArizona MEZCOPH, Nov 2017
- Lead committee member to organize the 1st, 2nd, 3rd, 4th, and 5th Annual Indigenous Day of Health at UA MEZCOPH, Nov 2012, Nov 2013, Nov 2014, Nov 2015, Nov 2016. The event served as way to bring Indigenous public health awareness to the university and Tucson community by inviting guest presenters, cultural presenters, hosting wellness workshops, and fundraising through silent auctions and Indigenous food sales.
- Committee member with the AIAN Task Force at UArizona MEZCOPH, Spring 2012-Spring 2014. This was an informal group of Indigenous graduate students who created a strategic plan to promote an inclusive and equitable environment for Indigenous students at MEZCOPH.
- Treasurer, American Indian and Indigenous Health Alliance (AIIHA) club, MEZCOPH, Fall 2014-Spring 2016. The AIIHA club organized fundraisers, hosted guest speakers, participated in college outreach events, and provided social and networking events for Native American college students.
- Vice-President, UArizona AIIHA Alliance club, MEZCOPH, Fall 2013-Spring 2014. The AIIHA club organized fundraisers, hosted guest speakers, participated in college outreach events, created a scholarship program, and provided social and networking events for Native American college students.
- President/founder, UArizona AIIHA club, MEZCOPH, Fall 2012-Spring 2013. This student club was developed to promote diversity, equity, and inclusion of Native Americans in MEZCOPH. Native American students voiced a need to be represented at the college and to build social support and connection within the study body.

Scholarly Presentations

- Navajo Traditional Knowledge Holders' Resilience During the COVID-19 Pandemic
 - (Oral presentation) HS 671: Determinants of Indigenous Health and Resilience, Northern Arizona University, October 25, 2024
- Incorporating Behavior Change Theory into a Food Systems Project for Urban American Indians in Tucson
 - (Oral presentation) PUH 345 Theories of Health Behavior (Dr. Mark Bauer), Dine College, November 28, 2023
- Diné (Navajo) teachings and public health students informing peers and relatives about vaccine education (RAVE): Teaching students to be health messengers
 - (Oral presentation) American Public Health Association Conference, Atlanta, GA, November 12, 2023

- Healthy Places—Healthy People (HPHP): Promoting Active Living in Navajo Communities
 - (Oral presentation) Navajo Nation Human Research Review Board Conference, Twin Arrows, AZ, October 19, 2023
- Development, Implementation, and Evaluation of the 2021-2022 Diné Teachings and Public Health Students Informing Peers and Relatives about Vaccine Education (RAVE) Project
 - (Oral presentation) Navajo Nation Human Research Review Board Conference, Twin Arrows, AZ, October 18, 2023
- Indigenous Fatherhood
 - (Oral presentation) PH 472 Maternal and Child Health (Dr. Tammy Thomas), University of New Mexico, September 29, 2023
- Rebuilding the Public Health Workforce: Fostering Connections Between Tribal Health Departments and Community-Based Organizations. In K Thomas (Chair). Applying Project ECHO to Address Public Health Workforce Challenges During COVID-19.
 - (Panel session 235). 2023 Meta ECHO Conference, Albuquerque, NM, United States, Sept. 18, 2023
- Introduction to Public Health
 - (Oral presentation) Tribal Leaders' Public Health Symposium, Sandia Casino, August 10, 2023
- Implications for Community Engagement with Navajo Traditional Knowledge Holders Regarding COVID-19
 - (Oral presentation) AIAN National Institutes of Health Community Engagement Alliance, July 26, 2023
- Indigenous Determinants of Health
 - (Oral presentation) Dine College Summer Research Enhancement Program, Tsaille, AZ, June 12, 2023
- Submitting a Proposal to the Dine College Institutional Review Board
 - (Oral presentation) Dine College Summer Research Enhancement Program, Tsaille, AZ, June 13, 2023
- Informed Consent
 - (Oral presentation) Dine College Summer Research Enhancement Program, Tsaille, AZ, June 13, 2023
- How to Develop Health Education Materials: Lessons from a Diné COVID-19 Vaccine Education Project
 - (Oral presentation) New Mexico Public Health Association Conference, May 18, 2023
- Diné Teachings and Public Health Students Informing Peers and Relatives about Vaccine Education (RAVE)
 - (Oral presentation) Northern Arizona University, September 27, 2022
- A Conceptual Indigenous Determinants of Health Model to Explore Urban AIAN Food Systems
 - (Oral presentation through Zoom) PH 582: Social & Ecological Determinants of Indigenous Health, University of North Dakota, April 7, 2022
- If Not Us, Then Who? The Need for Faculty at TCUs to Build the Public Health Workforce
 - (Oral presentation through Zoom) SACNAS Tribal Colleges and Universities Collective, March 24, 2022
- Navajo NARCH: A Pipeline Program to Build the Public Health Workforce

- (Oral presentation through Zoom) Centers for Disease Control and Prevention Annual OT18-1803 Recipient Meeting, March 23, 2022
- Resilience In the Face of COVID-19: Online Adaptations to Continue Summer Research Programs for High School and Undergraduate Students on the Navajo Nation
 - (Oral presentation through Zoom) 2021 Bi-Annual Navajo Research Conference, Navajo Nation Human Research Review Board, October 19, 2021
- Implementation of an Online Summer Program for Undergraduate Students on the Navajo Nation During the COVID-19 Pandemic
 - (Oral presentation through Zoom) University of Oklahoma, Oklahoma City, OK, Feb 18, 2021
- The Public Health Educational Pathway at Diné College: Building Resilience through the Summer Research Enhancement Program
 - (Oral presentation) Mayo Clinic Office of Health Disparities Research Academic Talk, Rochester, MN, Sept 9, 2019
- Public Health Programs at Diné College
 - (Oral presentation) Tribal Colleges and Universities Conclave: Embedding Behavioral Health and Health Related Research Knowledge & Skills into the Curriculum, Tucson, AZ, Jan 3-4, 2019
- Asset-Based Career Pathways with Diné American Indian Students
 - (Poster presentation) American Public Health Association meeting, San Diego, CA, Nov 10-14, 2018
- Weaving Resilience into An Education Pathway Designed to Build the Navajo Nation Public Health Workforce
 - (Oral presentation) Social Medicine Consortium 3rd Annual Conference, Churchrock, NM, April, 28, 2018
- Tucson Indian Center Community Engaged Research Partnerships
 - (Oral presentation) AZ Biomedical Research Conference: Building Community-Engaged Health Research Partnerships, Tucson, AZ, May 2, 2017
- Investigating Urban American Indian Food Systems: Challenges and Opportunities to Promote Access to Healthy Foods and Food Security Through Gardening
 - (Poster presentation) 2017 AzPHA Spring Conference: Connecting Community Design and Public Health, Phoenix, AZ, April 26, 2017
- Champions of Health on the Horizon: Supporting Academic Persistence and Success among American Indian and Alaska Native Public Health Graduate Students
 - (Poster presentation) 2017 Native American Research and Training Center Winter Institute, Tucson, AZ March 1-4, 2017
- Public Health and American Indians and Alaska Natives
 - (Oral presentation) Guest lecturer for CPH 577 Social & Behavioral Aspects of Public Health Tucson, AZ, November 3, 2016
- Exploring American Indian Students' Resilience Through Digital Storytelling in the Diné College Summer Research Enhancement Program Curriculum.
 - (Oral presentation) 26th National Native Health Research Conference, Cherokee, NC, June 5-8, 2016
- American Indian Elders' Resilience
 - (Oral presentation) 2015 AIHEC Behavioral Health Institute, Diné College, Tsaile, Arizona, June 23, 2015
- Urban American Indian Elders Stories of Resilience.
 - (Poster presentation) Minority Health and Health Disparities Grantees' Conference, National Harbor, Maryland, December 1-3, 2014

- Resilience Through the Worldview of Urban American Indian Elders: Community to Individual Level Factors for Strengthening Family and Parenting Practices
 - (Oral presentation) 6th Biennial International Indigenous Development Research Conference 2014, Auckland, NZ, November 18-25, 2014

Publications

- Begay, C., Kahn, C. Johnson, T., Dickerson, C., Tutt, M., Begay, A., Bauer, M., Teufel-Shone, N. (2024). Developing a public health course to train undergraduate student health messengers to address vaccine hesitancy in an American Indian community. *Pedagogy in Health Promotion, Int. J. Environ. Res. Public Health*, 21(10), 1320. <https://doi.org/10.3390/ijerph21101320>
- Kahn, C.B., John, B., Shin, S.S., Whitman, R., Yazzie, A.S., Goldtooth-Halwood, R., Hecht, K., Hecht, C., Vollmer, L., Egge, M., Nelson, N., Bitah, K. & George, C. (2023). Teacher and Caregiver Perspectives on Water Is K'é: An Early Child Education Program to Promote Healthy Beverages among Navajo Children. *Int. J. Environ. Res. Public Health*, 20, 6696. <https://doi.org/10.3390/ijerph20176696>
- Kahn, C. B., James, D., George, S., Johnson, T., Kahn-John, M., Teufel-Shone, N. I., Begay, C., Tutt, M., & Bauer, M. C. (2023). Diné (Navajo) Traditional Knowledge Holders' Perspective of COVID-19. *Int. J. Environ. Res. Public Health*, 20(4), 3728. <https://doi.org/10.3390/ijerph20043728>
- Tutt, M., Begay, C., George, S., Dickerson, C., Kahn, C., Bauer, M., & Teufel-Shone, N. (2022). Diné Teachings and Public Health Students Informing Peers and Relatives about Vaccine Education (RAVE): Providing Diné (Navajo) centered COVID-19 education materials using student health messengers. *Frontiers in Public Health*, 10, 1046634. <https://doi.org/10.3389/fpubh.2022.1046634>
- Dreifuss, H., Belin, K. L., Wilson, J., George, S., Waters, A., Kahn, C. B., Bauer, M. C., & Teufel-Shone, N. (2022). Engaging Native American high school students in public health career preparation through the Indigenous Summer Enhancement Program. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.789994>
- Kahn, C. B., Dreifuss, H., Teufel-Shone, N., Tutt, M., McCue, K., Wilson, J., Waters, A., Belin, K. L., Bauer, M. (2021). Adapting summer education programs for Navajo students: Resilient teamwork. *Frontiers in Sociology*, 6. <https://doi.org/10.3389/fsoc.2021.617994>
- Kahn, C. B., Reinschmidt, K., Teufel-Shone, N. I., Ore, C. E., Henson, M., & Attakai, A. (2016). American Indian Elders' resilience: Sources of strength for building a healthy future for youth. *American Indian and Alaska Native Mental Health Research*, 23(3), 117-133. doi: 10.5820/aian.2303.2016.117
- Whitewater, S., Reinschmidt, K. M., Kahn, C, Attakai, A., & Teufel-Shone, N. I. (2016). Flexible roles for American Indian elders in community-based participatory research. *Preventing Chronic Disease*, 13. doi: 10.5888/pcd13.150575
- Reinschmidt, K., Attakai, A., Kahn, C. B., Whitewater, S., & Teufel-Shone, N. I. (2016). Shaping a stories of resilience model from urban American Indian elders' narratives of historical trauma and resilience. *American Indian and Alaska Native Mental Health Research*, 23(3), 117-133. doi: 10.5820/aian.2304.2016.63

Grants and Contracts

- UNM College of Population Health Supporting Early Career Faculty (SECF). Grant award dates: May 2023-Dec 2024.
 - 100% effort as Principal Investigator; amount of \$24,095.

- Title: Understanding Challenges and Opportunities to Build a Native American Public Health Workforce in the Southwest.
- Project: The goal of this project is to understand: 1) If Native American (NA) public health students that have graduated (2010-2024) are finding careers in the public health workforce, 2) challenges they may face to do so, and 3) strategies to increase opportunities to build the public health workforce through entrepreneurship and innovation. The specific aim is to work with an advisory “Think Tank” group to conduct a descriptive study using a mixed methods approach to design a conceptual model for the Native American public health workforce.
- Student Enhancement Project (SEP) Navajo NARCH Partnership. Grant award dates: Sept 23, 2021-July 31, 2025. I worked on this project from Sept 23, 2021-August 8, 2022.
 - Team grant writer and 40% effort as co-Principal Investigator with Drs. Mark Bauer and Nicolette Teufel-Shone; amount of \$697,019.
 - Project: The Navajo NARCH SEP specific aims are to: 1) Expand NARCH collaborations with high schools and related organizations to inform and expose students to the roles and career paths of health-related professions; 2) Expand the Diné College BSPH program by developing additional local research experiences, strengthening academic skills and alignment with graduate programs, and building connections across six campuses on Navajo Nation to better support student learning and development; 3) Adapt the NAU MPH program Indigenous Health (IH) concentration, to align with the practice and research needs of the Navajo Nation Department of Health, Indian Health Service and Diné College and 4) Mentor recent Navajo post-doctoral fellows or Early Stage Investigators to build skills for successful, externally funded research careers focused on health equity for the Navajo Nation.
- Notah Begay III Foundation 2015 “Seeds of Native Health” Capacity Building Grant, Fall 2015-Spring 2016
 - Grant writer and 100% effort as consultant for the Tucson Indian Center; amount of \$18,000
 - Project: Finding strengths in the local food environment to promote healthier food consumption among Native American community members in Tucson. I worked with the Tucson Indian Center to do a community-wide survey, community asset mapping with children and adults, focus groups, and talking circle with stakeholders to assess the prevalence of obesity, healthy eating, and food access as well as food security among the Native American community.
- Southwest Communities and Natural Resources Fellowship, Community Forestry & Environmental Research Partnerships UC Berkeley, Fall 2010-Spring 2014
 - 100% effort as Principal Investigator of grant; amount of \$15,000
 - Projects: 1) GROW NATIVE: A gardening and wellness project for urban American Indian families in Tucson, AZ; 2) GROW NATIVE Formative Assessment: A preliminary study to build the capacity for American Indian families to garden in Tucson, AZ
 - I worked with a community advisory board to develop, implement, and evaluate the project and we also conducted a formative assessment. I was responsible for managing the grant, training and hiring staff, and recruiting participants.

Dissertation

Topic: Promoting healthy food access and food security in urban American Indians through adaptations to the local food systems and digital storytelling

- My dissertation was a CBPR project done in collaboration with the Tucson Indian Center (TIC). I worked closely with an advisory board to build upon urban food systems in Tucson, AZ. We investigated urban Native American food systems, food insecurity, and healthy food access, which included a focus on traditional Native American food. A mixed methods approach was used and I worked with a team of researchers to analyze the qualitative data collected from the project. I analyzed the qualitative data using NVivo and quantitative data using IBM SPSS software.
- The project aims included: (1) document urban Native American adult food access, food security, body mass index (BMI), and barriers and strategies in using Tucson, AZ's food system to explore social determinants of health that impact food availability and accessibility; (2) use a Social Cognitive Theory (SCT) framework and strategies documented in Aim 1 to collaboratively plan the development of a digital storytelling (DST) food system curriculum that promotes personal, behavioral, and environmental strategies to access healthy foods and promote food security; and (3) evaluate the development and application of the digital storytelling (DST) food system curriculum. The DST team used iMovie and Adobe Premiere Pro to edit the digital stories.
- Our project goals were to support urban Native American community members to access healthy food, be active participants in food system advocacy and policy, and maintain traditional lifeways in urban settings to address health disparities.

Davis—Kozoll Endowed Scholarship for Prevention Research and Practice



- The Davis—Kozoll Endowed Professorship for Prevention Research and Practice was established by Dr. Richard Kozoll and Dr. Sally Davis, husband and wife. Dr. Kozoll is Clinical Professor of the UNMHSC School of Medicine, Department of Family and Community Medicine, with over 45 years of volunteer faculty experience and a primary specialty in general preventive medicine. He has been a local, state, and national leader in rural and public health throughout his career. Dr. Davis is a tenured professor with joint appointments in the Departments of Pediatrics and Family and Community Medicine at the UNMHSC and has devoted over 45 years to strengthening the role of the UNMHSC to improving prevention science and community engagement. She directs one of the 26 Centers for Disease Control and Prevention Research Centers and is recognized nationally as a champion for prevention science and practice with a focus on rural and under-resourced communities.
- The endowment aims to support the UNM College of Population Health. The holder of the Endowed Professorship will endeavor to advance disease prevention research and practice for individuals and communities experiencing health inequities.
- The endowment seeks to further Dr. Kozoll's and Dr. Davis' vision and life's work for healthier New Mexico families and communities. They desire to assist the UNMHSC to maintain an institutional home for identifying, implementing, and disseminating best prevention practices.
- This position serves a vital role in advancing health and health equity for all New Mexicans. The appointed faculty member will be selected from the UNM College of Population Health and will be an individual whose work advances research on the prevention of disease for individuals and communities experiencing health inequities, with a strong preference for supporting Native American faculty.

Dr. Carmella Kahn



- Dr. Carmella Kahn has served as Assistant Professor at the UNM College of Population Health for two years. She is an esteemed faculty member with a remarkable career marked with numerous achievements and contributions to UNM and beyond.
- Originally from Mariano Lake, NM, Dr. Kahn received her BS in microbiology with a minor in chemistry from the University of Arizona, where she also received her MPH with a concentration in Family and Child Health. Her Master's Report was on developing, implementing and evaluating a community-based garden and wellness project for urban American Indian (AI) youth. Dr. Kahn completed her Doctor of Public Health (DrPH) degree at the University of Arizona Mel & Enid Zuckerman College of Public Health in August 2018. Her dissertation title was "Promoting healthy food access and food security in urban American Indians through adaptations to the local food systems and digital storytelling."
- Dr. Kahn's research interests include American Indian resilience, diabetes prevention, youth substance abuse prevention, AI food systems, and developing student pipeline programs.
- Dr. Kahn's work focuses heavily on the research and application of disease prevention strategies adapted to the culture, traditions and self-identified needs of the communities in which she has served. For over 14 years, Dr. Kahn has worked on community based participatory research projects with urban and rural American Indian communities.
- Dr. Kahn has been Assistant Professor at the UNM College of Population Health since 2023, where she teaches courses that include Health Systems, Services and Policies and Introduction to Population Health. She has developed the framework and curriculum for an Indigenous health course and is planning an Indigenous health concentration at the college.
- Dr. Kahn is a transformative mentor to AI students, and she builds and maintains potent relationships with tribal and community partners as part of her work to recruit, retain and engage AI students in public health. In years past, Dr. Kahn has taught public health at Diné College, which has included recruiting, advising and mentoring 128 students and helping encourage them to pursue advanced degrees in public health.
- Dr. Kahn's work currently supports two grants assessing challenges and opportunities to building a Native American public health workforce.
- Dr. Kahn's dedication to excellence in disease prevention research and practice is exemplified through her leadership, educational endeavors, scholarship and commitment to student mentoring as well as service work for more than 10 years throughout Dinétah.
- Dr. Kahn will embody the passion for disease prevention research and practice Dr. Sally Davis and Dr. Richard Kozoll have in establishing this Professorship.

About the Carolyn R. Surface Endowed Chair in Cancer Population and Data Science

The Surface Family has been very generous to the UNM Comprehensive Cancer Center, providing one of UNM's largest gifts from an individual donor for the establishment of Endowed Professorships and Chairs and to advance cancer research. The Surface Family including Victor, Ruby and Carolyn collectively have made gifts with a transformational impact on the Cancer Center and on cancer research and ultimately clinical care in New Mexico. The Surface Family Trust gift seeks to support the world-class, cutting-edge cancer research that so interested Mr. Surface, and will, to quote Mr. Surface, "go where it counts" and "where it will make a difference to everyone." Of note, Mr. Surface's daughter, Carolyn Surface, has also established an Endowment Fund at the UNM Comprehensive Cancer Center which also provides funds to support Endowed Chairs and cancer research including this Chair in Population and Data Science.



Nominee



Dr. Amos joined the University of New Mexico Comprehensive Cancer Center on October 1, 2024 and serves as Associate Director for Population Sciences and Cancer Control at the UNM Cancer Center and also serves as Director of the UNM Health Sciences Center (HSC) Data Science Initiative.

In his role as Associate Director for Cancer Control and Population Sciences, Dr. Amos will assist in building the UNM Comprehensive Cancer Center's research programs in cancer population sciences, cancer control, community engagement, cancer-relevant behavioral intervention, and cancer health disparities.

Dr. Amos' research focuses on the genetic epidemiology of cancer. His work has identified genetic factors that influence lung cancer risk and nicotine addiction, and he has published extensively on the genetic underpinnings of cancer. His work has contributed to personalized medical approaches to treating people with lung cancer.

Dr. Amos joins UNM from Baylor College of Medicine, where he was a Professor and Chief of the Section of Epidemiology and Population Sciences. He also served as Director of the Institute for Clinical and Translational Research and as Associate Director of Population and Quantitative Sciences at the Dan L Duncan Comprehensive Cancer Center.

Dr. Amos holds a doctorate in Biometry from LSU Medical Center in New Orleans. His postdoctoral training included a fellowship at the National Cancer Institute, where he focused on family studies and environmental epidemiology.

Dr. Christopher Amos
Sponsoring Donor:
Carolyn Surface & The Surface
Family Trust

UNM-Taos Request to Adopt UNM-Los Alamos Certificate in Welding Technology

This certificate program is designed to provide students with hands-on skills-based learning techniques in the field of welding. The certificate will allow students to enter the workforce as professional welders after only one year of university level courses (36 credit hours). This certificate will also allow students wishing to pursue additional coursework to ladder their credentials and pursue an Associate's degree in Electro-mechanical or welding related programs. The major goal of the program is to fulfill a community need to achieve competencies in reading blueprints, beginning and advanced Arc Welding, Oxy-Fuel, pipe, MIG & TIG welding, along with communication and metallurgy.

The present request for approval is a measure to ensure restoration of the UNM-Taos Certificate in Welding Technology to the UNM Catalog. The Certificate was approved by UNM and NM Higher Education Department in 2019 and has a CIP code.

This certificate program had gone through UNM and NM Higher Education Department approval but fell out of the catalog unintentionally in a transition to a new curriculum and catalog platform and new course numbering.



Certificate in Medical Biotechnology

SSTAR Presentation February 3, 2025

Rationale

UNM-Valencia Campus requests permission to offer a 20-credit hour certificate in Medical Biotechnology with an integrated undergraduate research project.

The primary purpose of this certification is to provide our students with knowledge of applied molecular biology and practical training in high-tech laboratory procedures desired by biotechnology and laboratory industries. Completion of such a certificate will make them competitive candidates for biomedical laboratory technologist positions offered by numerous New Mexico employers such as UNM Health Sciences Labs, Sandia Labs, Lovelace Biomedical, Tricore, and others.

The secondary purpose is to offer students pursuing higher degrees in biomedical and health science fields an opportunity to engage in scientifically significant undergraduate research early in their educational career. UNM-Valencia has a strong track-record of STEM undergraduate research, including research projects co-authored and presented at national conferences.

Students and Outcomes

This program will provide students with basic skills and knowledge required from biotechnology technicians. After completing the program, graduates will be qualified to conduct cutting-edge experimental procedures commonly utilized by industrial and research laboratories including:

1. Use of human in vitro cell cultures and their application in manipulative experiments addressing human diseases such as cancer.
2. DNA manipulation and analysis via cloning, sequencing, electrophoresis and polymerase chain reaction (PCR) amplification.
3. Manipulation and assessment of gene expression using RNA interference, CRISPR and a quantitative real-time PCR.
4. Critical analysis, interpretation and presentation of empirical data.

UNM-Valencia's largest major is General Science, with 160 majors currently. Any student who is interested in a STEM career would benefit from this program, which is designed to more quickly get a student into a lab tech position. New Mexico has a wealth of opportunities. The number of job postings in New Mexico for laboratory technicians and technologists, which highly prefer candidates with biotechnology training, exceeds 120 currently.

Required Resources

- In terms of physical resources such as classroom, laboratories, technology, equipment, instructional supplies, library resources, etc., no additional cost is anticipated. All core courses will be face to face with an emphasis on hands-on laboratory work. The existing laboratory facilities at UNM-Valencia are sufficient to support this program.
- The instructional needs of this program can be met with the existing full-time faculty. As a short certificate, it contains only three new courses, all of which can be taught by existing faculty.
- For the students, there will be no additional course fees associated with this program. At \$78.25 per credit hour, the total cost of this program will be \$1,565.00
- We anticipate ten to fifteen majors over the first three years of the program.

CERT Med Biot VA
Medical Biotechnology

Under Review | Spring 2025

Proposal Information

Workflow Status

In Progress

Student Success, Teaching and Research (SSTAR) Approval, Student Success, Teaching and Research Committee

expand ▲

Waiting for Approval | SSTAR approval

Pamela Kirchner

Hannah Long

Proposal Information

Sponsoring faculty/staff member

Laura Musselwhite

Sponsoring faculty/staff email

lmusselwhite@unm.edu

College

Associate Degree/Branch
Certificate

Department

Provost Branch Campuses

Campus

Valencia Branch Campus

Program Type

Academic

Branch Campus Dean of Instruction

Valencia Branch Campus

Effective Term and Year

Proposed Effective Term and Year

Spring 2025

Justification

Program Justification

The UNM-Valencia Campus requests permission to offer a 20-credit hour certificate in Medical Biotechnology with an integrated undergraduate research project.

The primary purpose of this certification is to provide our students with knowledge of applied molecular biology and practical training in high-tech laboratory procedures desired by biotechnology and laboratory industries. Completion of such a certificate will make them competitive candidates for biomedical laboratory technologist positions offered by numerous New Mexico employers such as UNM Health Sciences Labs, Sandia Labs, Lovelace Biomedical, Tricore, and others. The secondary purpose is to offer students pursuing higher degrees in biomedical and health science fields an opportunity to engage in scientifically significant undergraduate research early in their educational career. UNM does not currently offer these courses, but CNM does.

Program Category and Level

Program Category

Certificate

Program Level

Undergraduate

Degree, Minor, or Certificate Name

Medical Biotechnology

Degree Type

Certificate (undergraduate)

Degree/Certificate Level

Undergraduate Certificate

CIP Code ⓘ

26.1201

CIP Title ⓘ

Biotechnology

Is this program also offered online?

No

New program courses

Composition of new program

Existing courses	Revised courses	New Courses	Total Credits
20			20

Pre-proposal (new degrees/certificates only)

Pre-proposal Executive Summary ⓘ

- Biotechnology Certificate -Preliminary Form Final.pdf
- Certificate in Biomedical Technology_UNM Valencia_10_28_24.pdf

Program Duplication

These courses are not currently offered at UNM, and not part of any program. The only similar program is at CNM.

Correspondence**Pre-proposal Approved?**

--

Associated Forms

Select any associated course forms that exist

Select any associated program forms that exist

Catalog Information

Program Description

This program provides students with basic skills and knowledge required from biotechnology technicians. Learning objectives will be achieved by implementing a biomedical research-based curriculum. After completing the program, graduates will be qualified to conduct cutting-edge experimental procedures commonly utilized by industrial and research laboratories including:

1. Use of human in vitro cell cultures and their application in manipulative experiments addressing human diseases such as cancer.
2. DNA manipulation and analysis via cloning, sequencing, electrophoresis and polymerase chain reaction (PCR) amplification.
3. Manipulation and assessment of gene expression using RNA interference, CRISPR and a quantitative real-time PCR.
4. Critical analysis, interpretation and presentation of empirical data.

Admissions Requirements

Graduation Requirements

Professional Credential/Licensure Program Information

License/Certification associated with program

No

Concentrations

Program Concentrations

Code

Title

Concentration Required

No


Certificate Information

Certificate Requirements

- Complete all of the following
 - Earn at least 4 credits from the following types of courses:
Choose a science lecture plus accompanying lab from the following choices: CHEM 1215/1215L or CHEM 1120C
 - Earn at least 4 credits from the following types of courses:
Choose a science lecture plus accompanying lab from the following choices: BIOL 1140/1140L or BIOL 2101/2103
 - Complete the following:
 - BIOL2305 - Microbiology for Health Sciences (4)
 - BIOL2710 - Biotechnology I (4)
 - BIOL2715 - Biotechnology II (4)

Grand Total Credits: 20



From: Dr. Pamela Cheek, Vice Provost for Student Success 
To: Dean Laura Musselwhite, UNM-Valencia
Re: Proposal for a New Certificate in Biomedical Technology
Date: October 28, 2024

On behalf of the Office of the Provost and EVP for Academic Affairs, I support this proposal for a Certificate in Biomedical Technology and approve formal submission of the proposal for review. The design for the new UNM-Valencia Certificate incorporates early research and practical experience and aligns with student need to experience a direct relationship between their course of study, employment, and transfer opportunities.



Associate of Arts Psychology

SSTAR Presentation February 3, 2025

Rationale

UNM-Valencia requests permission to offer an Associate of Arts degree in Psychology as part of a pathway to baccalaureate (and beyond) degree completion at a four-year institution. The 61-credit-hour program will provide students with an understanding of how individuals relate to their world, emphasizing communication and critical thinking skills, as well as personal and social responsibility. The Psychology program will provide students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to continue their studies at the baccalaureate level, as well as when they move into the workforce.

There is growing demand for workers with the soft and hard skills learned in Psychology programs. These skills are transferable not only to the Psychology program at UNM-Albuquerque, but other programs such as Sociology, Communications, Criminology, Education, and Business, allowing students to be successful in many careers such as law, business, education, running non-profits or other organizations, etc. Students graduating with a Psychology degree will use the skills they learn in this program whenever interacting with others, not only in their personal lives, but their professional ones as well.

Students and Outcomes

Currently, the Psychology concentration within our Liberal Arts degree is by far the most popular concentration, and thus we know we have a pool of interested students. With approval of this new degree, we would remove the Psychology concentration from Liberal Arts to focus on this degree track. This program would benefit many students in a variety of career fields.

The student learning outcomes reflect skills needed in the workforce:

- 1. Students will explain how the scientific method and psychological research methodologies are used to study psychology.**
- 2. Students will recall key terms, concepts, and theories in the various areas of psychology, such as neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, disorders and therapies, and social psychology.**
- 3. Students will explain how information provided in this course can be applied to life, both personally and professionally.**
- 4. Students will identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.**

Business owners in our region and nationwide express the vital need for workers to be able to analyze and solve issues, think critically, function alongside other team members, and express themselves verbally and in writing. This program is a solid foundation for obtaining such skills.

Required Resources

- There are no additional technology or equipment costs associated with this program.
- The instructional needs of this program can be met with the existing full and part-time psychology and general education faculty at UNM-Valencia, thus there is no need for additional personnel costs.
- For the students, there will be no additional course fees associated with this program. At \$78.25 per credit hour, the total cost of this program will be \$4,773.25.
- We anticipate ten majors for the first year of the program, growing to fifteen the second year, and twenty the third year.

AA Psychology VA Psychology

Under Review | Fall 2025

Proposal Information

Workflow Status

In Progress

Student Success, Teaching and Research (SSTAR) Approval, Student Success, Teaching and Research Committee

expand ▲

Waiting for Approval | SSTAR approval

Pamela Kirchner

Hannah Long

Proposal Information

Sponsoring faculty/staff member

Laura Musselwhite

Sponsoring faculty/staff email

lmusselwhite@unm.edu

College

Associate Degree/Branch
Certificate

Department

Provost Branch Campuses

Campus

Valencia Branch Campus

Program Type

Academic

Branch Campus Dean of Instruction

Valencia Branch Campus

Effective Term and Year

Proposed Effective Term and Year

Fall 2025

Justification

Program Justification

UNM-Valencia requests permission to offer an Associate of Arts degree in Psychology. This proposal is in tandem with our request to remove all of the concentrations (including a psychology concentration) from our Liberal Arts degree. UNM-Valencia is very excited about the potential of this program to assist us in creating new Social Sciences programming that will engage students and lead them to transfer to UNM-Albuquerque to pursue a bachelor's degree in the field of Psychology. As a degree in Psychology is useful regardless of future career, we believe this program will enrich our offerings and be of great value to our students.

Program Category and Level

Program Category

Program

Program Level

Undergraduate

Degree, Minor, or Certificate Name

Psychology

Degree Type

Associate of Arts

Degree/Certificate Level

Associates Degree

CIP Code ⓘ

42.0101

CIP Title ⓘ

Psychology, General

Is this program also offered online?

No

New program courses

Composition of new program

Existing courses	Revised courses	New Courses	Total Credits
61			61

Pre-proposal (new degrees/certificates only)

Pre-proposal Executive Summary ⓘ

- Psychology AA -Preliminary Form 9-23-24 A.pdf
- AA in Psychology_UNM_Valencia_10_28_24.pdf

Program Duplication

This program creates a pathway for students earning an associate's degree in Psychology to transition to UNM-Albuquerque for their bachelor's degree. Although CNM does have an associate's degree in Psychology, no other UNM branch campus does.

Correspondence**Pre-proposal Approved?**

--

Associated Forms

Select any associated course forms that exist

Select any associated program forms that exist

Shared Credit and Dual Degree information

Interdepartmental Program

No

Catalog Information

Program Description

The 61-credit-hour Associate of Arts degree in Psychology will provide students with an understanding of how individuals relate to their world, emphasizing communication and critical thinking skills, as well as personal and social responsibility. The Psychology program will provide students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to continue their studies at the baccalaureate level, as well as when they move into the workforce.

Admissions Requirements

Graduation Requirements

Professional Credential/Licensure Program Information

License/Certification associated with program

No

Degree Information

Degree Hours

61

Minimum Major Hours

Professional Accrediting Bodies

Degree Requirements

Requirements

- Complete all of the following

Area I: Communication

- Complete all of the following
 - Complete the following:
 - ENGL1120 - Composition II (3)
 - Earn at least 3 credits from the following types of courses:
Select one Communication general education course

Area II: Mathematics: Mathematics and Statistics

- Earn at least 3 credits from the following types of courses:
Select one Mathematics general education course

Area III: Science: Physical and Natural Sciences

- Earn at least 4 credits from the following types of courses:
Select one Science general education course, which must include a lab

Area IV: Social and Behavioral Sciences

- Earn at least 3 credits from the following types of courses:
Select one Social and Behavioral general education course

Area VA: Humanities

- Earn at least 3 credits from the following types of courses:
Select one Humanities general education course

Area VB: Second Language

- Earn at least 3 credits from the following types of courses:
Select one Second Language general education course

Area VI: Creative and Fine Arts: Arts and Design

- Earn at least 3 credits from the following types of courses:
Select one Creative and Fine Arts general education course

Area VII: Student Choice

- Earn at least 6 credits from the following types of courses:
Select two additional general education courses. Students who do not place into ENGL 1120 may apply the credit hours from the prerequisite ENGL 1110 (or its equivalent ENGL 1110Z) to help fulfill this area.

Psychology Program Requirements

- Complete all of the following
 - Complete the following:
 - BCIS1110 - Fundamentals of Information Literacy and Systems (3)
 - COMM2120 - Interpersonal Communication (3)
 - PSYC1110 - Introduction to Psychology (3)
 - PSYC2510 - Statistical Principles for Psychology (3)

- Earn at least 12 credits from the following:
 - PSYC2110 - Social Psychology (3)
 - PSYC2120 - Developmental Psychology (3)
 - PSYC2220 - Cognitive Psychology (3)
 - PSYC2270 - Psychology of Learning and Memory (3)
 - PSYC2250 - Brain and Behavior (3)
- Earn at least 6 credits from the following types of courses:
 Select two additional courses to total 6 credit hours. It is suggested that students choose the courses from one discipline, so that these credits contribute to their minor when transferring to a 4-year college.

Grand Total Credits: 61

Concentrations

Program Concentrations

Code

Title

Concentration Required

No

Emphases

Emphasis required

Emphasis Hours

No

Emphasis Rules

No Rules

Sample Degree Plan

Sample Degree Plan Upload

Program Learning Outcomes

Learning Outcomes

Upon successful completion of the courses required for the program, students will be able to:

1. explain how the scientific method and psychological research methodologies are used to study psychology.
2. recall key terms, concepts, and theories in the various areas of psychology, such as neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, disorders and therapies, and social psychology.
3. explain how information provided in this course can be applied to life, both personally and professionally.
4. identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.



THE UNIVERSITY *of* NEW MEXICO
New Mexico's Flagship University

Office of the Provost and Executive Vice President for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

**NEW ASSOCIATE OF ARTS PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, AA in Psychology**

1. Program Description

UNM-Valencia requests permission to offer an Associate of Arts degree in Psychology. This proposal is in tandem with our request to remove all of the concentrations (including a psychology concentration) from our Liberal Arts degree. UNM-Valencia is very excited about the potential of this program to assist us in creating new Social Sciences programming that will engage students and lead them to transfer to UNM-Albuquerque to pursue a bachelor's degree in the field of Psychology.

The 61-credit-hour Associate of Arts degree in Psychology will provide students with an understanding of how individuals relate to their world, emphasizing communication and critical thinking skills, as well as personal and social responsibility. The Psychology program will provide students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to continue their studies at the baccalaureate level, as well as when they move into the workforce. Upon successful completion of the courses required for the program, students will be able to:

1. explain how the scientific method and psychological research methodologies are used to study psychology.
2. recall key terms, concepts, and theories in the various areas of psychology, such as neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, disorders and therapies, and social psychology.
3. explain how information provided in this course can be applied to life, both personally and professionally.
4. identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

The Associate of Arts in Psychology could be offered beginning as early as Fall 2025. All of the general education core courses and the program core courses already exist in the UNM catalog.

2. Evidence of Need

As the learning outcomes indicate, completion of this degree will provide students with skills in a variety of areas such as critical thinking, effective communication, and analytical reasoning in a variety of contexts/environments, which will produce students who can succeed in a wide variety of majors and job opportunities.

There is growing demand for workers with the soft and hard skills learned in Psychology programs. These skills are transferable not only to the Psychology program at UNM-Albuquerque, but other programs such as Sociology, Communications, Criminology, Education, and Business, allowing students to be successful in many careers such as law, business, education, running non-profits or other organizations, etc. Students graduating with a Psychology degree will use the skills they learn in this program whenever interacting with others, not only in their personal lives, but their professional ones as well.

UNM-Valencia has an established record of successfully transferring students to UNM-Albuquerque. 81% of our current degree-seekers identify as having a transfer major, as opposed to majoring in a career technical field. Many of those students transfer in a Social Sciences or Humanities field, so we believe we have the student interest to support the transition from a Liberal Arts with a concentration in Psychology to an Associate of Arts degree in Psychology.

Total Transfers to UNM-ABQ	FA20	FA21	FA22	FA23	FA24
	73	57	80	56	49

# of Majors (total at UNMV)	FA20	FA21	FA22	FA23	FA24
Business Administration	54	56	51	55	57
General Science	196	163	156	157	155
Early Childhood Education	41	33	19	23	25
Education	25	27	26	27	27
Criminology	25	22	14	18	15
Integrative Studies	65	65	40	33	30
Liberal Arts	49	39	48	52	85

Additionally, we believe that our particular student body will be interested in a full Psychology program as opposed to a Liberal Arts degree with a concentration in Psychology. The majority of students who choose a concentration in the Liberal Arts degree choose Psychology. Most of these students intend to transfer to UNM-Albuquerque to complete a baccalaureate degree in Psychology or a related field of study.

3. Program Content and Quality

The curriculum for the Associate of Arts in Psychology consists of the following courses that total 61 credit hours:

General Education Core Courses (31 credit hours)

Area 1: Communication **6 credit hours**

ENGL 1120 (Composition II) 3 credit hours

Choose one Communication General Education course 3 credit hours

Area 2: Mathematics and Statistics **3 credit hours**

Choose one Mathematics and Statistics General Education course

Area 3: Physical and Natural Sciences **4 credit hours**

Choose one Physical and Natural Sciences General Education course with Lab

Area 4: Social and Behavioral Sciences **3 credit hours**

Choose one Social and Behavioral Sciences General Education course

Area 5A: Humanities **3 credit hours**

Choose one Humanities General Education course

Area 5B: Second Language **3 credit hours**

Choose one Second Language General Education course

Area 6: Creative and Fine Arts **3 credit hours**

Choose one Creative and Fine Arts General Education course

Area 7: Student Choice **6 credit hours**

Select two additional General Education courses from Areas 1 through 6. It is suggested that students choose the courses from one discipline, so that these credits contribute to their minor when transferring to UNM Albuquerque Campus, or another 4-year college. Students who do not place into ENGL 1120 may apply the credit hours from the prerequisite ENGL 1110 (or its equivalent ENGL 1110 Y or Z) to help fulfill this area.

Psychology Program Requirements (30 credit hours)

BCIS 1110 (Fundamentals of Information Literacy and Systems)	3 credit hours
COMM 2120 (Interpersonal Communication)	3 credit hours
PSYC 1110 (Introduction to Psychology)	3 credit hours
PSYC 2510 (Statistical Principles)	3 credit hours
PSYC Electives (choose 4 psychology courses from the following: 2110 (Social Psychology), 2120 (Developmental Psychology), 2220 (Cognitive Psychology), 2250 (Brain and Behavior), 2270 (Psychology of Learning and Memory)	12 credit hours
Student Choice-Elective	6 credit hours
Select two additional courses to total 6 credit hours. It is suggested that students choose the courses from one discipline, so that these credits contribute to their minor when transferring to UNM Albuquerque Campus, or another 4-year college.	

4. Evaluation and Assessment

If approved, the Associate of Arts in Psychology will follow the procedure for academic program review set forth by the Office of Assessment at UNM-Albuquerque. Internally, UNM-Valencia will track students' progress on an annual basis to ensure their timely graduation from the program.

As with all UNM-Valencia programs and courses, the Associate of Arts in Psychology will be subject to an annual assessment cycle of student learning outcomes and program outcomes evaluation in addition to cyclical program review.

5. Required Resources


In terms of physical resources such as classroom, technology, equipment, instructional supplies, library resources, etc., no additional cost is anticipated. All UNM-Valencia faculty have access to the Teaching and Learning Center, which provides training in the latest technologies available in the classrooms. Some courses will be face to face and some will be online. The current psychology faculty (full and part-time) will teach the required psychology courses.

6. Projected Enrollment and Costs

We anticipate that this program will be moderate in size, but has the potential to be one of the highest enrollment programs, beginning with course enrollments of around 25 and approximately 20 majors in the first two years. We hope to grow the program to 30 majors afterwards.

The cost for the program to the student would be comparable to that of any associate's degree program, at the current UNM-Valencia tuition rate of \$78.25 per credit hour. No additional program fees will be charged.



From: Dr. Pamela Cheek, Vice Provost for Student Success 
To: Dean Laura Musselwhite, UNM-Valencia
Re: Proposal for a New Associate of Arts Degree in Psychology
Date: October 28, 2024

On behalf of the Office of the Provost and EVP for Academic Affairs, I support this proposal for the Associate of Arts Degree in Psychology and approve formal submission of the proposal for review. The rationale for the new UNM-Valencia program and its relationship to UNM transfer goals is strong and the shift from a liberal arts concentration to a specific psychology and social sciences pathway is timely.

**STRATEGIC
DISCUSSION
ITEMS**



Aligning with Federal Accountability: Insights on GE, FVT, and PSEO Reporting

Charla Orozco, Dir, Office of Institutional Analytics

cehenley@unm.edu

Introduction

- Purpose is to inform about the following accountability initiatives:
 - Gainful Employment (GE)*
 - Financial Value Transparency (FVT)*
 - Post-Secondary Employment Outcomes (PSEO)
- Both GE and FVT were born of federal government's focus on institutional accountability and transparency regarding student outcomes and financial value

*Note: Gainful Employment (GE) and Financial Value Transparency (FVT) are newly (re)introduced regulatory frameworks. Given their newness and complexity, please note that these frameworks are still evolving. The information provided reflects the most current understanding and guidance as of today, but updates may occur as regulations are further clarified or implemented.

Background

“Generally, **in order to be eligible for funding** under the *Higher Education Act Title IV* student assistance programs, an educational program must **lead to a degree** at a nonprofit or public institution or it must **prepare students for ‘gainful employment** in a recognized occupation.’ Therefore, with very few exceptions, any non-degree program offered by nonprofit or public institutions and all educational programs offered at for-profit institutions must lead to **gainful employment.**”

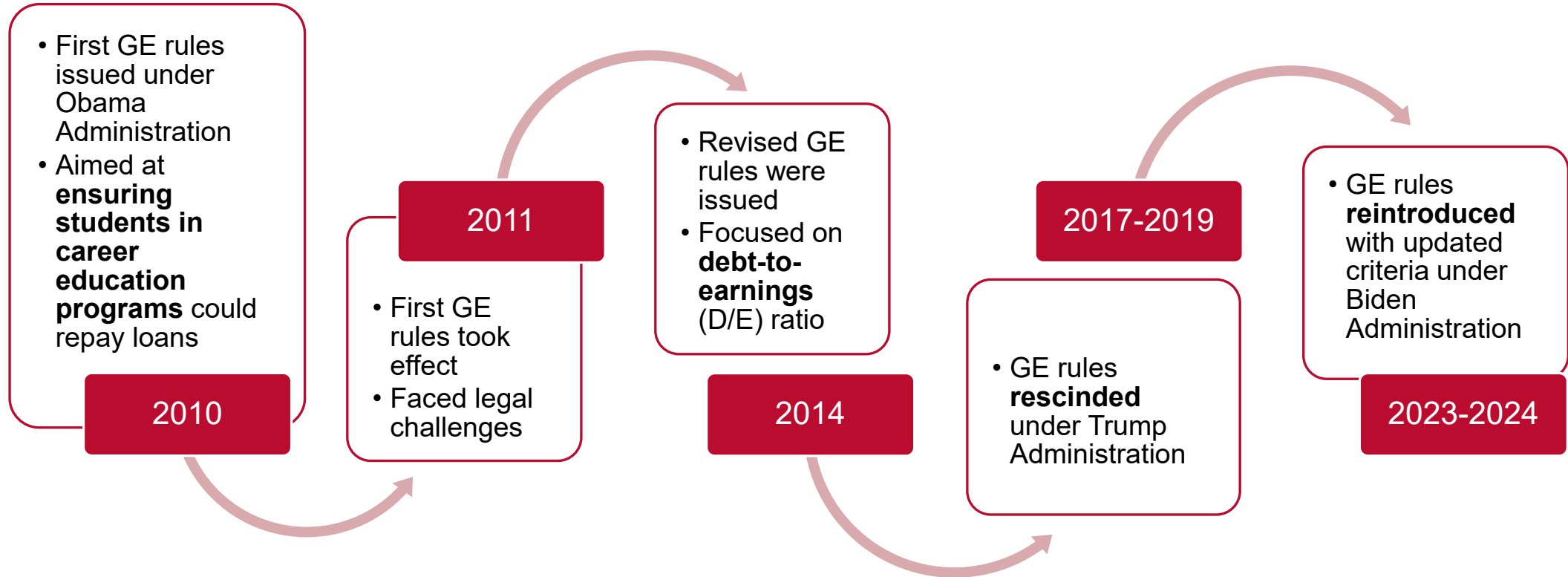
Source: [Federal Student Aid Gainful Employment](#)



Gainful Employment

- The **Gainful Employment** (GE) regulations were first introduced in **2010** by the U.S. Department of Education under the Obama administration.
- The rules were part of a broader effort to hold higher education institutions accountable for the outcomes of their **career education programs**, particularly those at **for-profit colleges** and **certain non-degree programs at public and nonprofit institutions**.

Timeline of GE Reporting Requirements



Current GE Requirements

Assess whether **career programs** meet the statutory requirement of preparing students for gainful employment in a recognized occupation using two separate and independent metrics:

- A **debt-to-earnings** rate that compares the **median annual payments on loan debt borrowed for the program to the median earnings of its Federally aided graduates.**
- A new **earnings premium test** that measures whether the typical graduate from a program who received Federal aid is earning at least as much as a typical high school graduate in the labor force (i.e., either working or unemployed) in their State between the ages of 25 and 34. This is equal to roughly \$25,000 nationally but varies across States.

Source: [Gainful Employment Factsheet](#)



Financial Value Transparency (FVT)

The FVT scope expands reporting requirements **well beyond** those programs identified as Gainful Employment (GE) programs.

- Under the July 1, 2024, regulation, institutions will be required to report **all programs** that share the same four-digit CIP code and have **had 30 or more completers in total over the four most recent award years for both GE and non-GE programs**.
- **This includes the total number of recipients and non-recipients of Title IV and HEA funds enrolled in the program as well as student-level data for all recipients of Title IV and HEA funds.**
- A significant expansion over the 2014 GE regulations that were rescinded July 1, 2019.

Source: [Student Clearinghouse](#)



What is the difference?

Per Federal Student Aid (FSA) in its [FSA Dear Colleague Letter \(GEN-24-04\)](#):

*“The FVT regulations are designed to **improve the quality and availability of information provided directly to students about the costs, sources of financial aid, and outcomes of students enrolled in all title IV, HEA (Title IV) eligible programs.***

The GE regulations establish an accountability framework for GE Programs that uses the same earnings premium and debt-to-earnings measures to determine whether a GE program remains eligible for Title IV funds. These requirements can affect program eligibility and apply only to GE Programs.”

Potential Uses

- **Student financial aid.** By statute, ED must assess whether **career programs** are “preparing students for gainful employment in a recognized occupation.” Over time, programs that fall short of the standard **could lose access to federal student aid.**
- **Enrollment.** ED will use institutions’ reports and other sources to calculate and publish the likely out-of-pocket costs, debt, and post-graduation earnings for students in both GE and non-GE programs. Starting July 1, 2026, for programs that fail to meet certain benchmarks, **institutions will be required to provide specific student warnings and acknowledgments, before signing enrollment agreements with prospective students.**
- (hopeful) Public-facing **dashboards** with data on earnings, costs, and debt for graduates by program.

Source: [Student Clearinghouse](#)



Current Status

- Submitted student and program lists on January 15, 2025
- Submission portal was re-opened to address errors until February 15, 2025
- Will have to submit again in July 2025, if the regulations are not rescinded
- No official expectation for publication date of results
 - But 2014 GE data was made public in 2015 so we might infer about a year turnaround

Post-Secondary Employment Outcomes (PSEO)

- **Experimental** tabulations
- Developed by researchers at the U.S. Census Bureau.
- Provides **earnings and employment outcomes** for college and university graduates by degree level, degree major, post-secondary institution, and state of institution.
- Generated by **matching university transcript data with a national database of jobs**, using state-of-the-art confidentiality protection mechanisms to protect the underlying data.

PSEO Explorer



Post-Secondary Employment Outcomes Explorer

[What is PSEO?](#) [Download Data](#) [Email Us](#) [Tutorial](#) [Help](#)

Data Type

Earnings Flows

State

Arizona ▾

Institution

All Partner Institutions in Arizona ▾

Degree Level

Baccalaureate ▾

Graduation Cohort

All Cohorts ▾

Compare Earnings by

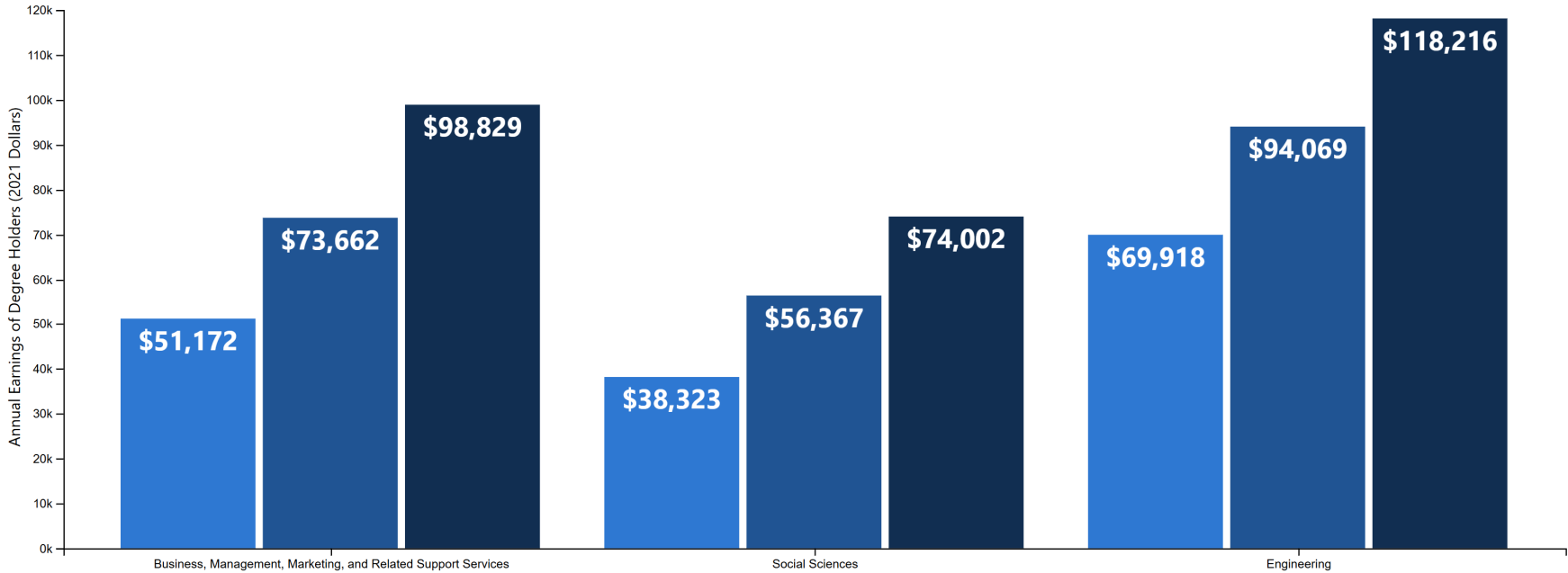
Time Percent

Earnings-percentile Filter

25 50 75

Legend

- 1 Years Postgrad
- 5 Years Postgrad
- 10 Years Postgrad



Current Status

- Data submitted to NMHED (July 2024)
- Data sharing agreement in progress (Awaiting signatures at state level)
- Awaiting publication of New Mexico data (hopefully sometime in 2025)

Summary

	Gainful Employment (GE)	Financial Value Transparency (FVT)	Post-Secondary Employment Outcomes (PSEO)
Purpose	Ensure accountability for programs preparing students for gainful employment.	Increase transparency on financial outcomes for all higher education programs.	Provide transparency on graduate employment and earnings trends.
Who It Applies To	Certificate programs (public/nonprofit) and all programs (for-profit). Includes federally-funded students.	All programs across higher education. Includes federally-funded and non-federally-funded students.	All programs and institutions.
Metrics	Debt-to-earnings ratios (annual and discretionary income). Earnings premium test.	Debt-to-earnings ratios (annual and discretionary income). Earnings premium test.	Median earnings, industry of employment, geographic distribution.
Outcome	Regulatory; failing programs may lose federal financial aid eligibility.	Informational; helps students and families compare programs.	Informational; supports research and benchmarking.
Regulatory Focus	Enforcement-focused; impacts Title IV eligibility.	Transparency-focused; no direct sanctions.	Non-regulatory; data-sharing initiative.
Data Use	Ensures compliance and program accountability.	Empowers prospective students and families to make informed decisions.	Insights for stakeholders, policymaking, and institutional benchmarking.

Questions?

Equitable Access (EA)

ACCESSIBLE LEARNING AT UNM

Alicia Solano

Assistant Vice President,
Institutional Support Services

The History of UNM Course Materials



1889 -1950's

1970's

2000's

Now

Equitable Access (EA) Presentation Overview



What is Equitable Access (EA)?
Why Does EA Matter?



Current State and Background



UNM's EA Program



Recap and Next Steps



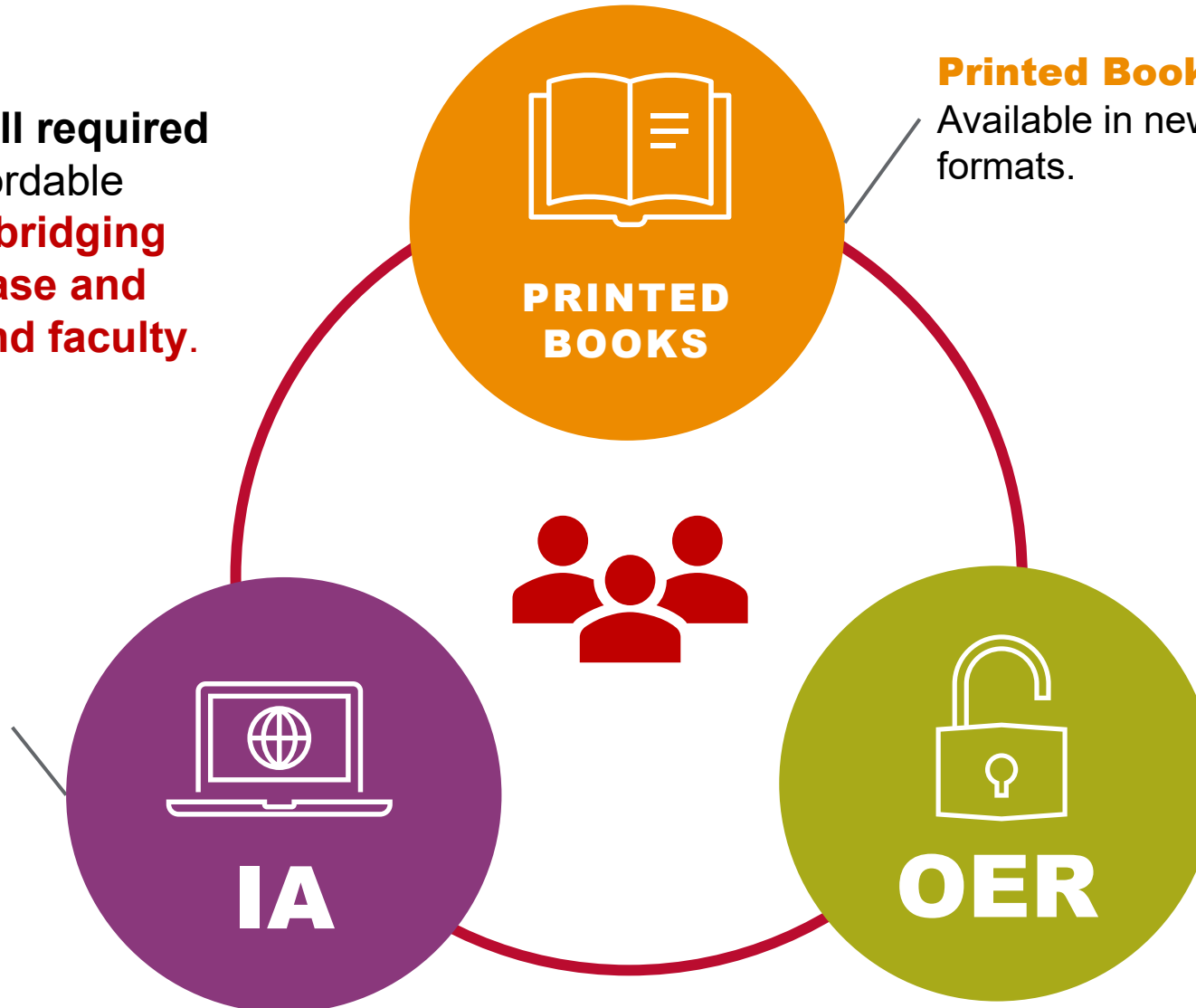
How are course materials delivered today?

Equitable Access

Day-one-access for all required course materials, affordable flat-rate pricing for all, **bridging all models to bring ease and choice to students and faculty.**

Inclusive Access

Single course, individually priced model that **only includes digital materials.**



Printed Books

Available in new, used, or rental formats.

Open Educational Resources

Teaching, learning, and research resources that reside in the public domain or have been **released under a license that permits their free use**, reuse, modification, and sharing with others. For more info on UNM's OER initiative: <https://oer.unm.edu>

What is Equitable Access (EA)?

◆ **Our Definition:** EA is a program that provides all Albuquerque campus undergraduate students day one access to all required course materials for a flat-rate each semester.

◆ **Key Features:**

- ◆ Program can include digital, print, and open resources
- ◆ Faculty choose the course materials and formats they want to use in each course
- ◆ Opt-out options available for flexibility
- ◆ All required course materials, bundled together at one low price

Why EA Matters?

UNM 2040

OPPORTUNITY DEFINED

Goal 2:
Student Experience
and Educational
Innovation

Goal 3:
Inclusive Excellence

Goal 4:
Sustainability



AFFORDABILITY

Participating undergraduate students have access to all required course materials for one low cost per semester or per credit hour. Students have the choice to opt-out of the program and purchase materials on a course by course basis.



EQUITY AND ACCESSIBILITY

All participating students, regardless of their background, personal demographics, or degree program, have equal access to required course materials on or before the first day of classes through Canvas.



STUDENT SUCCESS & RETENTION

Students who have immediate access to course materials are more likely to engage in their coursework, participate in class discussions, and perform well in assessments.



PREDICTABILITY

Flat-fee model provides students with predictable pricing, which allows them to budget for their course materials each semester.



SUSTAINABILITY

Digital-first model means that most textbooks and coursepacks will be provided in digital format, which will eliminate thousands of textbooks from being printed and shipped from publishers.



CONVENIENCE

Required digital course materials will automatically be available to students on or before the first day of classes within their Canvas account. Print materials can be picked up at the UNM Bookstore or be shipped directly to students.

Why EA Matters?

Equity & Inclusion

EA programs remove financial and logistical barriers, ensuring **every student has all required course materials** on or before the first day of class.

EA creates a more inclusive learning environment, ensuring all student populations have equitable access to academic resources. In a recent study on course completion rates with EA programs, there were **improved completion rates across demographics** (Moore, 2023):

- African American students **+21.06%**
- Native American students **+17.46%**
- Hispanic students **+15.57%**
- Pell Grant recipients **+17.23%**



Why EA Matters?

Positive Academic Impact & Convenience

A recent survey of over 100 campuses across two-year and four-year institutions gauging student perspectives on their campus' EA program found:

(Barnes & Noble Education, Inc., 2023)



86% of students in Equitable Access programs **stated they were better prepared** for the term



83% indicated a **positive impact on their academic success** in the current term



75% of students reported that **these programs helped them achieve better grades**



78% noted an **increased likelihood of continuing their education**







91% of students stated that they **found Equitable Access programs convenient** due to bundled and automatically delivered materials

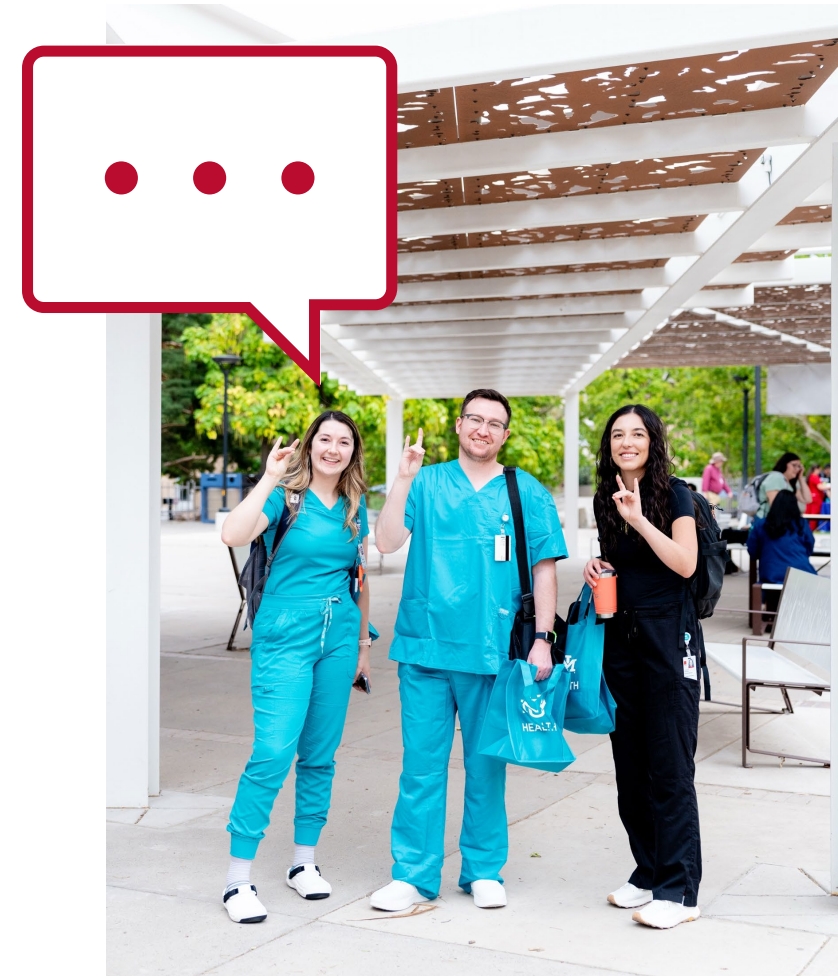
Why EA Matters?

Student Support for EA Programs

In the 2024 Student Watch survey conducted by the National Association of College Stores (NACS), most students expressed satisfaction with Equitable Access programs, noting that the integrated cost model reduced logistical challenges and improved their overall learning experience.

Top reasons for satisfaction included:

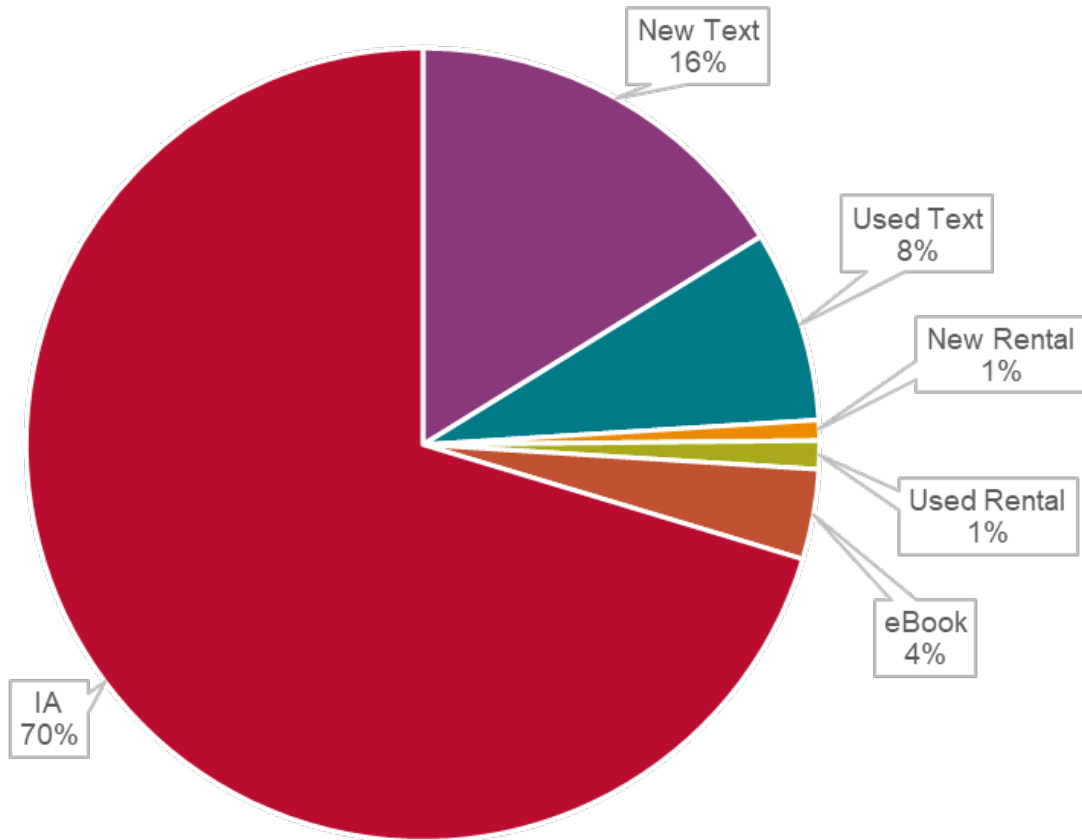
-  • **Convenience** of not having to shop for materials (**79%**)
-  • **Having all materials by the first day** of class (**72%**)
-  • **Knowing they would have all materials** and correct editions (**69%**)
-  • **Cost savings** (**50%**)



Current State & Background

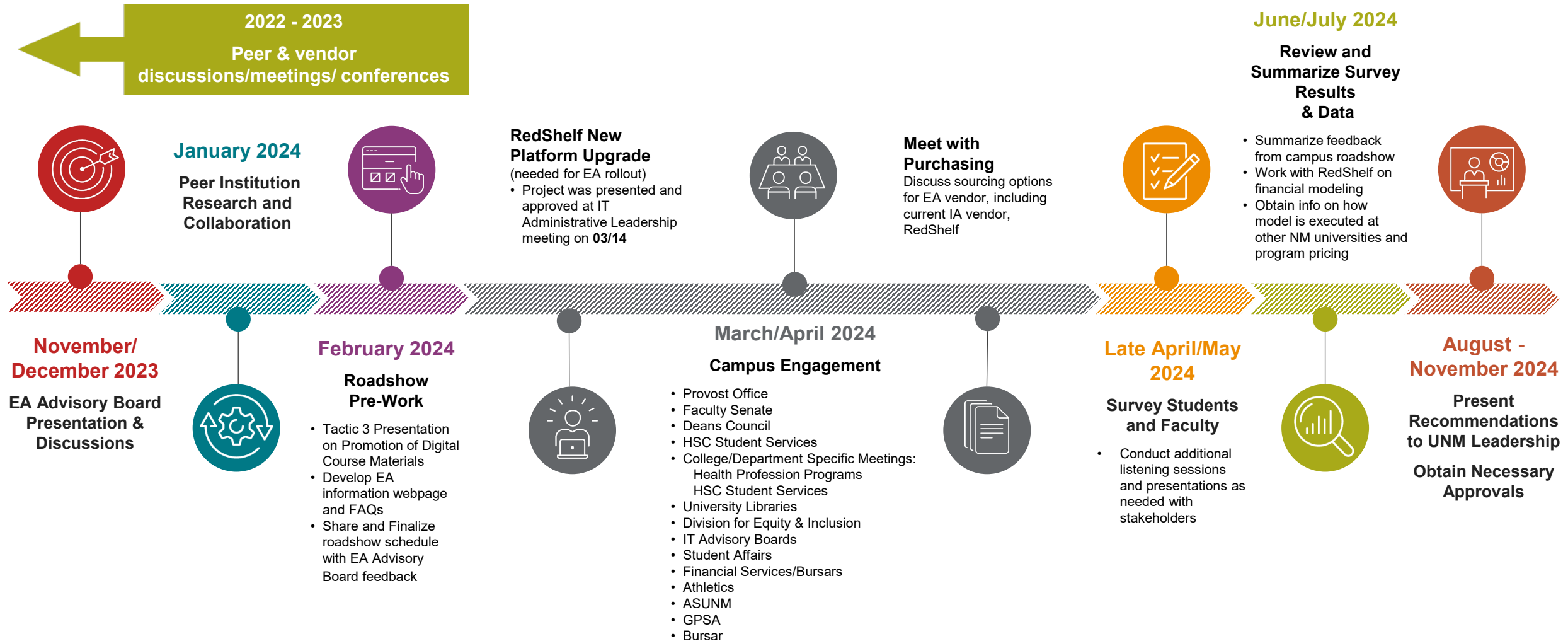
Current State

Course materials Units Sold FY24



- 74% of course materials sold from the Bookstore in FY24 were in a digital format. The percentage increased to 80% in Fall 2024
- Increasing IA and other digital offerings (eBooks) has continued to reduce the cost to our students
- In Academic Year 2023-2024 **these efforts have saved our students approximately \$8.3 million**
- This chart does not include course materials that are not sold through the Bookstore or are open resources

EA Research & Engagements



UNM's EA Program

UNM's EA Program Details

Implementation of the Equitable Access (EA) program in Fall 2025

EA Program:

- Will include ALL Albuquerque campus undergraduate students, regardless of number of enrolled credit hours
- \$279** flat-rate per semester for the 2025-2026 academic year
 - Every academic year this rate will be reevaluated based on the prior year mix of digital, print, use of OER and no required materials
- Faculty choose the course materials and formats they want to use in each course.
- Payments will be processed through the Bursar as a Bookstore Charge
- Cascading EA: Flexibility for students to opt out of EA and select their course materials “a la carte” through IA. They can also choose to opt out of the program completely.


How Cascading EA Works










Enhanced flexibility

Students can choose to keep all, some, or none of the automatically provided materials.

An easy-to-use price comparison screen helps students decide exactly which level of participation makes financial sense for them.

Students can opt out or back in until the semester add/drop deadline.

 The opting deadline for your course materials is 9/12/2025

 UNM Book Access Complete All required course materials for a flat price + tax \$279 Current Selection  Day one access  All-in-one bundle pricing  Single platform for all digital materials Learn More	 UNM Book Access Select Choose specific materials at bookstore negotiated prices \$165.00 Select & Continue  Day one access  Pick materials to buy & pay individually  Single platform for all digital materials Learn More	 Opt Out of All Materials Purchase materials elsewhere Select & Continue <ul style="list-style-type: none">▶ No access guarantee▶ Source and purchase your own course materials▶ Digital materials spread across platforms Learn More
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Materials may be added or removed up to the opting deadline. Prices may vary depending on your course schedule and/or opting preferences.

Recap & Next Steps

Benefits & Future of EA

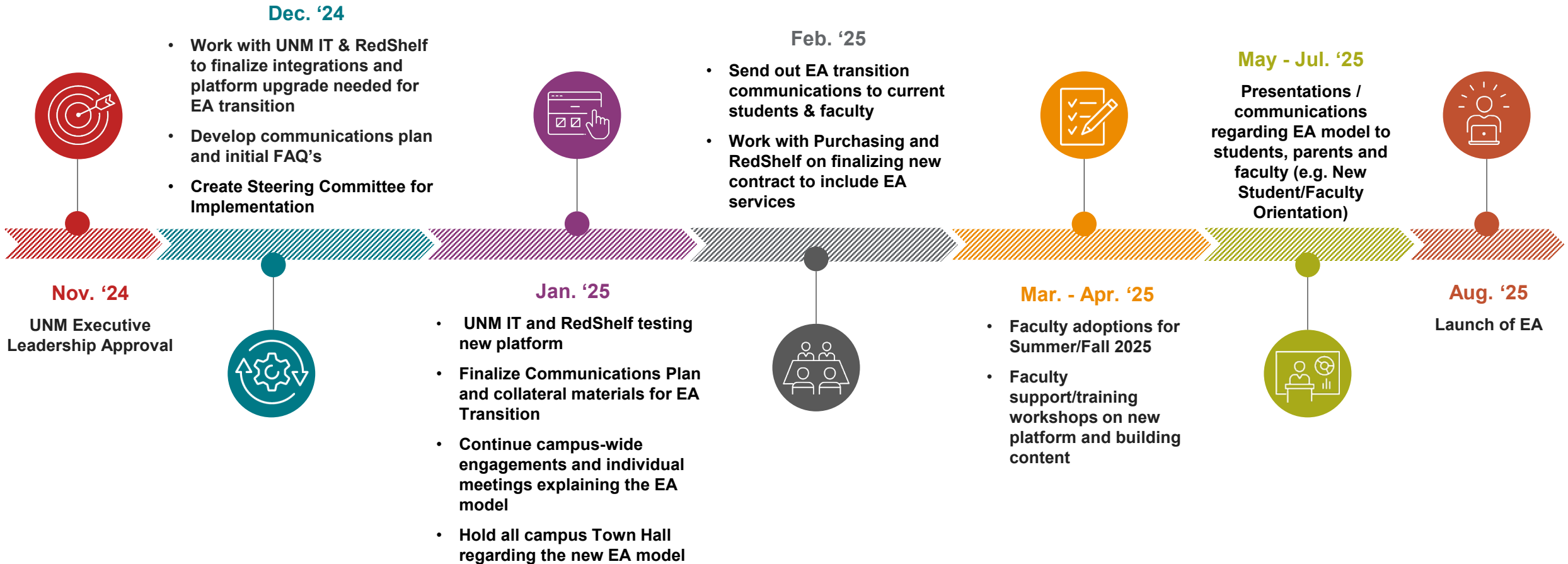
Benefits Recap:

- ◆ **Affordable:** Saves students money with a flat-rate price for all course materials
- ◆ **Convenient:** Provides access to all required materials on day one, reducing stress and delays
- ◆ **Equitable:** Ensures every student has the resources they need, regardless of financial background or degree program
- ◆ **Sustainable:** Incorporates digital and open resources, reducing environmental impact

Where is EA going?

- ◆ By the end of FY24, there were at least 355 EA accounts across US Higher Education (Moore, 2023).
- ◆ Predictions put EA programs as high as 845 by the end of FY28 (Moore, 2023).
- ◆ “In my opinion, it is truly the future of course materials acquisition and delivery” – Mike Moore, Ed.D, academic researcher and course materials expert

Implementation Timeline



QUESTIONS?



FOR ADDITIONAL INFORMATION
goto.unm.edu/bookstores-town-hall

Additional Information

EA Survey Results & Insights

Survey Participation

Students

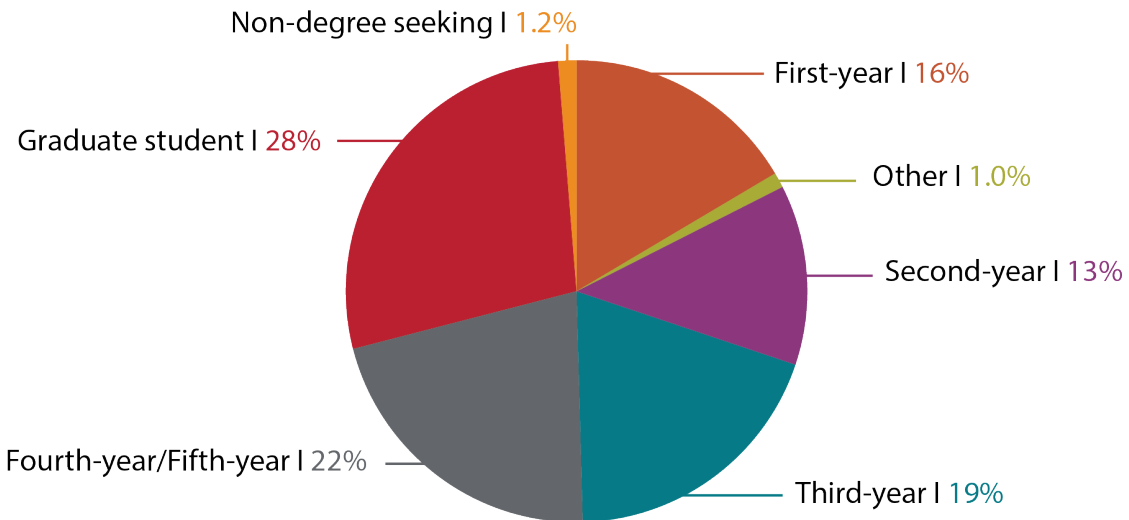


491
submissions



May 1 - May 10

Which of the following best describes your current student status?



Faculty

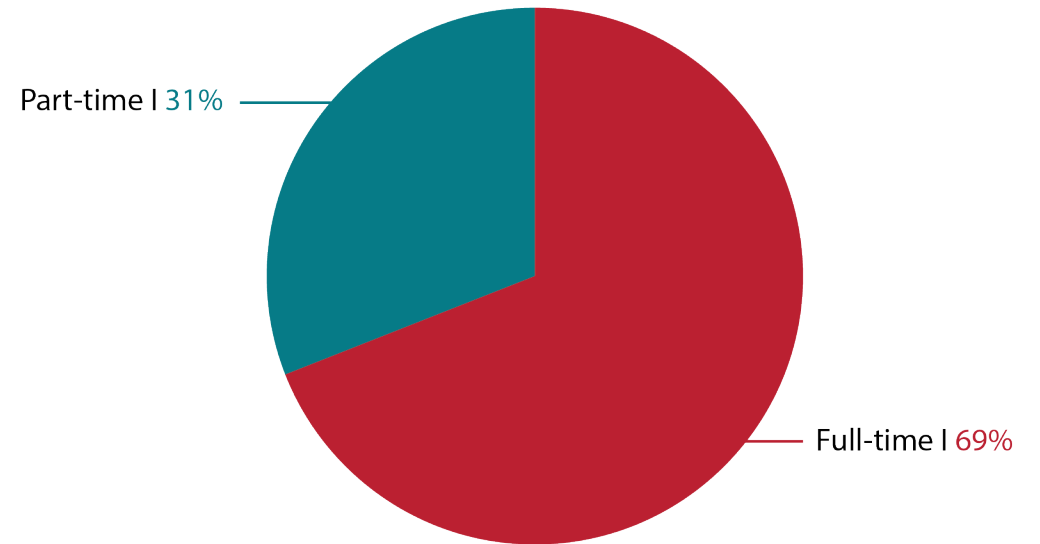


97
submissions



May 1 - May 20

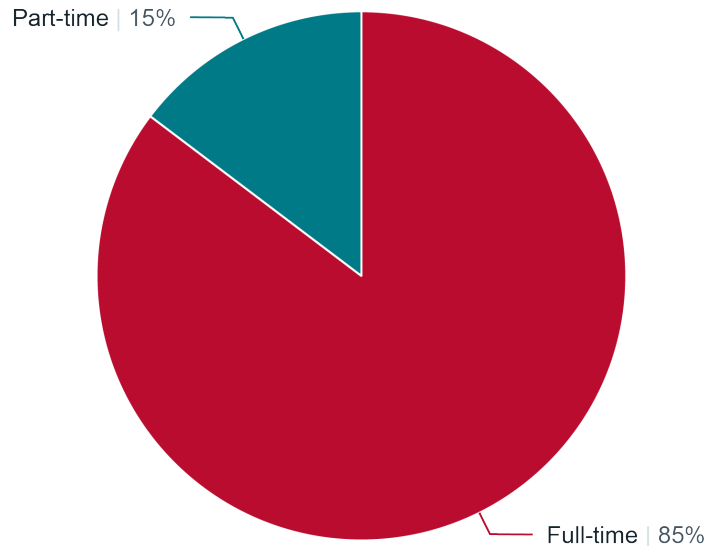
Do you teach full-time or part-time?



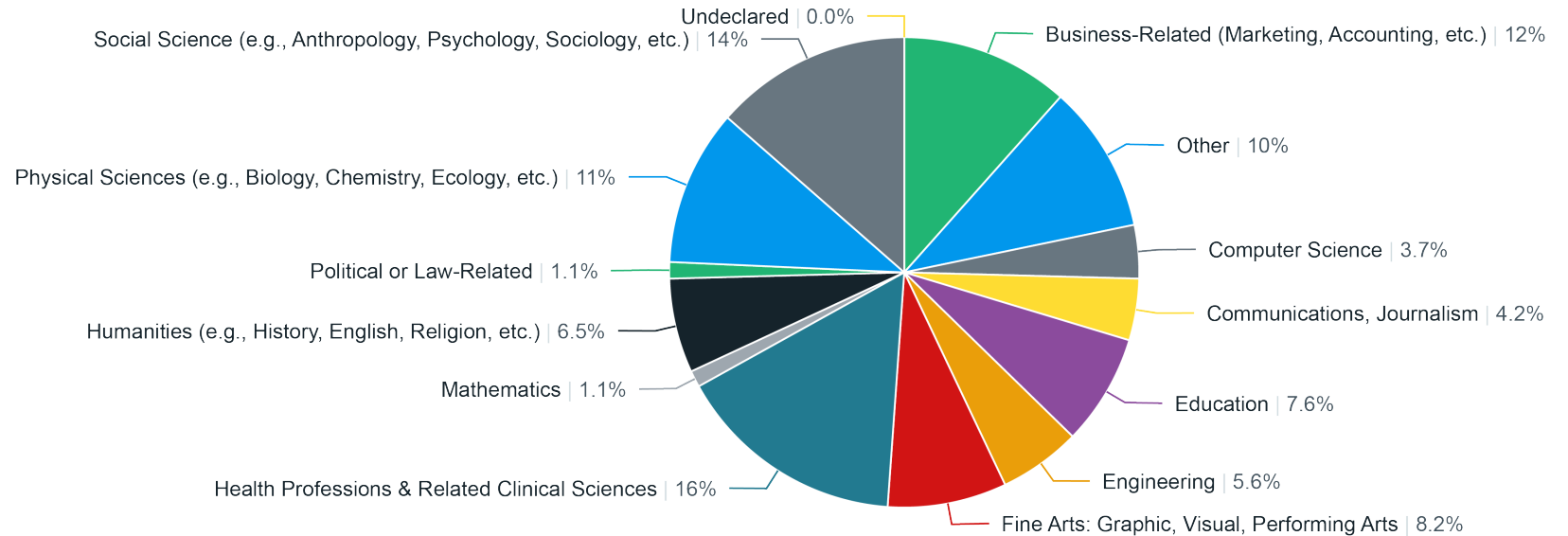
Undergraduate Survey Demographics

Of the 491 students surveyed in May 2024 regarding Equitable Access, 354 were undergraduate students.

Part-time vs. Full-time



Degree Programs



Undergraduate Student Survey Takeaways

88%

Of respondents **utilized digital course materials** during the 2023-2024 academic year.

23%

Of respondents have **selected “cost” as the most important factor** when purchasing their course materials.

42.2%

Of respondents **spend more than \$300 on course materials in one semester** (\$301-\$400, \$401-\$500, \$501-\$600, \$601-\$700, \$701-\$800 and More than \$800).

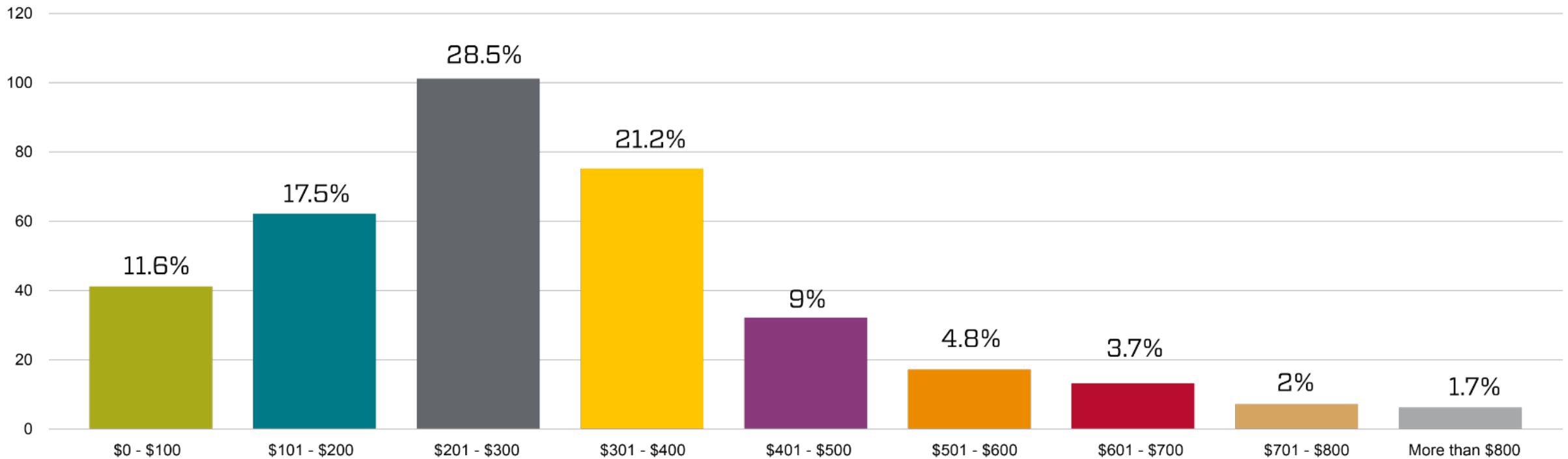
65%

Of respondents think an **EA program would be better than the traditional model** (*Somewhat better, Much better*).

Reported Cost of Course Materials

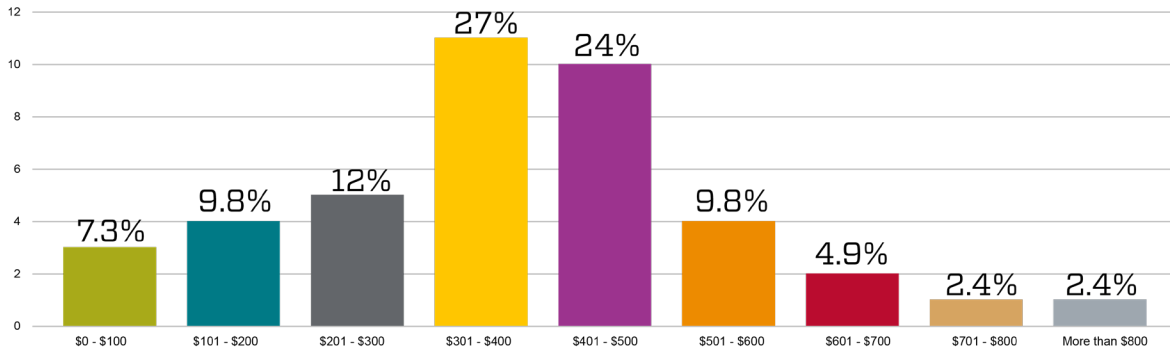
How much do students currently spend on all of their required course materials in a single semester?

All undergraduate students

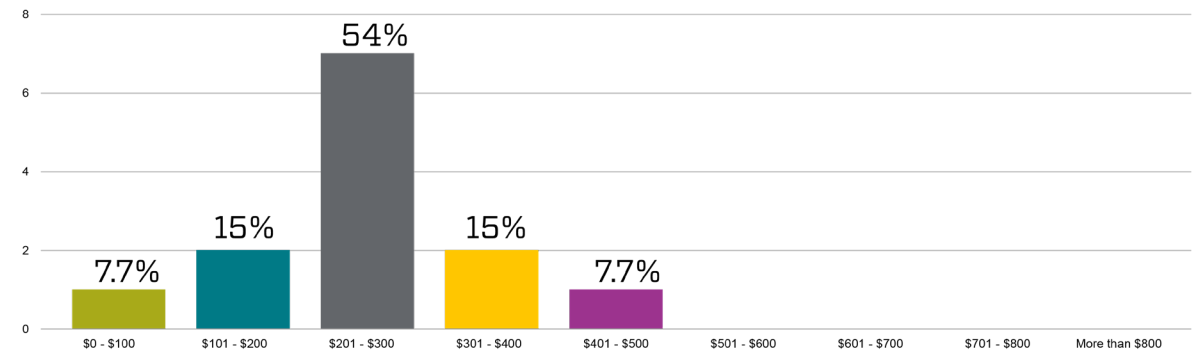


Reported Cost By Field Of Study

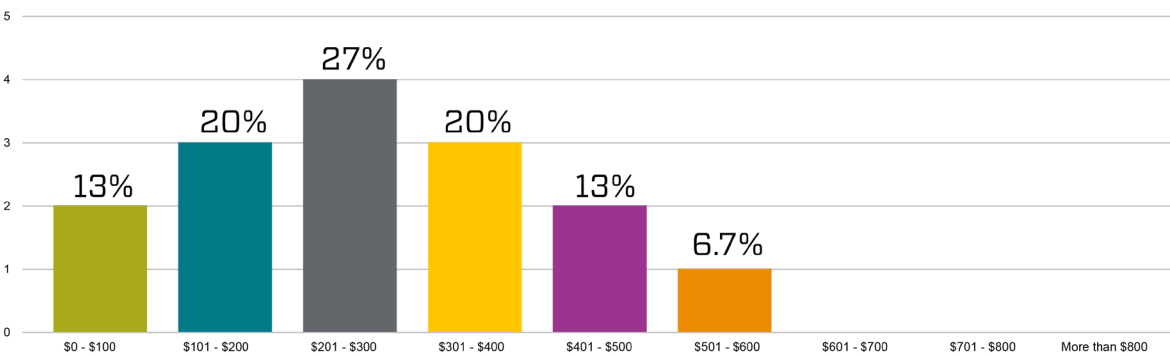
Amounts spent by undergraduate students on required course materials per semester, categorized by field of study.



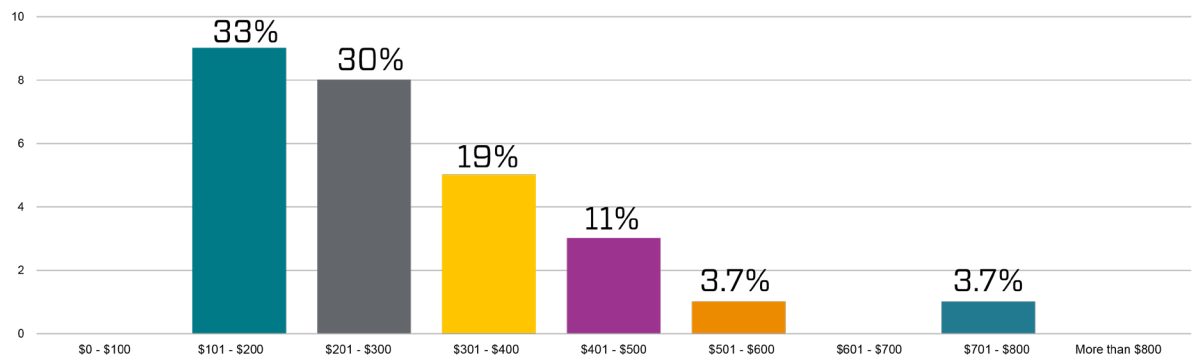
Field of study: Business-Related (Marketing, Accounting, etc.)



Field of study: Computer Science



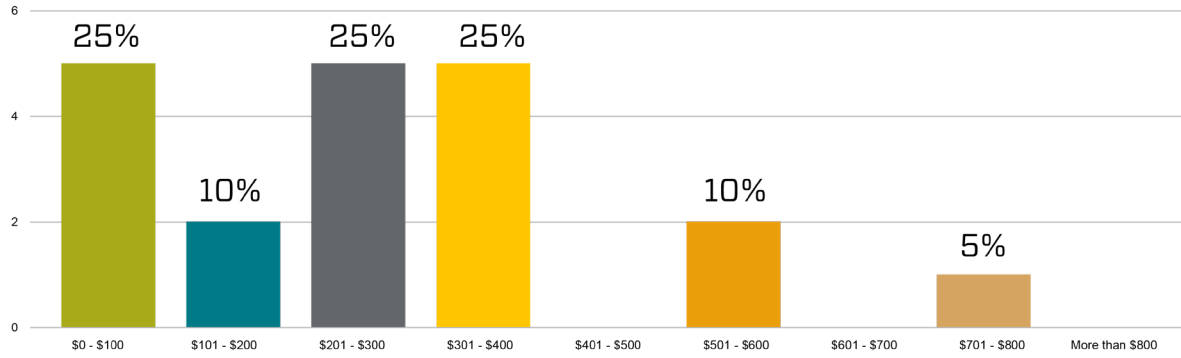
Field of study: Communications, Journalism



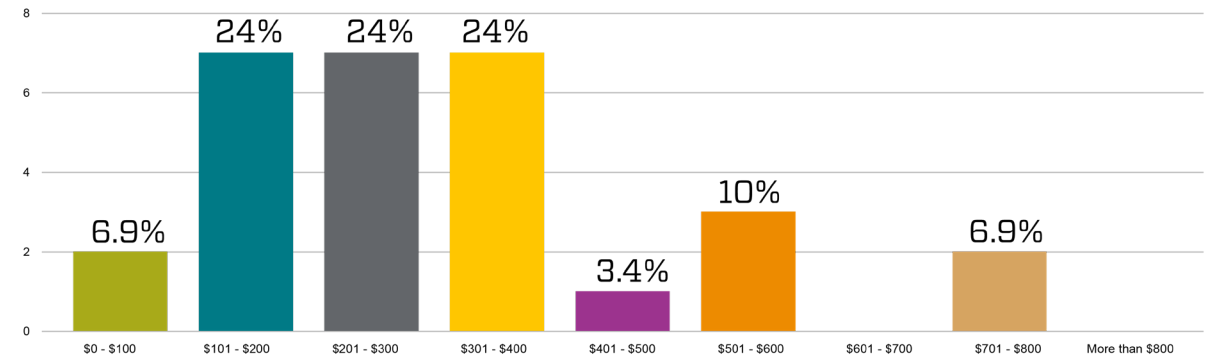
Field of study: Education

Reported Cost By Field Of Study

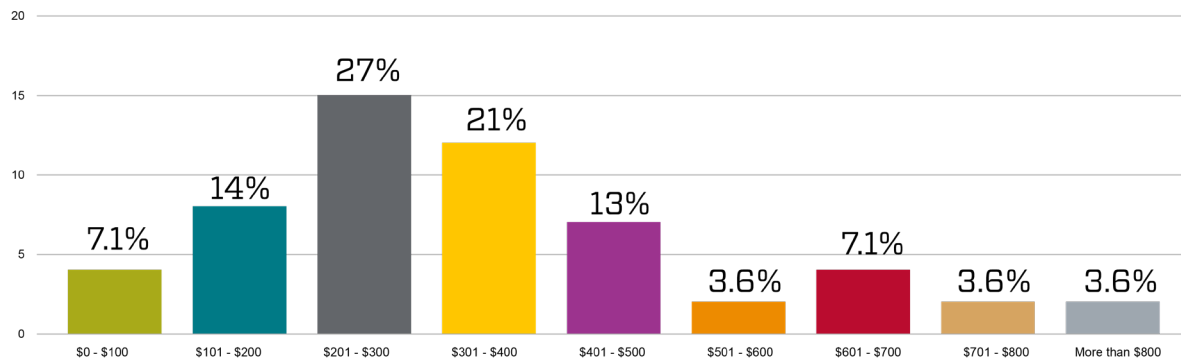
Amounts spent by undergraduate students on required course materials per semester, categorized by field of study.



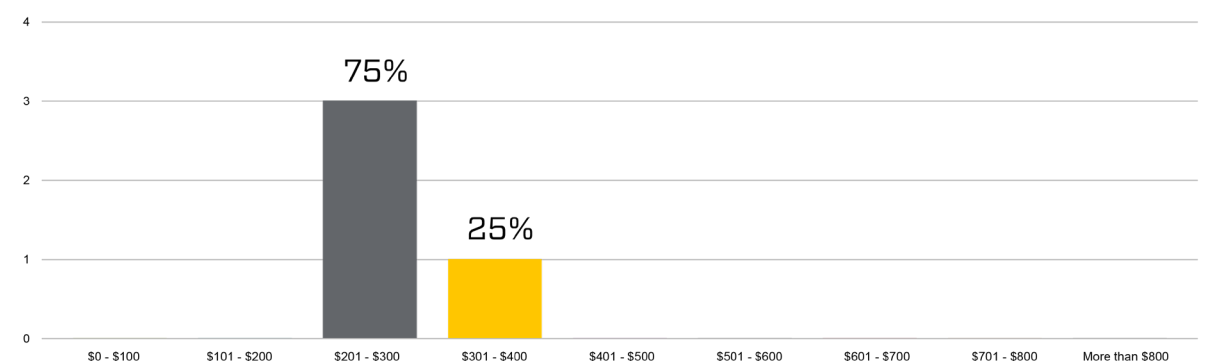
Field of study: Engineering



Field of study: Fine Arts: Graphic, Visual, Performing Arts



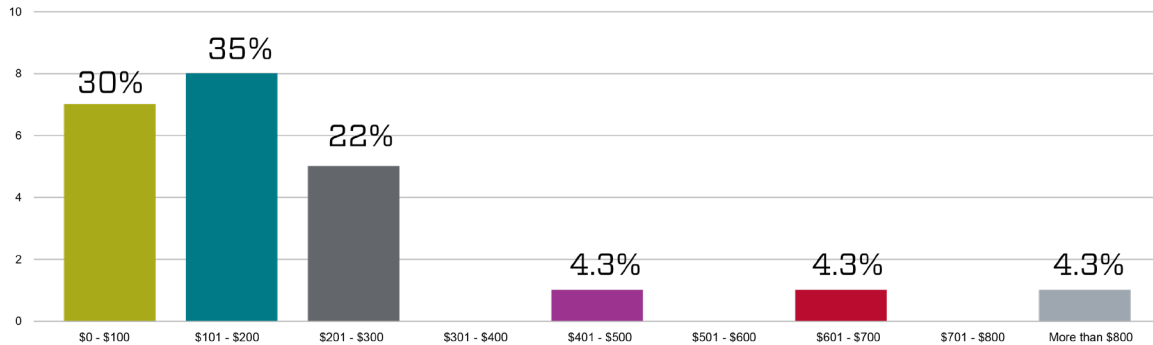
Field of study: Health Professions & Related Clinical Sciences



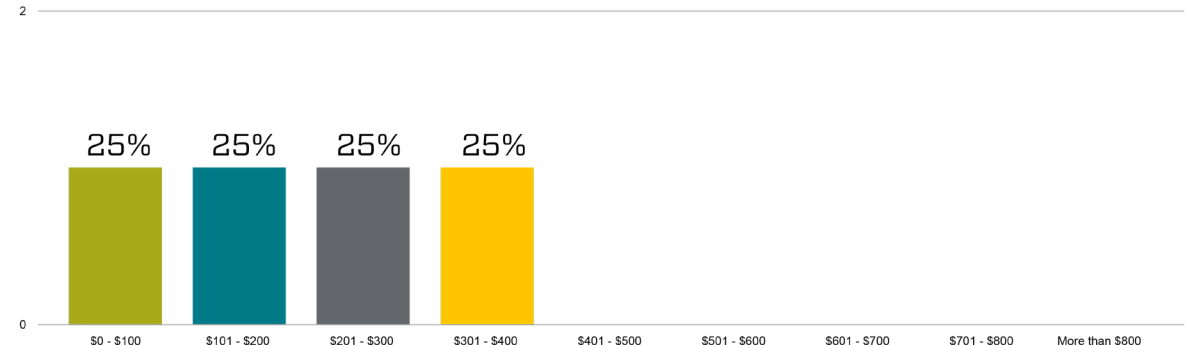
Field of study: Mathematics

Reported Cost By Field Of Study

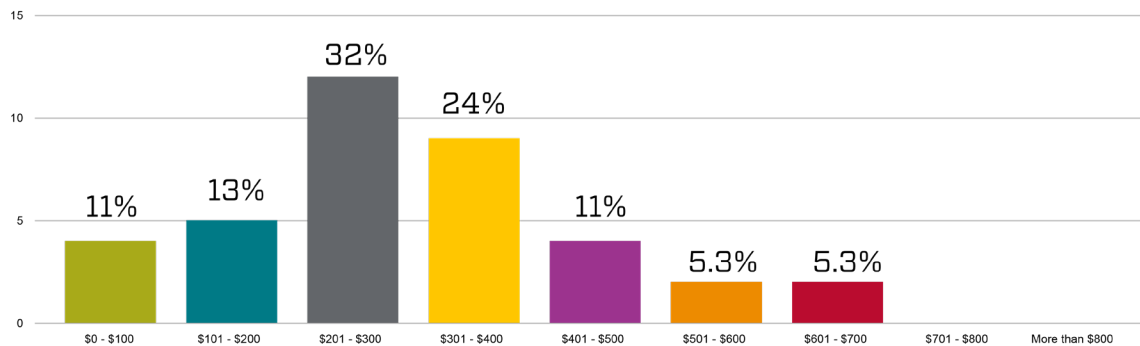
Amounts spent by undergraduate students on required course materials per semester, categorized by field of study.



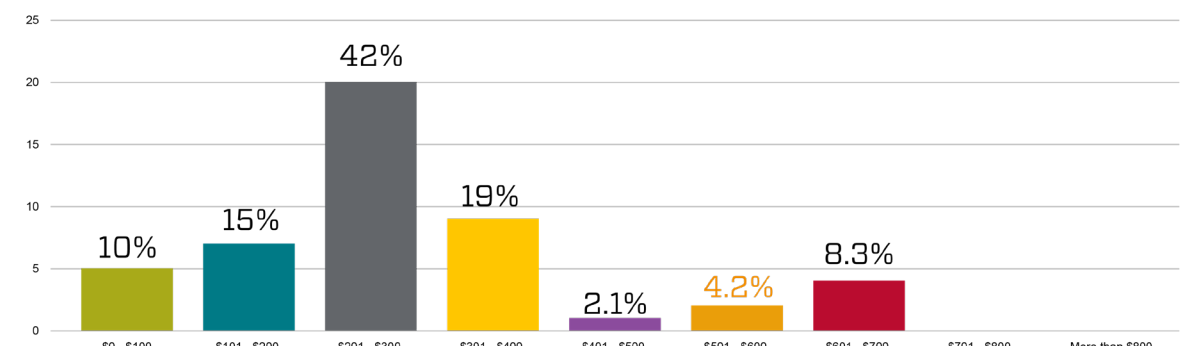
Field of study: Humanities (e.g., History, English, Religion, etc.)



Field of study: Political or Law-Related



Field of study: Physical Sciences (e.g., Biology, Chemistry, Ecology, etc.)



Field of study: Social Science (e.g., Anthropology, Psychology, Sociology, etc.)

Student Survey: Comments

- ◆ *“I don’t have to worry about shopping for my course materials. Worry free.”*
- ◆ *“I think a flat rate would be beneficial to many students who are barely able to make ends meet, and/or rely on grants and scholarships to pay for schooling. Having to place priority on materials for one class over another isn't fair to students who want to learn”*
- ◆ *“I fell behind by not being prepared with the course materials on the first day/week of classes. Having immediate access would be helpful [...].”*
- ◆ *“I think adding this program/resource would benefit a lot of Student”*
- ◆ *“Having a flat rate to purchase books for the students will definitely help [...].”*
- ◆ *“Digital e-books are better on the eyes and saving paper is a must with climate change. We are in a digital world and all tech ideas are advancing quickly [...].”*

Faculty Survey

Which textbook format do you personally prefer to use in your course(s)?

Depends on the course (28%)

Digital Textbook (23%)

Digital textbooks with an additional digital component (13%)

Print textbooks with a digital component (e.g., online access, support) (11%)

22%

Of respondents consider **textbook affordability a priority.**

21%

Of respondents have already **decided against course materials due to high costs.**

66%

Of respondents express **interest in participating in a flat-fee course materials program** (*Slightly, Moderately, Very and Extremely interested*).

53%

Of respondents would **support a campus-wide Equitable Access program for undergraduate students.** *38% would need more information.*

Faculty Survey: Comments

- ◆ *"[...] I think all classes that use textbooks on campus need to do this."*
- ◆ *"I only use textbooks in my 2000 level course but every time I am horrified by the cost of the textbook. I would be happy to find a cheaper option for students"*
- ◆ *"In courses I've taught that required a textbook (not by my choice) many students did not purchase the textbook and simply did not do the readings."*
- ◆ *"Program sounds good; best if faculty could be invited to determine release dates for material."*
- ◆ *"Cost of learning materials do matter."*
- ◆ *"I like the concept of equitable access and feel it fits the UNM community well. I look forward to working within this new framework."*

Course Material Models by NM Institution

Course Materials In New Mexico:

Institutions with EA



Western NM U - Silver City

\$25/credit hour



Clovis Community College - Clovis

\$36/credit hour



ENMU - Ruidoso

Unspecified



NMSU – Doña Ana Community College & Alamogordo

\$24/credit hour



Southwestern Indian Polytechnic Institute - Albuquerque

\$24/credit hour

Institutions with IA



New Mexico Highlands U | Las Vegas



UNM | Albuquerque, Valencia, Taos



Central NM CC | Albuquerque



NMSU | Las Cruces



San Juan College | Farmington

Course Materials In New Mexico:

Institutions without EA or IA



ENMU | Portales, Roswell



New Mexico Institute of Mining and Technology (NM Tech) - Socorro



Northern New Mexico College - Espanola



Mesalands CC - Tucumcari



NM Junior College - Hobbs



Santa Fe CC - Santa Fe



Luna CC - Las Vegas



NM Military Institute - Roswell



NMSU | Carlsbad, Grants



UNM Gallup, Los Alamos



Diné College - Shiprock



Institute of American Indian Arts - Santa Fe



Navajo Technical College - Crownpoint

References

References

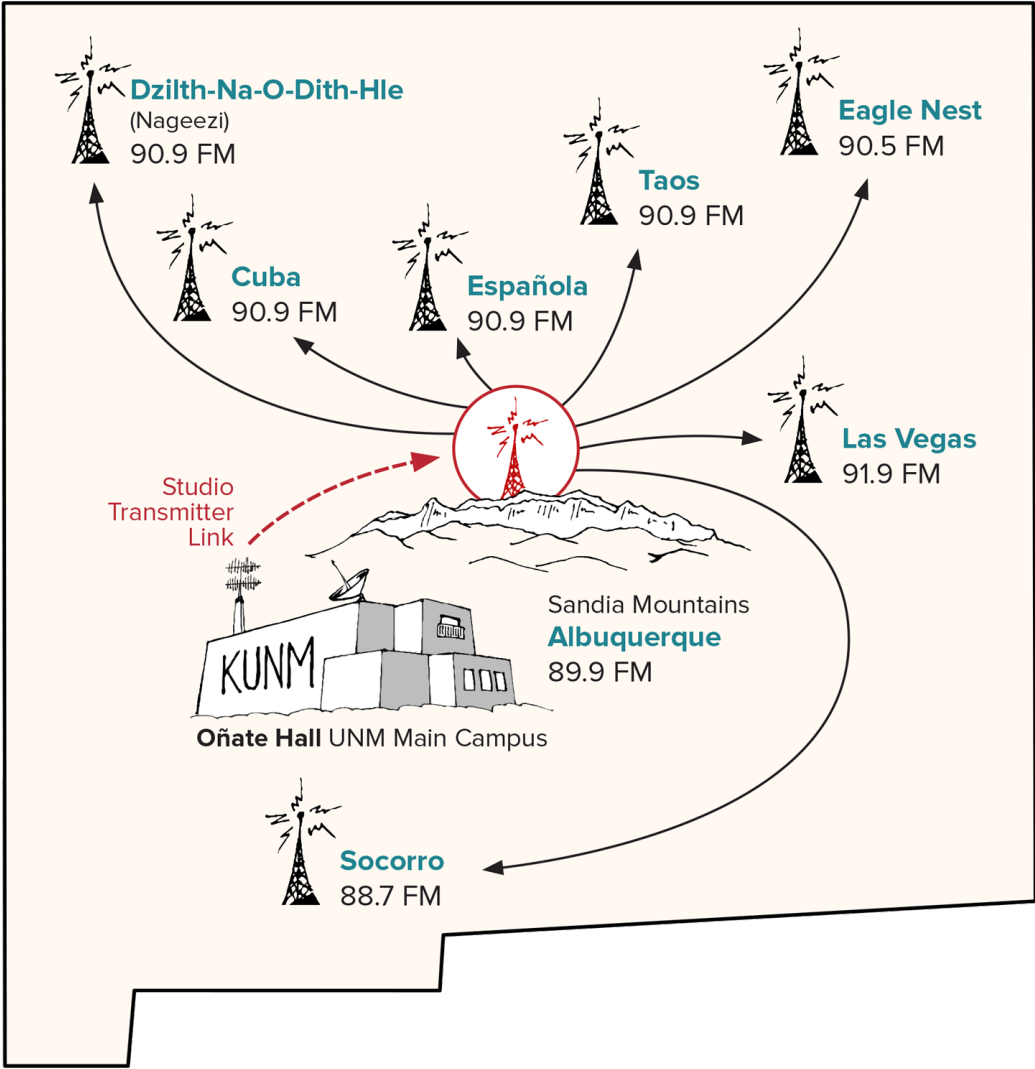
- Barnes & Noble Education, Inc. (2023, July). *New study highlights the positive impact on student outcomes of Barnes & Noble Education's First Day® Complete equitable access program; Results driving rapid growth of the model across colleges and universities.* Retrieved from <https://www.bncollege.com/firstday>
- Moore, M. (2023). *Equitable access: A participant vs. non-participant course completion rate analysis from 2-year institutions.* University of New Hampshire.
- National Association of College Stores. (2024). *Student Watch™: Attitudes and behaviors toward course materials 2024 report.*
- Moore, M. R. (2023, August 8). *Equitable access: Growth predictions.* Retrieved January 27, 2025, from <https://drmichaelrmoore.com/equitable-access-growth-predictions/>



KUNM Radio Board Annual Report

FY: July 2023 – June 2024

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 **\$1.8** million of the station's annual cash budget of about **\$2.3** million.

2020 - 89,800 listeners

2021 - 89,100 listeners

2022 - 91,750 listeners

2023 - 89,400 listeners

Spring 2024 - 94,100 listeners

*On average, listeners spend 6 hours per week with KUNM. In FY 2024, people spent **25,500,000 hours listening to KUNM**. KUNM's signal reaches 1,115,000 New Mexicans. Currently, we reach just over 8 % of our potential audience. (Source: Nielsen age 12+, full week cumulative audience in total service area).*

KUNM would not be possible without the sustained support of our volunteers



- 100 student and community volunteers worked to create local content during FY2024. Many volunteers began as students and some have continued for more than 40 years.
- Collaboratives Raices and Singing Wire produce much of our local, mission driven content.
- Volunteers contribute large amounts of time to support KUNM
 - 320 hours per week (four hours of work generally are required to create 1 hour of programming)
 - Over 16,000 hours per year

KUNM would not be possible without the support of our listeners

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.

	Donors	Total	Average Gift
FY20	7,903	\$ 1,302,200	\$ 165
FY21	8,110	\$ 1,475,200	\$ 179
FY22	8,100	\$ 1,401,800	\$ 174
FY23	6,920	\$ 1,430,880	\$ 207
FY24	7,210	\$ 1,392,747	\$ 193

Radio Board Updates



- The board approved 2 programming changes

- Studio 505 – Replaced Home of Happy Feet (due to retirement of the show)



- Soulful Hour – A locally produced show replaced a syndicated Art of the Song in May 2024



- The programming committee has completed the preliminary work, with the help UNM's institute for Social Research, to develop a methodology for evaluating programming as required by the bylaws. The pilot evaluation is in process
- Worked on amending the bylaws to allow a third 2-year term for all board positions
- Worked on updating the grievance procedure to align with UNM policies
- The board actively supported fundraising during the fall 2023 and spring 2024 pledge drives by providing \$1,000 challenge grants.

Radio Board Updates



- The board is working with station management and volunteers to develop a modernized draft mission statement which will align with UNM 2040
 - The Regents policy was written in 1988 and has never been updated. It does not include a mission statement, but rather a set of goals
 - KUNM seeks to align with UNM 2040, which provides a comprehensive set of goals for the university and community
 - UNM Regents would need to approve any updates to the Regents policy



KUNM Station Updates



- KUNM added new content with locally produced programming (including in-studio performances)
- KUNM continues to see success as a self-supporting department at UNM. Revenues have exceeded expenses for the past 30 years. On June 30, 2024, KUNM had a cash reserve of \$474,000 along with anticipated planned gifts totaling just over \$2,300,000.

In Memory

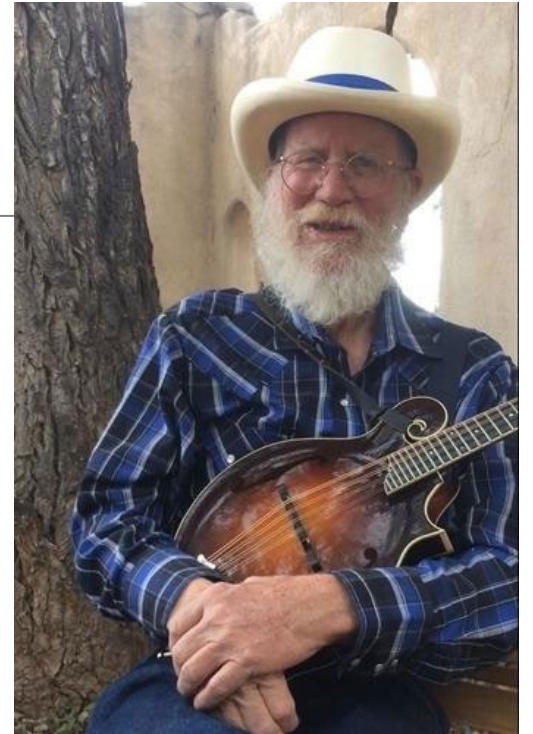
Claude Stephenson, longtime KUNM volunteer since 1979 who produced Folk Routes for 40 years, passed away in August of 2023

Claude was one of a kind. When he was a teenager, he left New Mexico for an extended trip back East and immersed himself in bluegrass music, which of course became a lifelong passion. He played mandolin with the Big River Boys for many years and later with Elliott's Ramblers, and many other aggregations.



His Ph.D. work focused on Matachines dances in New Mexico, and he served for a number of years as NM State Folklorist, where, among other things, he managed folklife grants, including those that for many years supported the Santa Fe Banjo & Fiddle Contest, later the Santa Fe Bluegrass & Old-Time Music Festival. He played a central role as a key advisor in establishing the Santa Fe TradFest in 2017. Claude was a long-time producer/DJ on KUNM in Albuquerque

Remembrance from Ron Hale



In Memory

Alan "Ali" Liddel passed away in 2024

First gracing the studios of KUNM in 1999, Ali had a deep knowledge of music, from the experimental to the esoteric. He was a longtime host of Fresh on Thursday evenings, where he was known for his Pink Floyd-infused station identification at midnight, as well as the fifth DJ on Global Music when the month had five Mondays. A sweet and kind man, Ali volunteered at KUNM until the end of his life. He was a super-dedicated volunteer always eager to give extra help wherever it was needed, whether subbing for Coffee Express and Freeform or assisting with news and public affairs productions.



In Memory

KUNM 's music director Matthew Finch passed away in July 2024 and was remembered by KUNM staff

KUNM staff and volunteers remembered him fondly as a great teacher, an invaluable asset to the music scene, and dedicated KUNM's recent award of Top Radio Station to him.

"I just can't imagine what the music scene will look like from here on out because he held such an important role in terms of holding the big picture of the New Mexico music scene. Albuquerque on the one hand, but really New Mexico,"
Eileen O'Shaughnessy



[Matthew Finch kept his Ear to the Ground: Remembering KUNM's longtime music director](#)



KUNM Recognitions

Fiscal year 2023-2024

- The KUNM News team has once again received multiple awards from multiple organizations for our work. These contests covered stories produced in 2023.
- Alice Fordham took second place in national news coverage for her story, “Fake 'Sober Homes' Targeting Native Americans Scam Millions From Taxpayers”, which documented how people were luring Native Americans into fake residential rehabs and defrauding Medicaid.
- Nash Jones took second place in Government and Democracy Features for their story, “Youth Legislative Session Builds Civic Knowledge and Confidence of NM High Schoolers”, about a program of the National Hispanic Institute where young people took part in a mock legislative session at the Roundhouse in Santa Fe.
- Mia Casas took first place in Student Spot News for her story, “Actors' Union Takes Its Ongoing Strike to Netflix North America’s Studios in Albuquerque”, about the New Mexico SAG-AFTRA chapter joining the national protest last summer. Mia was also recognized by the Public Media Journalists Association (PMJA) during its annual conference at NPR headquarters in Washington, D.C.
- Jeanette DeDios, who came to us through the New Mexico Local News Fund Fellows program and is now a graduate student and a full-time employee with KUNM, received eight awards from the Indigenous Journalists Association

Station Awards

KUNM won the Top Radio Station
Award at the 2024 2nd Annual New Mexico
Entertainment Awards



Looking to the future



- Richard Towne announced that he will be retiring in 2025
- The provost engaged Livingston Associates to conduct the national search for a new General Manager ([Job Posting Announcement](#))
- Livingston Associates conducted multiple listening sessions with KUNM stakeholders to understand the needs of the station
- A search committee, which includes several members of the board, was formed in late 2024 to provide input for the provost
- Candidates will be interviewed in Spring 2025



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. Evolution of alternative formats, including streaming
- ❑ Review the KUNM Website and create a plan to update the website. In addition, review social media footprint and identify any underutilized or outdated platforms that can be implemented with a low-tech debt commitment.
- ❑ Aging and outdated facilities at KUNM are long overdue for improvement. The Board recommends that KUNM facilities be considered in the allocation of capital improvements in the 2040 UNM vision. The board also recommends proximity to the university be considered to raise awareness and engagements with UNM students, faculty, staff, and the community.
- ❑ Continue to foster recruitment for volunteers and foster creativity in programming
- ❑ Continue outreach efforts to UNM students, faculty, staff, and the community to increase awareness in KUNM. As part of outreach to students, update and align with the 2040 mission and goals, engaging more fully with students, staff and other UNM departments

KUNM remains a vital part of the University of New Mexico and the New Mexico media landscape with an active and loyal volunteer base that actively contributes to the station's success. 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 and UNM students 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 [redacted]. The report was presented to the Regents SSTAR Committee on [redacted].

Conclusions